



Key Principles:

Intent

At Kingsthorne, our aim is to ensure that the children experience a wide variety of sporting and physical activities, that may not be available to them outside of school, so they can develop a sense of enjoyment, physical fitness and well-being. We wish to inspire them to succeed and excel in a range of competitive sporting and physical activities and want children to develop and explore physical skills with increasing control, co-ordination flexibility and strength. We want the children to develop and master key skills for a range of sporting and physical activities, beginning to apply these appropriately to different scenarios. Our goal is for the children to develop an awareness and understanding for how to succeed in a range of physical activities and therefore they will begin to evaluate their own success and consider how to improve on their own performance. Our ambition is to allow children to apply these skills in competitive scenarios, through lessons and external competitions. We want to enable children to understand the positive influence that sport and exercise can have on our bodies and health, both physically and mentally. As a result, we aim to provide children with numerous opportunities to participate in events and activities, through daily lunchtime and after school clubs, regularly entering School Sports Games events and establishing a partnership with local Premier League team, Aston Villa. We are passionate about the need to teach children how to cooperate and collaborate with others, as part of a team, understanding fairness and equity of play to embed life-long values.

Implementation

Pupils at Kingsthorne participate in high quality PE and sporting activities up to twice a week. Lessons are delivered by teachers, our own in house sports coach or specialist coaches provide by Aston Villa Football Club. Our PE programme, which has been planned based on the National Curriculum and Development Matters EYFS documents, focusses on developing the confidence and ability of our children to move, jump, throw, catch and strike, in addition to exploring dance, gymnastics and athletic techniques through EYFS into Years 1 and 2, with a growing awareness of space, attacking and defending. This allows us to open up a range of sports to children in KS2 where they can apply their skills confidently and develop tactical awareness. Revisiting these sports regularly allows the children to consolidate these skills and recognise how to build on and improve their own performance. Lessons are also planned to consider the impacts on sporting activity on the children's health and well-being. Sporting topics have been planned to coincide with School Sports Games competitions, which allow the children to apply their learning from school into competitive scenarios against other children in the community. We encourage all children to engage in extra-curricular activities through our lunchtime and after school sports clubs, which are delivered by our in house sports specialist and coaches provided by Aston Villa. In addition to this, our Year 5 pupils are trained as Play Leaders, whereby they deliver a range of sporting activities to other children during lunchtimes, whilst also instilling a sense of pride and responsibility.

What we teach and why
Highlight repeats / skills building up

Adaptations and experiences that are specifically chosen for our community and make links to the wider world.
What do we hang the learning on to make it exciting?
Include a variety of: charity work, cultural links, career opportunities, house competitions, trips, cross curricular links, intervention work, displays, focus on local area, link with external agencies, visitors, themed days etc..

Autumn

Spring

Summer

Nursery

Key Threads					
Dance	Gymnastics	Athletics	Games/ Skills	Tactics / Understanding	Evaluation / Healthy Lifestyle
Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.	Skip, hop, stand on one leg and hold a pose for a game like musical statues Use large-muscle movements to wave flags and streamers, paint and make marks.	Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length or width.	Continue to develop their movement, balancing, riding and ball skills. Use one handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.	Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length or width. Choose the right resources to carry out their own plan. Collaborate with others to manage large items, such as moving a long plank safely, carrying larger hollow blocks. Go up steps and stairs, or climb apparatus, using alternate feet. Start taking part in some group activities which they make up for themselves, or in teams.	Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

<p><u>Topic Title</u> All about Me Nursery Rhymes and Celebrations</p> <p><u>Links to DM</u> Three and Four Year olds Continue to develop their movement, balancing, riding and ball skills. Go up steps and stairs, or climb apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length or width. Choose the right resources to carry out their own plan. Collaborate with others to manage large items, such as moving a long plank safely, carrying larger hollow blocks. Use one handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils Show a preference for a dominant hand Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p><u>Key Knowledge & Vocabulary</u> Body parts, run, jump, hop, skip, ball, catch, throw, kick, climb, balance, freeze, healthy</p> <p><u>Sequence of Lessons</u> Nursery follow Write Dance – a scheme of work using dance to music moving into mark making to music which develops motor skills.</p>	<p><u>Topic Title</u> People who Help Us Colours and Patterns</p> <p><u>Links to DM</u> Three and Four Year olds Continue to develop their movement, balancing, riding and ball skills. Go up steps and stairs, or climb apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length or width. Choose the right resources to carry out their own plan. Collaborate with others to manage large items, such as moving a long plank safely, carrying larger hollow blocks. Use one handed tools and equipment, for example, making snips in paper with scissors. 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Skip, hop, stand on one leg and hold a pose for a game like musical statues Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length or width. Choose the right resources to carry out their own plan. Collaborate with others to manage large items, such as moving a long plank safely, carrying larger hollow blocks. Use one handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils Show a preference for a dominant hand Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p><u>Key Knowledge & Vocabulary</u> Body parts, run, jump, hop, skip, ball, catch, throw, kick, climb, balance, freeze, healthy</p> <p><u>Sequence of Lessons</u> Nursery follow Write Dance – a scheme of work using dance to music moving into mark making to music which develops motor skills.</p>	<p>PE for EYFS is integrated into all aspects of the day. The children are constantly being enabled to develop movement with fine motor and gross motor skills.</p> <p>They do this through-playdough, cutting, outdoor play, mark making, junk modelling, soft play, cookery.</p> <p>Children have access to Write Dance each day with the teacher where they develop their fine motor and gross motor skills. There is a writing and dancing element.</p> <p>. In Summer 2 the children take part in their first Sports Day.</p> <p>Nursery are encouraged and supported to become independent in self-care-washing, dressing and toileting.</p> <p>Nursery are encouraged to make healthy choices about food, drink, activity and tooth brushing.</p>
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<p>Nursery have opportunities in free flow child led learning to develop fine motor skills. The fine motor activity area is available in Nursery with challenges such as threading, using tweezers, cutting out and other dexterity challenges.</p> <p>Nursery have daily access to playdough which encourages fine and gross motor development of muscles to prepare them for writing.</p> <p>Nursery have daily access to a variety of tools in Nursery such as scissors, spades, tweezers, hole punchers, paintbrushes, brooms, brushes, rakes which provide opportunities for children to develop their motor control.</p> <p>Nursery talk about their body parts and explore ways of moving.</p> <p>Nursery have access to bikes and playground equipment which help them to balance and negotiate space</p> <p>Nursery have access to ball games which can develop their ability to throw and catch a ball, and kick a ball.</p> <p>Nursery have access to instruments and music to enable them to respond to rhythm.</p> <p>Nursery play games in class to help them to respond to music and explore ways of moving, including holding poses.</p>	<p>Nursery have daily access to playdough which encourages fine and gross motor development of muscles to prepare them for writing.</p> <p>Nursery have daily access to a variety of tools in Nursery such as scissors, spades, tweezers, hole punchers, paintbrushes, brooms, brushes, rakes which provide opportunities for children to develop their motor control.</p> <p>Nursery talk about their body parts and explore ways of moving.</p> <p>Nursery have access to bikes and playground equipment which help them to balance and negotiate space</p> <p>Nursery have access to ball games which can develop their ability to throw and catch a ball, and kick a ball.</p> <p>Nursery have access to instruments and music to enable them to respond to rhythm.</p> <p>Nursery play games in class to help them to respond to music and explore ways of moving, including holding poses.</p>	<p>Nursery have opportunities in free flow child led learning to develop fine motor skills. The fine motor activity area is available in Nursery with challenges such as threading, using tweezers, cutting out and other dexterity challenges.</p> <p>Nursery have daily access to playdough which encourages fine and gross motor development of muscles to prepare them for writing.</p> <p>Nursery have daily access to a variety of tools in Nursery such as scissors, spades, tweezers, hole punchers, paintbrushes, brooms, brushes, rakes which provide opportunities for children to develop their motor control.</p> <p>Nursery talk about their body parts and explore ways of moving.</p> <p>Nursery have access to bikes and playground equipment which help them to balance and negotiate space</p> <p>Nursery have access to ball games which can develop their ability to throw and catch a ball, and kick a ball.</p> <p>Nursery have access to instruments and music to enable them to respond to rhythm.</p> <p>Nursery play games in class to help them to respond to music and explore ways of moving, including holding poses.</p>	
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The children in EYFS have free access to a range of equipment to help build their gross and fine motor skills. There is- a soft play area, a stage for dancing, access to outdoor area with bats, balls, hoops, stilts, bikes, scooters, climbing frame, gardening, large construction using planks, boxes, crates, balancing beams, large water play, inside access to scissors, junk modelling, playdough, a range of writing materials, pegs, small construction.

Reception

Key Threads					
Dance	Gymnastics	Athletics	Games/ Skills	Tactics / Understanding	Evaluation / Healthy Lifestyle
Progress towards a more fluent style of moving, with developing control and grace.	Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.	Confidently and safely use a range of large and small apparatus indoors and	Develop their small motor skills so that they can use a range of tools competently, safely and confidently.	Negotiate space and obstacles safely, with consideration for themselves and others.	Further develop the skills they need to manage the school day successfully: - lining up and queuing – mealtimes.

<p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Combine different movements with ease and fluency.</p>	<p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	<p>outside, alone and in a group.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p>	<p>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Demonstrate strength, balance and coordination when playing.</p>		<p>PSED- Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> - regular physical activity - healthy eating - tooth brushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian
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<p>Topic Title Gross motor and fine motor skills</p> <p>Links to DM and ELG</p> <ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> - rolling - crawling - walking - jumping - running - hopping - skipping - climbing • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. 	<p>Topic Title Circle games and ball skills</p> <p>Links to DM</p> <ul style="list-style-type: none"> • Progress towards a more fluent style of moving, with developing control and grace. • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. <p>Key Knowledge & Vocabulary Turn taking, roll, Catch, throw, kick, bounce, balance.</p> <p>Sequence of Lessons The children are introduced to the hall for the first time. The circle games give them ideas for playtime play and are a fun way to make them used to a new room/routine. When we learn ball skills the children begin by rolling to a partner then progress onto throwing and catching and then bouncing with a partner.</p>	<p>Topic Title Wall apparatus and sports day practice</p> <p>Links to ELG</p> <ul style="list-style-type: none"> • Combine different movements with ease and fluency. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Develop overall body-strength, balance, co-ordination and agility. <p>Key Knowledge & Vocabulary How to take turns. Jump, swing, climb, balance, take turns, safe, space, team, relay, obstacle.</p> <p>Sequence of Lessons The children are introduced to the equipment and shown how to use it safely. They are then able to explore the equipment. The practitioners are there to support and guide the children with their technique. Throughout the lessons the children build confidence in using the equipment.</p>	<p>PE for EYFS is integrated into all aspects of the day. The children are constantly being enabled to-</p> <ul style="list-style-type: none"> • Develop the foundations of a handwriting style which is fast, accurate and efficient. <p>They do this through- playdough, cutting, outdoor play, mark making, junk modelling, soft play, cookery.</p> <p>In Summer 2 the children take part in their first</p>
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<ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. <p>Know and talk about the different factors that support their overall health and wellbeing: - being a safe pedestrian</p> <p>Key Knowledge & Vocabulary Jump, wriggle, spin, run, walk, hop, skip, around, under, over, through, push, pat, throw, catch, kick, balance.</p> <p>Sequence of Lessons All these skills are gained during outdoor education. The children have free access to this throughout the morning. The children are shown how to use the equipment safely and how it is stored. During the topic Local Environment, the children will learn about road safety and how to be a safe pedestrian.</p> <p>How does this link build on previous learning?</p>	<p>The children explore healthy eating and treat foods during the topic- Tea Party.</p> <p>How does this link build on previous learning?</p>	<p>L.O- To jump off an object and land safely. To use the climbing equipment safely and with increasing confidence To use the balancing beams safely and with increasing confidence and balance To use the wall apparatus to travel through and over safely with increasing confidence</p> <p>L.O- To balance safely along the beam To travel around obstacles safely To run safely, avoiding obstacles To begin to participate in team games To throw a beanbag into a target with increasing precision</p> <p>During the sports day practice the children learn a variety of team games such as- relay races, obstacle courses, etc. The children explore healthy eating and taste a range of fruits and vegetables during the topic- Cooking and Growing. they are expected to be able to dress and undress independently for PE sessions by the end of the summer term.</p> <p>How does this link build on previous learning?</p>	<p>house competition- Sports Day.</p> <p>They also constantly work towards meeting the ELG-</p> <ul style="list-style-type: none"> • Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian • Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene
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Year 1

Key Threads					
Dance	Gymnastics	Athletics	Games/ Skills	Tactics / Understanding	Evaluation / Healthy Lifestyle
<p>Copy, explore and remember basic movements and body patterns.</p> <p>Link movements to sounds and music.</p> <p>Respond to a range of stimuli</p> <p>Remember and repeat simple sequences with a clear beginning, middle and end.</p>	<p>Copy and explore basic movements with some control and coordination.</p> <p>Travel confidently and safely in their own and general space, using change of speed and direction.</p> <p>Perform different body shapes.</p> <p>Explore making their body tense, relaxed, stretched and curled.</p> <p>Perform at different levels.</p>	<p>Can run at different speeds.</p> <p>Can jump from a standing position.</p> <p>Perform a variety of throws with basic control.</p>	<p>Travel in a variety of ways including running and jumping.</p> <p>Begin to perform a range of throws.</p> <p>Receive a ball with basic control.</p> <p>Explore kicking in different ways with increasing control.</p> <p>Hit a ball with control using an appropriate object.</p> <p>Begin to develop hand-eye coordination.</p>	<p>Work individually and with others.</p> <p>Engage in cooperative physical activities.</p> <p>Engage in competitive physical activities (both against self and against others)</p> <p>Be confident and keep themselves safe in the space in which an activity/game is being played.</p> <p>Participate in simple games.</p>	<p>Begin to use the correct vocabulary when discussing learning.</p> <p>Can comment on own and others performance.</p> <p>Can describe the effect exercise has on the body.</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p>

	<p>Perform different types of roll.</p> <p>Perform a 2 footed jump.</p> <p>Use equipment safely.</p> <p>Balance with some control.</p> <p>Link 2-3 simple movements.</p>			<p>Participate in team games</p> <p>Explore and use skills, actions and ideas individually and in combination to suit the game that is being played.</p> <p>Use equipment safely.</p>	
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<p>Topic Title Gymnastics</p> <p>Links to NC Make their body curled, tense, stretched and relaxed</p> <p>Move and stop safely</p> <p>Control their body when travelling and balancing</p> <p>Roll, curl, travel and balance in different ways</p> <p>Key Knowledge & Vocabulary Basic Shapes – Tuck, Pike, Straddle, Star, Arch, Dish, Bunny Hops, Front Support, Back Support Rolls - pencil, egg, teddy bear, dish, log</p> <p>Other KN & V sequence, balance, perform, curl, relax, stretch, tense, loose, high, low, control, body</p> <p>Sequence of Lessons L.O. I am learning to move my body in familiar ways (animal movements) L.O. I am learning to describe the effect exercise has on my breathing.</p> <p>L.O. I am learning to make different basic shapes with my body, making them tense, relaxed, stretched and curled. L.O. I am learning to describe the effect exercise has on my heart rate.</p> <p>L.O. I am learning to balance in different positions with my body. L.O. I am learning to link 2 or 3 balances.</p>	<p>Topic Title Gymnastics</p> <p>Links to NC Make their body curled, tense, stretched and relaxed</p> <p>Move and stop safely</p> <p>Control their body when travelling and balancing</p> <p>Copy sequences and repeat them</p> <p>Roll, curl, travel and balance in different ways</p> <p>Key Knowledge & Vocabulary Basic Shapes – Tuck, Pike, Straddle, Star, Arch, Dish, Bunny Hops, Front Support, Back Support Rolls - pencil, egg, teddy bear, dish, log Apparatus/Travel - bench, mat, over, under, through, round</p> <p>Other KN & V sequence, balance, perform, curl, relax, stretch, tense, loose, high, low, control, body</p> <p>Sequence of Lessons L.O. I am learning to travel on apparatus safely L.O. I am learning to describe how exercise effects my breathing.</p> <p>L.O. I am learning to travel on apparatus in a variety of ways, making my body stretched, curled and relaxed. L.O.I am learning to describe how exercise effects my heart rate.</p> <p>L.O. I am learning to jump off apparatus in different ways and land safely. I can combine a balance and a jump together (teacher led).</p>	<p>Topic Title Athletics</p> <p>Links to NC To master basic movements including running, jumping, throwing as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities ☒</p> <p>Key Knowledge & Vocabulary Running, agility, throwing, jumping, co-ordination, agility.</p> <p>Sequence of Lessons</p> <p>L.O I am beginning to master the basic running technique (high knees and arm movements). L.O. I am learning to describe the effect exercise has on my breathing and heart rate.</p> <p>L.O I am beginning to transfer my running technique to obstacles such as low hurdles, in and out of cones and ladders. L.O. I am learning about the importance of exercise.</p> <p>L.O I am beginning to look at different jumping techniques for distance. I can use my gymnastics knowledge of safe take off and landings. L.O. I am learning to describe my learning using the correct vocabulary.</p> <p>L.O I can use my movement knowledge of hopping, skipping and jumping in isolation to attempt the triple jump phases. L.O. I am learning to describe my learning using the correct vocabulary.</p>	<p>Lunch and after school clubs</p> <p>Participating in Play Leader activities.</p> <p>Sports Day- House challenge competition</p>
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<p>L.O. I am learning to identify something another child does well.</p> <p>L.O. I am learning to travel in a variety of ways and at different levels.</p> <p>L.O. I am learning to change speed and direction.</p> <p>L.O. I am learning to think about why exercise is important.</p> <p>L.O. I am learning to perform two footed jumps and land safely.</p> <p>L.O. I am learning to link 2 or 3 balances.</p> <p>L.O. I am learning to describe what another child is doing using the correct vocabulary.</p> <p>L.O. I am learning to roll in a variety of different ways, making my body stretched and curled.</p> <p>L.O. I am learning to link 2 or 3 balances.</p> <p>L.O. I am learning to describe what another child is doing using the correct vocabulary.</p> <p><u>How does this link build on previous learning?</u> In reception the children access to the outdoor area where they learn continuously. They have a soft play area and a stage where they learn to travel and move in a variety of ways on their own, with others or with an adult.</p> <p><u>Topic Title</u> Multi Skills (Movement, catching and throwing)</p> <p><u>Links to NC</u> 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.</p> <p><u>Key Knowledge & Vocabulary</u> Catching, throwing, running, agility, direction, striking, fielding, aiming.</p> <p><u>Sequence of lessons</u></p> <p>L.O I am learning to refine my skills of running and skipping.</p>	<p>L.O. I am learning about the importance of exercise.</p> <p>L.O. I am learning to roll in different ways making my body stretched/curled. I can link it to a jump off apparatus (teacher led).</p> <p>L.O. I am able to describe my learning using correct vocabulary.</p> <p>L.O. I am learning to copy taught sequences.</p> <p>L.O. I am learning to describe my learning using correct vocabulary.</p> <p>L.O. I am learning to create basic sequences.</p> <p>L.O. I am learning to identify what another child has done well.</p> <p><u>Topic Title</u> Multi Skills (striking and fielding)</p> <p><u>Links to NC</u> participate in team games, developing simple tactics for attacking and defending. Coordination, striking and fielding.</p> <p><u>Key Knowledge & Vocabulary.</u> striking, aiming, fielding, control, hand-eye coordination.</p> <p><u>Sequence of Lessons</u></p> <p>L.O I can strike a ball with my foot. I can dribble a football in a variety of ways.</p> <p>L.O. I am learning to describe the effect exercise has on my breathing.</p> <p>L.O I can strike a ball by kicking to a partner.</p> <p>L.O. I am learning to describe the effect exercise has on my heart rate.</p> <p>L.O I can strike a ball using a tennis racket towards cricket stumps.</p> <p>L.O I can strike a ball using a cricket bat.</p> <p>L.O. I am learning about the importance of exercise.</p> <p>L.O: I can roll a ball to a partner who can stop the ball and retrieve it quickly.</p> <p>L.O. I am learning to describe my work using the correct vocabulary.</p>	<p>I can begin to look at throwing different objects with basic control.</p> <p>L.O. I am learning to identify something I have done well in my work.</p> <p>L.O I can put my skills into a mini Olympic games to include races, jumps and throws.</p> <p>L.O. I am learning to describe something my partner has done well and something that they can improve.</p> <p><u>How does this link build on previous learning?</u> In Reception children have free access to outdoor play where they join in with a variety of competitive races. The Nursery and Reception children also take part in Sports Day once a year, which encompasses lots of basic movements.</p> <p><u>Topic Title</u> Traditional Games</p> <p><u>Links to NC</u> Master basic movements including running, balance, movement, coordination; participate in team games;</p> <p><u>Key Knowledge & Vocabulary</u> Listen, clap, run, chase, partner,</p> <p><u>Sequence of Lessons</u> Children will learn the basic aims, and rules for the games, participate as part of a team, or as a partner.</p> <p>L.O. I can learn and participate in a variety of outdoor playground games</p> <p>L.O. I am learning to describe the effect exercise has on my breathing and heart rate.</p> <p>L.O. I am learning why exercise is important for my body.</p> <p>L.O. I am learning to describe my work using the correct vocabulary.</p> <p>L.O. I am learning to identify something done well in my own and other's work.</p>	
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<p>L.O. I am learning to describe how exercise affects my breathing.</p> <p>L.O: I am learning to refine my skills of hopping and jumping. I can show clear links in how jumping helps to hop.</p> <p>L.O. I am learning to describe how exercise affects my heart rate.</p> <p>L.O: I can change direction when told to run/jump/hop/skip to a destination.</p> <p>L.O. I am learning about the importance of exercise.</p> <p>L.O: I can catch a bean bag/ball both statically and moving.</p> <p>L.O I can identify coaching points to enable me to do this.</p> <p>L.O: I can refine my catching skills on my own. I can transfer my skills to catch with my partner.</p> <p>L.O I can use a bean bag and/or a ball.</p> <p>L.O. I am learning to describe what I am doing using the correct vocabulary.</p> <p>L.O I can aim at different targets and throw a bean bag/ball and hit the target. L.O I am learning to identify something that another child has done well. (Two lessons worth)</p> <p>(Two lessons).</p> <p>Topic Title Dance</p> <p>Links to NC Move to music and can copy dance moves</p> <p>Perform their own dance moves</p> <p>Make up a short dance</p> <p>Move safely in a space</p> <p>Key Knowledge & Vocabulary Rhythm, timing, tempo, level, movement pattern</p>	<p>L.O I can strike a ball using a bat or racket between two cones. I can begin to think of coaching points that allow me to do this.</p> <p>L.O. I am learning to identify something done well in my own work and others work.</p> <p>How does this link build on previous learning? In Reception children have free access to bats and balls. They play games using these resources individually, with others or with an adult.</p> <p>Topic Title Dance</p> <p>Links to NC Move to music and can copy dance moves</p> <p>Perform their own dance moves</p> <p>Make up a short dance</p> <p>Move safely in a space</p> <p>Key Knowledge & Vocabulary Rhythm, timing, tempo, level, movement pattern</p> <p>Sequence of Lessons</p> <p>L.O: I can identify movements from Toy Story (characters).</p> <p>L.O: I can display strong movements and link to characters together.</p> <p>L.O. I am learning to describe the effect exercise has on my breathing and heart rate.</p> <p>L.O: I can identify changes in tempo to different music.</p> <p>L.O I can use my characters to display changes in tempo from music and how this affects my body movements.</p> <p>L.O. I am learning about the importance of exercise.</p> <p>L.O: I can identify the changes in levels (low and high).</p> <p>L.O I can identify which characters are high level characters and low level characters.</p>	<p>L.O. I am learning to identify something to improve in my own or other's work.</p> <p>Topic Title Multi Skills revision</p> <p>Links to NC 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.</p> <p>Key Knowledge & Vocabulary Catching, throwing, running, agility, direction, striking, fielding, aiming.</p> <p>Sequence of lessons</p> <p>L.O I can refine my catching skills and look at throwing and catching with a partner.</p> <p>L.O I am learning to identify something another child has done well.</p> <p>L.O I can use my previously developed skill in throwing to throw a variety of objects at different targets.</p> <p>L.O I am learning about the importance of exercise.</p> <p>L.O I am learning to strike a ball to a target.</p> <p>L.O I am learning to describe my work using the correct vocabulary.</p> <p>L.O I am learning to strike a ball with my foot. L.O I am learning about the effect that exercise has on my body.</p> <p>L.O I am learning to stop a ball on the move.</p> <p>I am learning about how exercise effects my heart rate.</p>	
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<p><u>Sequence of Lessons</u></p> <p>L.O: I am learning to create different movement relating to everyday life (brushing teeth, getting up, getting dressed).</p> <p>L.O. I am learning about the effect exercise has on my breathing.</p> <p>L.O To recognise how we can use body movements to communicate with each other. (Pretend they are tired getting out of bed begin to look at expression).</p> <p>L.O. I am learning about the effect exercise has on my heart rate.</p> <p>L.O To be able to move around the hall putting together a small sequence of getting up in the morning. Try and ask children to use expressions.</p> <p>L.O I am learning about the importance of exercise.</p> <p>L.O To be able to use direction within their dance (spin to get out of bed, jump down the stairs).</p> <p>L.O. I am learning to identify something that another child has done well.</p>	<p>L.O. I am learning to describe my work using the correct vocabulary.</p> <p>L.O: I can link two movements together displaying level changes and I can adapt my movements to tempo changes.</p> <p>L.O Me and my partner can do this at the same together to create a short movement phase.</p> <p>L.O. I am learning to identify something my partner has done well.</p> <p>L.O I can begin to link movements together at the same time with a partner or small group led by a teacher. I can adapt my movements based on tempo changes. I can create my own characters.</p> <p>L.O I am learning to describe something that my partner has done well and something they could do better.</p> <p><u>How does this link build on previous learning?</u></p> <p>In Reception children have free access to a stage which plays a variety of fast and slow tempo music. The children create dances individually, with others or with an adult.</p>		
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Year 2

Key Threads					
Dance	Gymnastics	Athletics	Games/ Skills	Tactics / Understanding	Evaluation / Healthy Lifestyle
<p>Copy and explore basic movements with clear control.</p> <p>Vary levels and speed in sequence and the size of body shapes.</p> <p>Add change of direction to a sequence.</p> <p>Use and negotiate space clearly.</p> <p>Compose short dances that express and convey mood, feeling and ideas.</p>	<p>Explore and create different pathways and patterns.</p> <p>Use equipment in a variety of ways to create a sequence Link movements together to create a sequence.</p> <p>Remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precisions.</p> <p>Create routines which have a clear beginning and ending.</p>	<p>Can change the speed and direction whilst running.</p> <p>Can jump from a standing position with accuracy.</p> <p>Perform a variety of throws with control and coordination.</p> <p>Can use equipment safely.</p>	<p>Confidently send the ball to others in a range of ways.</p> <p>Catch and control a ball in movement working with a partner or in a small group.</p> <p>Understand how to intercept a moving ball.</p> <p>Be able to hit a ball accurately, with a piece of equipment.</p> <p>Improve the way they coordinate and control their bodies in various activities.</p>	<p>Develop strong spatial awareness.</p> <p>Engage in competitive physical activities (both against self and against others)</p> <p>Participate in team games</p> <p>Understand the importance of rules in games.</p> <p>Begin to develop an understanding of attacking/defending</p>	<p>Use appropriate vocabulary when discussing learning.</p> <p>Can comment on own and others performance.</p> <p>Use success criteria to identify how success has been achieved and can give comments on how to improve performance.</p> <p>Able to reflect on and develop skills to improve.</p> <p>Can describe the effect exercise has on the body.</p>

	Work with a partner sharing ideas and creating a simple sequence.		Remember, repeat and link combinations of skills where necessary. Begin to apply and combine a variety of skills (to a game situation).	Developing simple tactics for attacking and defending. Understand how to use equipment safely. Begin to lead others in a simple team game.	Can explain the importance of exercise and a healthy lifestyle.
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<p>Topic Title Gymnastics</p> <p>Links to NC Balance, coordination, movement patterns.</p> <p>Key Knowledge & Vocabulary</p> <ul style="list-style-type: none"> • Travel – Bunny hop, Giraffe, Kangaroo. • Shapes - Tuck, Straddle, Pike, Dish, Arch. • Balance – Point balances • Rolls- Forward, backward, tuck, circle, log, dish to arch. • Jumps- straight, tuck, half turn, full turn, star jump. <p>Sequence of Lessons L.O - I am learning to travel in different ways and different directions. L.O I can create small movement patterns linking two ways of travelling together. L.O. I am learning why my breathing and heart rate changes during exercise.</p> <p>L.O - I am learning to balance through 1 point, 3 point and 4 point balance. I can link two balances together with fluency. L.O. I am learning why exercise is important for my body.</p> <p>L.O I can create a sequence linking a way of travelling to a balance. L.O. I am learning to discuss my work using appropriate vocabulary.</p> <p>L.O - I am learning to perform a variety of jumps on the floor.</p>	<p>Topic Title Multi Skills (Movement, catching and throwing)</p> <p>Links to NC 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</p> <p>Key Knowledge & Vocabulary Catching, throwing, running, agility, direction, striking, fielding, aiming.</p> <p>Sequence of Lessons L.O_I can run, skip and hop. L.O I can move in different directions when told and to find appropriate spaces (go over two lessons) L.O. I am learning about why my breathing and heart rate changes during exercise.</p> <p>L.O I can navigate over obstacles (hurdles/benches) using appropriate movements. L.O I can stop and find a safe space when told. L.O. I am learning about the importance of exercise on my body.</p> <p>L.O I can catch a bean bag/ball/quoit on my own when static and when moving. L.O I can evaluate my own and other performances. L.O I can identify the difference in techniques needed to catch a quoit and a beanbag.</p> <p>L.O I can catch a beanbag/ball with a partner whilst standing still.</p> <p>L.O I can catch a variety of objects (quoits, Frisbees, balls beanbags) with confidence. I can adapt my technique to be successful.</p>	<p>Topic Title Multi Skills (striking and fielding)</p> <p>Links to NC participate in team games, developing simple tactics for attacking and defending. Coordination, striking and fielding.</p> <p>Key Knowledge & Vocabulary. striking, aiming, fielding, control, hand-eye coordination.</p> <p>Sequence of Lessons L.O I can strike a tennis ball off a cone using a cricket bat towards cricket stumps. L.O I can throw a ball underarm L.O. I am learning why breathing and heart rate changes during exercise.</p> <p>L.O I can strike a ball off a cone to my partner. L.O I can pick a ball up on the move and stop it. How many times can my partner stop the ball. L.O. I am learning about the importance of exercise for my body.</p> <p>L.O I can strike a ball with my foot to hit a target. L.O. I am learning to describe my learning using appropriate vocabulary.</p> <p>L.O I can strike a ball through two cones. L.O. I am learning to use success criteria to identify successes and areas to improve.</p> <p>L.O I can catch a beanbag bag thrown to me to make me move. How can i think about space to move into to catch the ball, how many times can i catch the bean bag/ball?</p>	<p>Lunch and after school clubs</p> <p>Participating in Play Leader activities.</p> <p>Sports Day- House challenge competition</p>
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<p>L.O. I can use success criteria to identify successes and areas to improve in my own and others work.</p> <p>L.O I am learning take off and land correctly. L.O I can link a balance, jump and way of traveling in a small movement phase. L.O. I can use success criteria to identify successes and areas to improve in my own and others work.</p> <p>L.O - I can explore a range of rolling actions and put them into a movement sequence. L.O. I can use success criteria to identify successes and areas to improve in my own and others work.</p> <p>L.O I can create movement sequences on my own linking all learned elements. I can show fluency, control and coordination in my movements. L.O. I am beginning to act on feedback to improve an aspect of my work.</p> <p><u>How does this link build on previous learning?</u> Children previously began to learn basic movements such as way travelling, basic balances, jumps and rolls. They copied sequences given by a teacher. More emphasis is now being put on choosing and repeating movement phases on their own with less teacher input.</p> <p><u>Topic Title</u> Gymnastics on apparatus.</p> <p>L.O. I can transfer my ways of travelling to travelling on apparatus. I can use two animals and link them together. L.O. I am learning why my breathing and heart rate change during exercise.</p> <p>L.O I can perform a range of balances on/using apparatus. I can link two ways of travelling with a balance. L.O. I am learning why exercise is important for my body.</p> <p>L.O I can safely take off and land when jumping. I can explore a variety of jumps on apparatus. L.O. I am learning to discuss my work using appropriate vocabulary.</p> <p>L.O I can safely link and jump to a roll using apparatus.</p>	<p>L.O. I am learning to discuss my work using appropriate vocabulary.</p> <p>L.O I can aim at different targets and throw a bean bag/ball and hit the target. L.O I can use success criteria to identify successes and areas for improvement (Two lessons worth)</p> <p>L.O. I can use a basketball to perform different passes. Chest and Bounce pass). (may need two lessons). L.O. I can describe my learning using appropriate vocabulary.</p> <p>L.O. I can attempt to dribble a basketball on my own, static and on the move. I can dribble a basketball to avoid cones. L.O I can use success criteria to identify successes and areas for improvement</p> <p>L.O. I can attempt to dribble a football using my feet. I can dribble around cones. L.O I can use success criteria to identify successes and areas for improvement</p> <p><u>How does this link build on previous learning?</u> Previously children began to look at travelling in different movements (hopping, skipping, running) in isolation. They looked at catching techniques for bean bags whilst standing still and moving. More emphasis is now being put on catching and throwing with a partner, moving with changes of directions and looking at dribbling in isolation using their feet and hands.</p> <p><u>Topic Title</u> Dance</p> <p><u>Links to NC</u> Agility and coordination; perform dances using simple movement patterns. Move to music and can copy dance moves Perform their own dance moves Make up a short dance Be able to repeat the movements in a sequence.</p> <p><u>Key Knowledge & Vocabulary</u> Listen, slow, fast, big, small, gentle, tiptoe, point, jerky, high, low, point, stretch, curl, float,</p>	<p>L.O. I am learning to respond to feedback to improve an aspect of my work.</p> <p>All of the above can be done in station format over a few lessons, changing the targets and adapting the fielding stations.</p> <p>This can be placed into a modified game. (Children kick a football of a cone, hit a tennis ball of a cone with a bat, they then run around the wickets counting runs, fielders must return both balls to the cones).</p> <p><u>How does this link build on previous learning?</u> Children previously had begun to learn striking and fielding in isolation, they now put the two together and look at modified competitive games to aid tactical knowledge.</p> <p><u>Topic Title</u> Team Games</p> <p><u>Links to NC</u> Participate in team games, developing simple tactics for attacking and defending.</p> <p><u>Key Knowledge & Vocabulary</u> Throw, catch, mark, team, chest pass, bounce pass, defend, attack.</p> <p><u>Sequence of Lessons</u> L.O. I am learning to throw and catch a ball within a team. (static) L.O. I am learning why breathing and heart rate changes during exercise.</p> <p>L.O. I am learning to catch & pass a ball within a team. (Can't move whilst holding ball, but a 5 second time limit on holding ball) Count how many passes? How many catches. When passing to a team member, ensure they are able to catch, and are ready to receive – looking at you! L.O. I am learning about the importance of exercise for my body.</p>	
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<p>L.O. I am learning to use success criteria to identify successes and areas to improve in my work.</p> <p>L.O I can perform a short movement sequences using apparatus. I can link a travel, jump, balance and roll.</p> <p>L.O. I am learning to act on feedback to improve an aspect of my work.</p> <p><u>How does this link build on previous learning?</u> Previously children learnt to jump, travel balance and roll in isolation on apparatus. More emphasis is now being placed on creating short movement phases by linking two moves together and building sequences with more control.</p> <p><u>Topic Title</u> Traditional Games</p> <p><u>Links to NC</u> Master basic movements including running, balance, movement, coordination; participate in team games;</p> <p><u>Key Knowledge & Vocabulary</u> Listen, clap, run, chase, partner,</p> <p><u>Sequence of Lessons</u> Over a period of a term, teach a variety of games – circle games. Children listen to the songs that accompany the games, learn the rules for the games, participate as part of a team, or as a partner.</p> <p>L.O. I can learn and participate in a variety of outdoor playground games.</p> <p>L.O. I can learn and participate in a variety of Singing Playground games.</p> <p>L.O. I am learning why my breathing and heart rate changes during exercise.</p> <p>L.O. I am learning about the importance of exercise on my body.</p> <p>L.O. I am learning to discuss my work using appropriate vocabulary.</p> <p>L.O. I am learning to use success criteria to identify successes and areas to improve.</p>	<p><u>Sequence of Lessons</u> Each week will be led in the same way - Listen to a piece of music, discuss the tempo, how does it make you feel? How do you want to move? Add movements to represent the music.</p> <p>L.O. I am learning to explore different ways I can convey mood to different stimulus.</p> <p>L.O. I am learning why my breathing and heart rate changes during exercise.</p> <p>L.O. I am learning about the importance of exercise on my body</p> <p>L.O. I am learning to vary my body movements, level and speed to a piece of slow music - curly, stretchy movements, high and low;</p> <p>L.O. I am learning to discuss my work using appropriate vocabulary.</p> <p>L.O. I am learning to vary my body movements, level and speed to a piece of fast music - jerky movements, fast, tiny steps, variety of heights of movement;</p> <p>L.O. I am learning to discuss my work using appropriate vocabulary.</p> <p>L.O. I am learning to vary my body movements, level and speed to a piece of sad music – slow speeds, gentle movements;</p> <p>L.O. I am learning to discuss my work using appropriate vocabulary.</p> <p>L.O. I am learning to vary my body movements, level and speed to a piece of Scary music - jerky movements, loud, quiet, mixture of fast movements then hold still etc.</p> <p>L.O. I am learning to discuss my work using appropriate vocabulary.</p> <p>Over a period of weeks, develop movements in response to music. Focus on expressing body movements through extended arms, high and low movements. Painting a picture of the music through the movements of the body. These movements need to be repeated again and again, as accurately as possible, gradually building up a short sequence.</p> <p>L.O. I am learning to create a sequence using ideas form previous lessons – the same starting position, move in the same way, end in the same place.</p>	<p>L.O. I am learning to pass a ball within a team and to make myself free of other team members.</p> <p>L.O. I am learning to defend and attack, considering space to receive the ball.</p> <p>L.O. I am learning to discuss my work using appropriate vocabulary.</p> <p>L.O. I am learning to play as a team against another team. Use defend and attack skills. Throw and catch accurately.</p> <p>L.O. I am learning to use success criteria to identify successes and areas for improvement.</p> <p><u>How does this link build on previous learning?</u> Develops throwing and catching skills.</p> <p><u>Topic Title</u> Athletics</p> <p><u>Links to NC</u> To master basic movements including running, jumping, throwing as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities ☒</p> <p><u>Key Knowledge & Vocabulary</u> Running, agility, throwing, jumping, co-ordination, agility.</p> <p><u>Sequence of Lessons</u></p> <p>L.O I am beginning to refine running technique high knees and arm movements).</p> <p>L.O. I am learning to use success criteria to identify successes and areas for improvement.</p> <p>L.O I can transfer my running technique to obstacles.</p> <p>L.O. I am learning why breathing and heart rate changes during exercise.</p> <p>L.O I am beginning to refine jumping techniques for distance. I can use my gymnastics knowledge of safe take off and landings.</p> <p>L.O. I am learning to describe my work using appropriate vocabulary.</p>	
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<p><u>How does this link build on previous learning?</u></p>	<p>L.O. I am learning to use success criteria to identify successes and areas to improve.</p> <p>L.O. I am learning to perfect changes of direction in my sequence.</p> <p>L.O. I am learning to use success criteria to identify successes and areas to improve.</p> <p>L.O. I am learning to rehearse my sequence, using accurate body movement, changes of direction, a variety of speed and smooth changes of direction.</p> <p>L.O. I am learning to use success criteria to identify successes and areas to improve.</p> <p>L.O. I am learning to perform my sequence.</p> <p>L.O. I am learning to use success criteria to identify successes and areas to improve.</p> <p><u>How does this link build on previous learning?</u> Previously children had copied movements based on a specific topic (toy story), they had been able to identify tempo and level changes within their movements. They are now looking at expressing emotion through dance. They are also looking at creating short sequences.</p>	<p>L.O I can use my movement knowledge of hopping, skipping and jumping in isolation to attempt the triple jump phases.</p> <p>L.O. I am beginning to respond to feedback to improve my work.</p> <p>L.O I am beginning to look at throwing different objects and can think about the different techniques I need to be effective. (shot putt, javelin etc)</p> <p>L.O. I am beginning to respond to feedback to improve my work.</p> <p><u>How does the link build on previous performance?</u> Previously children have begun to use the correct running techniques in and jumping phases in isolation. Emphasis is now on children being able to transfer running over obstacles, and linking movement phases together for an end result.</p> <p><u>Topic Title</u> Multi Skills (striking and fielding)</p> <p><u>Links to NC</u> participate in team games, developing simple tactics for attacking and defending. Coordination, striking and fielding.</p> <p><u>Key Knowledge & Vocabulary.</u> striking, aiming, fielding, control, hand-eye coordination.</p> <p><u>Sequence of lessons.</u></p> <p>L.O I can begin to look at how to hold a hockey stick and start to move with a ball.</p> <p>L.O I can comment on my own and others performances.</p> <p>L.O I can begin to refine my skills of a basketball dribble.</p> <p>L.O. I am learning to describe my work using appropriate vocabulary.</p> <p>L.O I can revisit my basketball/netball passing.</p> <p>L.O. I am learning why breathing and heart rate changes during exercise.</p>	
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Year 3

Key Threads						
Dance	Gymnastics	Athletics	Games	Tactics	OAA	Evaluation
<p>Begin to improvise both independently and with a partner to create simple dance phrases.</p> <p>Remember and repeat these phrases to create simple sequences.</p> <p>Translate ideas from stimuli into movement with support and use dynamic and expressive qualities in relation to this idea.</p> <p>Use counts to keep in time with a group and the music.</p>	<p>Work independently and with others to create a sequence including contrasting actions.</p> <p>Copy, explore and remember a variety of movements and use these to create their own sequence.</p> <p>Choose actions that flow well into one another.</p> <p>Begin to notice similarities and differences between sequences.</p> <p>Use turns whilst travelling in a variety of ways.</p> <p>Begin to show flexibility in movements.</p> <p>Begin to develop good technique when travelling,</p>	<p>Begin to perfect sprinting technique.</p> <p>Begin to learn correct technique for relay handover.</p> <p>Can perform a running jump with some accuracy.</p> <p>Perform a variety of throws using a selection of equipment.</p> <p>Can use equipment safely and with good control.</p>	<p>Use skills with coordination and control.</p> <p>Move with a ball towards goals with increasing control.</p> <p>Be able to pass to a teammate accurately.</p> <p>Defend an opponent and try to win the ball</p> <p>Return a ball to a partner. using basic racket skills.</p> <p>Play a range of basic shots.</p> <p>Move quickly around the court using a variety of movement patterns.</p> <p>Use overarm and underarm throwing, and catching skills.</p> <p>Begin to strike a bowled ball after a bounce.</p>	<p>Pupils are familiar with basic rules of games. They are beginning to apply them in a range of situations.</p> <p>Pupils are able to identify the sporting spirit values.</p> <p>Begin to understand how to compete with each other in a controlled manner.</p> <p>Understand their role as an attacker and as a defender</p> <p>Move into space to help support a team.</p>	<p>Develop listening skills.</p> <p>Create simple body shapes.</p> <p>Trial a variety of solutions to problem solve</p> <p>To learn new skills for an adventurous activity</p> <p>Begin to use key symbols to read a simple map.</p> <p>Understand how to stay safe.</p>	<p>Use appropriate vocabulary to describe and compare work.</p> <p>Modify work as a result of class evaluation.</p> <p>With help begin to recognise how to improve performance.</p> <p>Work with a partner or small group to improve their skills.</p> <p>Can describe the effect exercise has on the body.</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p> <p>Understand the need to warm up and cool down.</p>

	<p>balancing, using equipment etc.</p> <p>Adapt sequences to suit different types of apparatus.</p>					
<p>Topic Title Multi Skills.</p> <p>Links to national curriculum Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Key Knowledge and Vocabulary. 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</p> <p>Sequence of Lessons</p> <p>L.O: I can refine my throwing and catching skills from previous years using a tennis ball. L.O. I can explain the effects of exercise on my body.</p> <p>L.O: I can learn to use different equipment e.g a hockey stick to begin to dribble (unopposed). L.O. I am learning why it is important to warm up when we exercise.</p> <p>L.O: I can begin to learn to control a basketball whilst still and on the move (bouncing and catching to yourself/dribbling). L.O I am learning to evaluate work using appropriate vocabulary.</p> <p>L.O: I can hold a tennis racket correctly and learn to control the ball on the racket. L.O. I am learning to respond to feedback to improve my work.</p> <p>L.O I can refine my running technique in game situations to utilise space and evade opponents within tag games.</p>	<p>Topic Title Basketball</p> <p>Links to NC Gain possession by working a team</p> <p>Pass in different ways</p> <p>Choose a tactic for defending and attacking</p> <p>Use a number of techniques to pass, dribble.</p> <p>Key Knowledge & Vocabulary Dribble, pass, chest pass, bounce pass, receive, tackle, shoot, space, attack, defend, tactic, positional awareness, travelling, pivot.</p> <p>Sequence of lessons.</p> <p>L.O I can use a variety of passes with accuracy. L.O. I can identify when best to use each pass. L.O. I am learning about the effect exercise has on my body.</p> <p>L.O I can begin to dribble with control and accuracy. L.O. I am learning about the importance of warming up when exercising.</p> <p>L.O I can dribble and pass accurately unopposed. L.O. I am learning to use appropriate vocabulary to evaluate my work.</p> <p>L.O I can begin to dribble and intercept opposed. L.O I am learning to consider space when attacking and defending L.O. I am learning to use appropriate vocabulary to evaluate my learning.</p> <p>L.O I can play small sided games thinking of tactical awareness of space. L.O. I am learning to respond to feedback to improve my work.</p>	<p>Topic Title Tennis</p> <p>Links to NC</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Use tactical decision making for attacking and defending shots.</p> <p>Using a forehand and backhand shot.</p> <p>Key Knowledge & Vocabulary</p> <p>Attacking, defending, forehand, backhand, tactical decisions, receive, ready position, court, control, net, rally, agility, balance, coordination</p> <p>Sequence of Lessons</p> <p>L.O I am learning to hold the tennis racket correctly. L.O I can use hand-eye coordination to control the ball on the racket in different ways. L.O. I am learning about the effect of exercise on my body.</p> <p>L.O I am able to bounce a ball and return it to my partner using the forehand shot. L.O. I am learning about the importance of warming up and cooling down when exercising.</p> <p>L.O I am able to bounce and return the ball to my partner using a backhand shot. L.O. I am learning to evaluate my learning using appropriate vocabulary.</p>	<p>Lunchtime and Afterschool Spirts themed clubs- including dance, cheerleading, football, extreme sports (archery, nerf guns, nerf bullets, dodgeball, etc...)</p> <p>Sports Competitions against local schools, through Sports Games and Aston Villa links – Football, Tag Rugby, Basketball, Gymnastics, Tennis, Hockey, Cricket, Rounders, Athletics.</p> <p>Participating in Play Leader activities.</p> <p>Sports Day- House challenge competition</p> <p>Learning about Famous sports personalities, local, national, international.</p> <p>Football- Grealish, Bellingham, Rooney, Kane, Ronaldo, Messi...</p> <p>Olympics- Usain Bolt, Mo Farrah, Jessica Ennis-Hill, Linford Christie, Dina Asher-Smith, Katarina Johnson- Thompson</p>			

<p>L.O. I am learning to respond to feedback to improve my work.</p> <p><u>How does this link build on previous learning?</u></p> <p>Children have previously practiced holding a hockey stick and moving with a ball. They have also practiced throwing underarm using a bean bag and dribbling with a ball.</p> <p><u>Topic Title</u> Hockey</p> <p><u>Links to NC</u> Gain possession by working a team</p> <p>Pass in different ways</p> <p>Choose a tactic for defending and attacking</p> <p>Use a number of techniques to pass, dribble and shoot</p> <p><u>Key Knowledge & Vocabulary</u> dribbling, open stick, closed stick, Indian dribble, first touch, push pass, intended receiver. Solid bases, Strong side, reverse side, opposed attacker, defender, pressure, vision and scanning, strong and weak side, open and reverse stick, passing, receiving, ball pace, control, angle, overload, momentum. attack, defend, tactic, positional awareness.</p> <p><u>Sequence of Lessons</u></p> <p>L.O I can hold a hockey stick correctly. L.O I am learning to refine my dribbling skills and move the ball with increasing control. L.O. I am learning to explain the effect of exercise on my body.</p> <p>L.O I am learning to stop the hockey ball effectively with control. L.O. I am learning about the importance of warming up when we exercise.</p> <p>L.O I am to dribble around obstacles and through gates showing control and precision.</p>	<p><u>How does this link build on previous learning?</u></p> <p>Children have practiced dribbling and passing a basketball.</p> <p><u>Topic Title</u> Tag Rugby</p> <p><u>Links to NC</u> Gain possession by working a team</p> <p>Pass in different ways</p> <p>Choose a tactic for defending and attacking</p> <p><u>Key Knowledge & Vocabulary</u> Attack, defend, pass, try, receive, pass, tactical decision, spatial awareness.</p> <p><u>Sequence of Lessons</u></p> <p>L.O: I can evade and tag opponents. L.O. I am learning to consider the use of space when attacking and defending. L.O. I am learning about the effects of exercise on my body.</p> <p>L.O: I can handle the ball on the move and score basic try unopposed. L.O. I am learning about the importance of warming up when exercising.</p> <p>L.O: I can evade and tag opponents whilst keeping control of a rugby ball. L.O. I am learning to consider the use of space when attacking and defending. L.O. I am learning about the importance of cooling down when exercising</p> <p>L.O: I can pass and receive the ball safely (static). L.O. I am learning to use appropriate language to evaluate my work.</p> <p>L.O: I can pass and receive the ball on the move (unopposed). L.O. I am learning to use appropriate language to evaluate my work.</p>	<p>L.O I am able to hit and return the ball to my partner to create a rally. L.O. I am learning to evaluate my learning using appropriate vocabulary.</p> <p>L.O I am able to hit and return the ball to my partner creating a rally using cones as a net. L.O. I am learning to respond to feedback to improve my performance.</p> <p>L.O I am able to hit and return the ball to my partner using a bench as a net. L.O. I am learning to respond to feedback to improve my performance.</p> <p><u>How does this link build on previous learning?</u></p> <p>Children have previously practiced striking a ball.</p> <p><u>Topic Title</u> Athletics</p> <p><u>Links to NC</u> Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><u>Key Knowledge & Vocabulary</u> Sprint, relay, baton, pace, sprint start, standing start, long jump, triple jump, javelin throw, reaction, acceleration, track, field,</p> <p><u>Sequence of Lessons</u></p> <p>L.O I am learning to use the correct running technique for speed. L.O. I am learning to explain the effect of exercise on my body.</p> <p>L.O I am learning to run over obstacles (ladders and hurdles) implementing the correct running technique. L.O I am learning to use stride patterns to help me.</p>	<p>Basketball- LeBron James, Michael Jordan, Kobe Bryant</p> <p>Tennis- Henman, Murray, Federer, Nadal, Djokovic, Serena and Venus Williams</p> <p>Hockey- Wayne Gretzky</p> <p>Rugby –Wilkinson, Martin Johnson, Lawrence Dallaglio, Owen Farrell, Jason Robinson, Manu Tuilagi</p> <p>Netball- Tracey Neville, Geva Mentor, Joanne Harten, Kadeen Corbin, Irene Van Dyk, Laura Langman</p> <p>Gymnasts – Beth Tweddle, Rebecca Tunney, Amy Tinkle, Simone Biles</p> <p>Dancers – Anna Pavlova, Mikhail Baryshnikov, Sammy Davis Jr, Fred Astaire, Gene Kelly, Michael Flatley</p>
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<p>L.O I am learning to use space effectively and think of attacking and defending positions. L.O. I am learning about the importance of cooling down when we exercise.</p> <p>L.O I am able to pass statically using the push pass using control and coordination. L.O. I am learning to evaluate my work using appropriate vocabulary.</p> <p>L.O I can dribble and the pass the ball with precision and control. L.O. I am learning to respond to feedback to improve my work.</p> <p>L.O I can play a small sided game 3 attackers V 2 defenders (so many passes equal a goal). I can think tactically about space. L.O. I am learning to respond to feedback to improve my work.</p> <p><u>How does this link build on previous learning?</u></p> <p>Children have previously explored how to hold a hockey stick and move with a ball.</p> <p><u>Topic Title</u> Gymnastics</p> <p><u>Links to NC</u> develop flexibility, strength, technique, control and balance.</p> <p>To be able to perform to an audience and evaluate performances.</p> <p><u>Key vocabulary</u> travelling, lead and follow, direction, speed, height, body shapes, straddle, pike, tuck, landing, sequence, extend, tense, relax, team work, timing, unison, rolling, balancing, rehearse, log roll, egg roll, counter balances, trust, co-operation. straddle,</p> <p><u>Sequence of lessons.</u></p>	<p>L.O: I can pass and receive the ball on the move opposed in small sided games. L.O. I am learning to consider the use of space when attacking and defending. L.O. I am learning to use feedback to improve my work.</p> <p><u>How does this link build on previous learning?</u></p> <p>Children have previously explored how to throw a rugby ball and how this is different from throwing a basketball.</p> <p><u>Topic Title</u> Football</p> <p><u>Links to NC</u> Gain possession by working a team</p> <p>Pass in different ways</p> <p>Choose a tactic for defending and attacking</p> <p>Use a number of techniques to pass, dribble and shoot</p> <p><u>Key Knowledge & Vocabulary</u> Dribble, pass, receive, tackle, shoot, space, attack, defend, tactic, positional awareness, throw in, freekick, pressure, square, line,</p> <p><u>Sequence of Lessons</u> L.O. I am learning to become familiar with the ball and investigate different ways I can move with the ball. L.O. I am learning to consider the use of space when attacking and defending. L.O. I am learning about the importance of warming up when exercising.</p> <p>L.O I am learning to dribble unopposed. L.O: I am learning to consider the use of space when attacking and defending. L.O. I am learning about the importance of cooling down when exercising.</p> <p>L.O I can pass and receive the ball in a variety of ways accurately. L.O. I am learning about the effects of exercise on my body.</p>	<p>L.O. I am learning about the importance of warming up and cooling down when I exercise.</p> <p>L.O I am learning to use my running technique when in a relay race. L.O I am learning to pass the baton effectively. L.O. I am learning to evaluate my learning using appropriate vocabulary.</p> <p>L.O I am learning to develop the standing long jump technique. L.O I can identify the most effective way for me to jump to get the furthest and explain why. (1 to 1, 2 to 2, 2 to 1, 1 to 2 and 2 to 2).</p> <p>L.O I am learning to perform a running jump with some accuracy. L.O. I am learning to respond to feedback to improve my performance.</p> <p>L.O I am learning to perform a variety of throws using a selection of equipment. L.O. I am learning to respond to feedback to improve my performance.</p> <p><u>How does this link build on previous learning?</u></p> <p>Children have previously explored running technique (high knees) and jumping technique (hop, skip and jump).</p> <p><u>Topic Title</u> Kick Rounders</p> <p><u>Links to NC</u> Use throwing and catching in isolation and in combination</p> <p>Play competitive games, modified where appropriate.</p> <p><u>Key Knowledge & Vocabulary</u> Catch, strike, field, block, barrier, bowl, underarm.</p> <p><u>Sequence of Lessons</u></p> <p>L.O I am learning to refine my catching skills.</p>	
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<p>L.O I can find a variety of ways to travel on and off apparatus different to previously learned skills. I can link these ways of travelling into a small movement phase on my own. L.O. I am learning about the effect of exercise on my body.</p> <p>L.O I can refine my skills of jumping. I can create a range of shapes whilst in flight. I can link my jumps to a way of travelling. L.O. I am learning about the importance of warming up when we exercise.</p> <p>L.O I can refine my rolling skills and link these to a jump/and a way of travelling. L.O. I am learning about the importance of cooling down when we exercise.</p> <p>L.O I can perform a variety of balances. I can begin to look at performing balances with a partner. L.O. I am learning to evaluate mine and my partner's performance.</p> <p>L.O I am beginning to experiment on bigger pieces of apparatus to create shapes and balances (use the wall bars). L.O. I am learning to evaluate my work.</p> <p>L.O I can perform a sequence of previously learned skills to an audience. L.O. I am learning to use feedback to improve my work.</p> <p><u>How does this link build on previous learning?</u></p> <p>Children have previously explored a range of balances and rolls, getting on and off equipment safely and created a short movement sequence.</p> <p><u>Topic Title</u> Dance</p> <p><u>Links to NC</u> develop flexibility, strength, technique, control and balance</p>	<p>L.O: I can turn accurately whilst in possession of the ball/I can tackle and keep possession of the ball. L.O. I am learning to consider the use of space when attacking and defending. L.O. I am learning to evaluate my work, using appropriate vocabulary.</p> <p>L.O I can begin to become familiar with different shooting ways. L.O I am learning to consider the use of space when attacking. L.O. I am learning to evaluate my work, using appropriate vocabulary.</p> <p>L.O. I can play small modified games L.O. I am learning to respond to feedback to improve my performance.</p> <p><u>How does this link build on previous learning?</u></p> <p>Children have previously practiced striking a ball to hit a target or between cones.</p> <p><u>Topic Title</u> Netball</p> <p><u>Links to NC</u> Gain possession by working a team</p> <p>Pass in different ways</p> <p>Choose a tactic for defending and attacking</p> <p>Use a number of techniques to pass, dribble.</p> <p><u>Key Knowledge & Vocabulary</u> Pass, chest pass, receive, intercept, block, shoot, space, attack, defend, tactic, positional awareness, travelling, pivot.</p> <p><u>Sequence of lessons.</u></p> <p>L.O. I can use a variety of passes with accuracy. L.O. I can identify when best to use each pass. L.O. I am learning about the effect exercise has on my body.</p> <p>L.O I can begin move to receive / intercept a pass. L.O. I am learning about the importance of warming up when exercising.</p>	<p>L.O I am learning to catch a ball not thrown directly to me. L.O. I am learning about the effect of exercise on my body.</p> <p>L.O I can stop a rolling/bouncing ball using the long barrier technique. L.O. I am learning about the importance of warming up and cooling down when exercising.</p> <p>L.O I can bowl underarm to a target. L.O I can bowl underarm to my partner who can return it by kicking. L.O. I am learning to evaluate my performance using appropriate language.</p> <p>L.O I can strike a ball effectively to avoid opposition players. L.O. I am learning to use feedback to improve my performance.</p> <p>L.O I can put my skills learned into a modified game of cricket. L.O. I am learning to use feedback to improve my performance.</p> <p><u>How does this link build on previous learning?</u></p> <p>Children have previously practiced throwing underarm and striking a ball with their foot.</p> <p><u>Topic Title</u> OAA</p> <p><u>Links to NC</u> Take part in outdoor and adventurous activity challenges both individually and within a team</p> <p><u>Key Knowledge & Vocabulary</u> Orienteering, navigate, compass points, plan, adapt, teamwork, clear and concise, communicate, discussion, bearing, direction, problem solve, parachute, blindfold, co-operation, route, key, symbol, N, S, E, W safety</p> <p><u>Sequence of lessons.</u></p>	
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<p>Perform dances using a range of movement patterns.</p> <p>Key Knowledge & Vocabulary Rhythm, timing, tempo, level, movement pattern.</p> <p>Sequence of lessons.</p> <p>L.O: To be able to interpret music effectively – change speed and direction with different movements.</p> <p>L.O: I can create linked shapes based on their topic (animals, weather link to topic) . L.O. I am learning about the effect of exercise on my body.</p> <p>L.O: Work in groups can they create a story to the music based on level changes, speed changes and sizes of movements. L.O. I am learning about the importance of warming up and cooling down when exercising.</p> <p>L.O: I can create my story in a group with timings correct – all at the same time. L.O. I am learning to evaluate my own and others work.</p> <p>L.O I can put my story into a performance with clear entrances and exits. I can show clear start and ending positions. L.O. I am learning to respond to feedback to improve my work.</p> <p>How does this link build on previous learning?</p> <p>Children have explored different movements in response to music (fast, slow, scary, sad etc.) and created a short sequence which they rehearsed and preformed.</p>	<p>L.O I can pivot to pass accurately unopposed. L.O. I am learning to use appropriate vocabulary to evaluate my work.</p> <p>L.O I can begin to pass and intercept opposed. L.O I am learning to consider space when attacking and defending L.O. I am learning to use appropriate vocabulary to evaluate my learning.</p> <p>L.O I can play small sided games thinking of tactical awareness of space. L.O. I am learning to respond to feedback to improve my work.</p> <p>How does this link build on previous learning?</p> <p>Children have previously practiced throwing and catching a ball, not moving when in possession and explored how to use space to defend and attack.</p>	<p>L.O: I can develop my listening skills through team games (standing on a bench and moving without falling off, with talking, without talking, with a leader/communication). L.O. I am learning to use feedback to improve my performance.</p> <p>L.O: I can develop my listening skills through team games (parachute games). L.O. I am learning to use feedback to improve my performance.</p> <p>L.O I am learning to develop my instruction giving and listening skills. (blind fold children get them to listen to teach instruction to navigate the room). L.O. I am learning to use feedback to improve my performance.</p> <p>L.O I am learning to identify map symbols and match them to the correct words. L.O. I am learning to use feedback to improve my performance.</p> <p>L.O I am learning to develop the skills of map reading through symbols (basic shapes). L.O. I am learning to use feedback to improve my performance.</p> <p>L.O. I am learning how to shoot a bow and arrow safely. L.O. I am learning to use feedback to improve my performance.</p> <p>How does this link build on previous learning?</p> <p>Children have played traditional games which focused on developing their listening.</p>	
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Year 4

Key Threads						
Dance	Gymnastics	Athletics	Games	Tactics / understanding	OAA	Evaluation

<p>Confidently improvise with a partner or independently.</p> <p>Begin to create longer dance sequences in a larger group.</p> <p>Demonstrate precision and some control in response to stimuli.</p> <p>Begin to vary dynamics and develop actions and motifs - using formation, canon and unison.</p> <p>Demonstrate rhythm and spatial awareness.</p> <p>Perform dances clearly and fluently.</p>	<p>Safely perform balances individually and with a partner.</p> <p>Plan and perform sequences with a partner that include a change of level and shape, moving in unison.</p> <p>Understand how body tension can improve the control and quality of their movements. Link skills with control, technique, coordination and fluency.</p> <p>Understand composition by performing more complex sequences.</p> <p>Develop strength, technique and flexibility throughout performances.</p> <p>Combine equipment with movement to create sequences.</p>	<p>Begin to demonstrate a variety of running techniques.</p> <p>Take part in relay activities, executing handovers effectively.</p> <p>Can effectively jump for height and distance.</p> <p>Can perform a running jump with more than one component. e.g. hop skip jump (triple jump).</p> <p>Demonstrate accuracy in throwing into a target area.</p> <p>Can use equipment safely and with good control.</p>	<p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Show confidence in using ball skills in various ways, and can link these together. e.g. dribbling, bouncing, kicking</p> <p>Use skills with coordination, control and fluency.</p> <p>Pass, receive and shoot the ball with increasing control.</p> <p>Work as part of a team to keep possession and score goals when attacking.</p> <p>Defend one on one and know when and how to win the ball.</p> <p>Use a range of basic racket skills and variety of shots in different areas of the court.</p> <p>Demonstrate good footwork on the court.</p> <p>Return to the ready position to defend my own court.</p> <p>Use overarm and underarm throwing, and catching skills with increasing accuracy.</p> <p>Strike a ball after a bounce.</p>	<p>Pupils are familiar with basic rules of games. They are beginning to apply them in a range of modified games.</p> <p>Use simple tactics to help a team score or gain possession – attacking and defending.</p> <p>Begin to communicate with others during game situations.</p> <p>Can create their own games using knowledge and skills.</p> <p>Work well in a group to develop various games.</p> <p>Pupils are able to identify the sporting spirit values. They can give examples of when they could demonstrate them during a game situation.</p>	<p>Develop clear listening and giving of instructions.</p> <p>Beginning to think activities through to problem solve</p> <p>To choose and apply a strategy to problem solve.</p> <p>To learn new skills for an adventurous activity</p> <p>Begin to use North, South, East and West to read a simple map.</p> <p>Understand how to stay safe.</p>	<p>Use appropriate vocabulary to compare and improve and refine work.</p> <p>Modify parts of a sequence as a result of peer-evaluation.</p> <p>Pupils can identify when they are successful and the next steps in their learning</p> <p>Begin to think about how they can improve their own work.</p> <p>Work with a partner or small group to improve their skills</p> <p>Can describe the effect exercise has on the body.</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p> <p>Understand the need to warm up and cool down.</p>
<p>Topic Title OAA</p> <p>Links to NC Take part in outdoor and adventurous activity challenges both individually and within a team</p>	<p>Topic Title Tag Rugby</p> <p>Links to NC Gain possession by working a team</p> <p>Pass in different ways</p>	<p>Title Athletics</p> <p>Links to NC Use running, jumping, throwing and catching in isolation and in combination.</p>	<p>Lunchtime and Afterschool Spirits themed clubs- including dance, cheerleading, football, extreme sports (archery,</p>			

<p>Key Knowledge Vocabulary orienteering Navigate, compass points, plan, adapt, teamwork, clear and concise, communicate, discussion, bearing, direction, problem solve, parachute, blindfold, co-operation, route, key, symbol, N, S, E, W safety</p> <p>Sequence of lessons</p> <p>L.O. I am beginning to develop my archery skills. L.O. I am learning to use feedback to improve my performance.</p> <p>L.O I can work as a team to tackle team building challenges. (parachute) L.O. I am learning to use feedback to improve my performance.</p> <p>L.O I can work as a team to tackle team building challenges. L.O. I am learning to use feedback to improve my performance.</p> <p>L.O I can work with a partner to give clear instructions and navigate them around an area blindfolded. (think about using left and right, two steps forward, 3 steps back). L.O. I am learning to use feedback to improve my performance.</p> <p>L.O I am learning to understand the compass points, north, south, east and west. I can use them when giving instructions. L.O. I am learning to use feedback to improve my performance.</p> <p>L.O I am learning to use my map reading skills previously learnt to include my compass points.) L.O. I am learning to use feedback to improve my performance.</p> <p>How does this link build on previous learning? Children have previously played outdoor games and team games This unit introduces orienteering for the first time.</p> <p>Topic Title</p>	<p>Choose a tactic for defending and attacking</p> <p>Key Knowledge & Vocabulary</p> <p>Attack, defend, pass, try, receive, pass, tactical decision, spatial awareness.</p> <p>Sequence of Lessons</p> <p>LO: I can evade and tag opponents whilst keeping the rugby ball under control. L.O. I am learning about the effect of exercise on the body.</p> <p>LO: I can pass and receive the ball on the move and statically. L.O: I can understand how to use space effectively to move the ball into an attacking position. L.O. I am learning about the importance of warming up and cooling down when exercising.</p> <p>L.O. I can pass and receive the ball on the move opposed (attacking and defending skills) L.O. I am learning to evaluate my partner's work and respond to feedback.</p> <p>L.O. To play modified games and apply basic principles suitable for attacking and defending in the context of tag rugby. L.O: To use my attacking and defending skills and knowledge to make tactical decisions. L.O. I am learning to evaluate my performance and consider improvements.</p> <p>How does this link build on previous learning? Children have previously learned to pass and receive now they are thinking more about attacking and defending skills as well.</p> <p>Topic Title Dance</p> <p>Links to NC develop flexibility, strength, technique, control and balance</p> <p>Perform dances using a range of movement patterns.</p>	<p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Key Knowledge & Vocabulary Sprint, relay, baton, pace, sprint start, standing start, long jump, triple jump, javelin throw, reaction, acceleration, track, field,</p> <p>Sequence of Lessons</p> <p>L.O: I am learning to refine my running technique. L.O: I am learning to execute the standing sprint start. L.O. I am learning about the effects of exercise on the body and why this is important.</p> <p>L.O I am learning to run over hurdles at speed. I can understand the stride pattern needed to be effective. L.O. I am learning about the importance of warming up and cooling down.</p> <p>L.O I am learning to pass a relay baton effectively. I can understand the tactics behind this. L.O. I am learning to evaluate my team's performance and improve.</p> <p>L.O I am learning to effectively execute a running long jump. I am beginning to understand where to take off from a specific point. L.O. I am learning to respond to feedback to improve my performance.</p> <p>L.O I am learning the standing triple jump. I can explain the three phases of the jump. I can link all three phases together. L.O. I am learning to respond to feedback to improve my performance.</p> <p>L.O I am learning to execute a variety of throws and explain the techniques needed. L.O. I am learning to respond to feedback to improve my performance.</p> <p>How does this link build on previous learning?</p>	<p>nerf guns, nerf bullets, dodgeball, etc...)</p> <p>Sports Competitions against local schools, through Sports Games and Aston Villa links – Football, Tag Rugby, Basketball, Gymnastics, Tennis, Hockey, Cricket, Rounders, Athletics.</p> <p>Participating in Play Leader activities.</p> <p>Sports Day- House challenge competition</p> <p>Learning about countries where sports they learn is popular and the origins of the sports they take part in.</p> <p>Cultural- Haka, origins and meaning.</p> <p>Hockey- Ancient Egypt, Vikings, India, Scotland- shinty, modernized in England, ice hockey in Canada</p> <p>Netball – England 1895, Spread through common wealth, played in England, Jamaica, South Africa, Singapore, Malawi, Hong Kong, Fiji, Barbados, Trinidad and Tobago, Australia and New Zealand.</p> <p>Gymnastics origins- Ancient Greek (included</p>
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<p>Hockey</p> <p><u>Links to NC</u> Gain possession by working a team</p> <p>Pass in different ways</p> <p>Choose a tactic for defending and attacking</p> <p>Use a number of techniques to pass, dribble and shoot</p> <p><u>Key Knowledge & Vocabulary</u> dribbling, open stick, closed stick, Indian dribble, first touch, push pass, intended receiver. Solid bases, Strong side, reverse side, opposed attacker, defender, pressure, vision and scanning, strong and weak side, open and reverse stick, passing, receiving, ball pace, control, angle, overload, momentum. attack, defend, tactic, positional awareness.</p> <p><u>Sequence of Lessons</u></p> <p>L.O: I can hold the hockey stick correctly and dribble unopposed. I can refine my skills from previous learning. I can think tactically about my spatial awareness. L.O I can peer assess a partner’s skills and sequences, suggesting improvements for their work.</p> <p>L.O I can dribble opposed whilst changing direction and keeping control of the hockey stick. I can think tactically about my spatial awareness. L.O. I am learning about the effect of exercise from my body.</p> <p>L.O: I can refine my skills previously learned with the push pass. I can learn to sweep pass the hockey ball effectively and know when best to use each pass. I can think tactically about my spatial awareness. L.O. I am learning about the importance of warming up and cooling down.</p> <p>L.O I can learn to pass and dribble with a small group unopposed. I can select the best pass depending on a situation. I can think tactically about my spatial awareness.</p>	<p><u>Key Knowledge & Vocabulary</u> Rhythm, timing, tempo, level, movement pattern.</p> <p><u>Sequence of Lessons</u></p> <p>L.O: I can understand the origin of the Haka and learn the moves as a group. L.O. I am learning about the effect of exercise on the body.</p> <p>L.O: I can understand what tempo means and show my understanding by changing the tempo of the haka in a small group. L.O I can understand what level change means and incorporate this into my group haka. L.O. I am learning about the importance of warming up and cooling down when exercising.</p> <p>L.O: I can understand formation changes and incorporate these into my group haka. L.O. I can give and receive feedback from a partner, using this to improve my performance.</p> <p>L.O: I can add in my own group moves to my haka. I can create a haka that is in time with my group. L.O. I can evaluate a performance, identifying the strengths and some areas for development.</p> <p><u>How does this link build on previous learning?</u> Previously children had copied movements based on a specific topic (toy story), they had been able to identify tempo and level changes within their movements. They have looked at expressing emotion through dance and created short sequences They have explored different movements in response to music (fast, slow, scary, sad etc.) and created a short sequence which they rehearsed and performed.</p> <p><u>Topic Title</u> Basketball</p> <p><u>Links to NC</u> Gain possession by working a team Pass in different ways Choose a tactic for defending and attacking</p>	<p>Previously children have learned to improve their running technique and speed and learned to jump over obstacles and long jump. Now they are learning to improve and refine those techniques and learn to pass the baton for relay</p> <p><u>Topic Title</u> Rounders</p> <p><u>Links to NC</u> Use throwing and catching in isolation and in combination</p> <p>Play competitive games, modified where appropriate.</p> <p><u>Key Knowledge & Vocabulary</u> Catch, strike, field, block, barrier, bowl, underarm.</p> <p><u>Sequence of lessons</u></p> <p>L.O I can strike a ball bounced in front of me to a target/ person L.O. I am learning about the importance of exercise to keep the body healthy.</p> <p>L.O: I am able to refine my catching skills. L.O. I am learning about the importance of warming up and cooling down when exercising.</p> <p>L.O: I am learning to throw and catch overarm. L.O. I am learning to respond to feedback to improve my performance.</p> <p>L.O: I can refine my skills using the long barrier technique. I can roll/ bounce a ball from a distance to my partner/group. L.O. I am learning to respond to feedback to improve my performance.</p> <p>L.O: I can play modified small sided games of rounders with appropriate rules. L.O. I am learning to respond to feedback to improve my performance.</p> <p><u>How does this link build on previous learning?</u> Children have previously learned to throw and catch a ball with a partner and to bowl underarm. Here they are</p>	<p>in Ancient Olympics), Part of Modern Olympics since 1896, Friedrich Ludwig Jahn, Popular in Russia, Japan, USA</p> <p>Rugby- William Ellis Webb, England (Rugby School Warwickshire) in 1823. Rugby Union formed in 1871. Popular in England, Ireland, Scotland, Wales, France, Italy, New Zealand, Australia, Fiji, South Africa, Canada</p> <p>Basketball- James Naismith 1891, USA. Popular in USA, Canada, Philippines, Australia. Real Madrid and Barcelona have basketball teams.</p> <p>Tennis – Began in France in the 12th Century- without rackets. Rackets used from the 16th Century. Henry VIII was a big fan. Modern game originated as lawn tennis in Birmingham in the late 19th Century. Popular worldwide.</p> <p>Athletics- Ancient Greeks, Ancient Olympics, popular worldwide.</p> <p>Rounders – England in the Tudor times – originally called baseball, modern baseball evolved from rounders. Britain and</p>
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<p>L.O. I am learning to evaluate my performance and use it to make in improvements.</p> <p>L.O: I can begin to play small modified games. I can think tactically about my spatial awareness. L.O I can peer assess a partner's skills and sequences, suggesting improvements for their work.</p> <p>How does this link build on previous learning? Children have previously learned to use a hockey stick and dribble as part of multi skills in year 2 and in year 3 they have learned to pass, dribble and shoot. Now they are progressing to playing small modified games.</p> <p>Topic Title Netball</p> <p>Links to NC Gain possession by working a team</p> <p>Pass in different ways</p> <p>Choose a tactic for defending and attacking</p> <p>Use a number of techniques to pass, dribble and shoot</p> <p>Key Knowledge & Vocabulary pass, chest pass, receive, intercept, shoot, space, attack, defend, tactic, positional awareness, travelling, pivot, zone, Goal Keeper, Goal Defence, Wing Defence, Center, Wing Attack, Goal Attack, Goal Shoot</p> <p>Sequence of Lessons</p> <p>L.O. I am learning to use a range of passing and receiving techniques, with increasing accuracy. L.O. I am learning to consider the use of space when attacking and defending. L.O. I am learning about the effects of exercise on the body.</p> <p>L.O. I am learning to refine my skills (interception) L.O. I am learning to consider space for attacking and defending. L.O. I am learning about the importance of warming up and cooling down when exercising.</p>	<p>Use a number of techniques to pass, dribble.</p> <p>Key Knowledge & Vocabulary Dribble, pass, chest pass, bounce pass, receive, tackle, shoot, space, attack, defend, tactic, positional awareness, travelling, pivot.</p> <p>Sequence of Lessons</p> <p>L.O. To introduce a variety of passes and understand when best to use them with accuracy (Two lessons worth) L.O. To find and use space well showing an awareness of others and basic safety L.O. I am learning about the effects of exercise on the body.</p> <p>L.O: To introduce and develop dribbling techniques. L.O: To co-ordinate and repeat simple and short movement combinations so that they link together L.O. I am learning about the importance of warming up and cooling down when exercising.</p> <p>L.O Passing accuracy with interception. L.O: To find and use space well showing an awareness of others and basic safety and how to use simple tactics and compositional ideas with consistency. L.O. I am learning to evaluate performance and suggest improvements.</p> <p>L.O. To be able to use knowledge of interception in a more 'game' realistic situation L.O. To select appropriate passes in the right situation and to find and use space showing awareness of others. Think tactically and have compositional ideas with consistency. L.O. I am learning to evaluate performance and suggest improvements.</p> <p>L.O I can begin to learn the correct technique for shooting. L.O: Think tactically and have compositional ideas with consistency. L.O. I am learning to evaluate performance and suggest improvements.</p> <p>How does this link build on previous learning?</p>	<p>refining those skills and learning to throw and catch overarm and using the body as a barrier when fielding.</p>	<p>Ireland, baseball in the USA.</p>
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<p>L.O. I am learning to refine my skills (focus shooting)</p> <p>L.O. I am learning to consider the use of space when attacking and defending.</p> <p>L.O. I am learning to evaluate a partner's performance and suggest improvements.</p> <p>L.O I am learning to consider tactics for attacking and defending</p> <p>L.O. I am learning to respond to feedback to improve my performance.</p> <p>L.O. I am learning to combine my skills and use them to work as a team in a modified game.</p> <p>L.O. I am learning to evaluate my teams performance and suggest ways to improve.</p> <p><u>How does this link build on previous learning?</u> Previously children have learned passing and receiving skills through multi skills and netball. Now the emphasis is on attacking and defending in a small group</p> <p><u>Topic Title</u> Gymnastics</p> <p><u>Links to NC</u> develop flexibility, strength, technique, control and balance.</p> <p>To be able to perform to an audience and evaluate performances.</p> <p><u>Key vocabulary</u> travelling, lead and follow, direction, speed, height, body shapes, straddle, pike, tuck, landing, sequence, extend, tense, relax, team work, timing, unison, rolling, balancing, rehearse, log roll, egg roll, counter balances, trust, co-operation. straddle,</p> <p><u>Sequence of Lessons</u></p> <p>L.O I am learning to use apparatus to explore a range of travelling actions and link them into a sequence.</p> <p>L.O. I am learning about the effect stretching in a warm up can have on my flexibility.</p>	<p>Previously children have learned passing and receiving and how to dribble with the ball. This takes them on to learning to shoot.</p> <p><u>Topic Title</u> Tennis</p> <p><u>Links to NC</u></p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Use tactical decision making for attacking and defending shots.</p> <p>Using a forehand and backhand shot.</p> <p><u>Key Knowledge & Vocabulary</u></p> <p>Attacking, defending, forehand, backhand, tactical decisions, receive, ready position, court, control, net, rally, agility, balance, coordination</p> <p><u>Sequence of Lessons</u></p> <p>L.O. I am learning to control a tennis ball, using a racket.</p> <p>L.O. I am learning about the importance of agility, balance and co-ordination in tennis.</p> <p>L.O. I am learning about the effects of exercise on the body.</p> <p>L.O. I am learning to use forehand technique. I can bounce a ball to partner and they can return it.</p> <p>L.O I am learning to give and use feedback to improve performance.</p> <p>L.O. I am learning to use backhand technique. I can bounce a ball to partner and they can return it.</p> <p>L.O I am learning to give and use feedback to improve performance.</p> <p>L.O. I am learning to perform a serve under arm.</p>		
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<p>L.O: I am learning to balance on a range of larger apparatus and link travelling aspects with a balance in a group.</p> <p>L.O I am learning to use counterbalances with a partner or in a group to mirror each other.</p> <p>L.O. I am learning about the effect of exercise on the body.</p> <p>L.O: I am learning to show a variety of shapes when in flight, both on the floor and on apparatus.</p> <p>L.O I can continue to link aspects of prior knowledge into a sequence.</p> <p>L.O I can peer assess a partner's skills and sequences, suggesting improvements for their work.</p> <p>L.O: I can explore a variety of rolls. I can refine my rolling skills.</p> <p>L.O I can peer assess a partner's skills and sequences, suggesting improvements for their work.</p> <p>L.O I can use larger apparatus to create linked sequences on my own.</p> <p>L.O I can peer assess a partner's skills and sequences, suggesting improvements for their work.</p> <p>L.O: I can use my knowledge of gymnastics to show other movements such as handstands, headstands and cartwheels and include these into my routine.</p> <p>L.O. I can evaluate a performance, carefully identifying all the strengths and some areas for improvement.</p> <p><u>How does this link build on previous learning?</u></p> <p>Children have previously practiced traveling, jumping and making a simple sequence including using equipment. Now they are making more varied sequences and adding headstands handstands and cartwheels.</p>	<p>L.O. I am learning about the importance of warming up and cooling down.</p> <p>L.O: I can attempt to get a rally going with my partner. (over cones/bench/net)</p> <p>L.O I am learning to give and use feedback to improve performance.</p> <p>L.O. I am learning to keep my rally within in a coned area.</p> <p>L.O I am learning to give and use feedback to improve performance.</p> <p><u>How does this link build on previous learning?</u></p> <p>Previously children have learned how to hold the racket and bounce and return the ball to their partner. Now they are learning to refine those skills to keep a rally going within an area and over a net/cone/bench</p>		
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Year 5

Key Threads						
Dance	Gymnastics	Athletics	Games	Tactics/ Understanding	OAA	Evaluation / Healthy Lifestyle
<p>Begin to exaggerate dance movements and motifs (using expression when moving).</p> <p>Demonstrate strong movements throughout a dance sequence.</p> <p>Combine flexibility, techniques and movements to create a fluent sequence.</p> <p>Move appropriately and with the required style in relation to the stimulus. e.g using various levels, ways of travelling and motifs.</p> <p>Begin to show a change of pace and timing in movements.</p> <p>Use the space provided effectively.</p> <p>Improvise with confidence, still demonstrating fluency across the sequence.</p>	<p>Select and combine skills, techniques and ideas.</p> <p>Apply combined skills accurately and appropriately, consistently showing precision, control and fluency.</p> <p>Work with a partner to create counter balance and counter tension</p> <p>Use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance.</p> <p>Develop strength, technique and flexibility throughout performances.</p> <p>Link skills with control, technique, coordination and fluency.</p> <p>Understand composition by performing more complex sequences.</p> <p>Create and perform sequences using apparatus, individually and with a partner.</p>	<p>Begin to select appropriate pace and technique for an event, using with confidence.</p> <p>Understand how stamina and power help people to perform well in different athletic activities.</p> <p>Can work together effectively when taking part in relay events.</p> <p>Can perform a running jump with more than one component. e.g. hop skip jump (triple jump)</p> <p>Demonstrate accuracy, strength and confidence in throwing for distance.</p>	<p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Show confidence in using ball skills in various ways, and can link these together. Use skills with coordination, control and fluency.</p> <p>Use running, jumping, throwing and catching in isolation and combination.</p> <p>Pass, receive and shoot the ball with some control under pressure.</p> <p>Develop wider range of skills and begin to use these under some pressure.</p> <p>Select and apply preferred skills with increasing consistency.</p> <p>Demonstrate good footwork to cover a court space in a game situation</p> <p>To sometimes strike a bowled ball.</p> <p>Demonstrate effective catching and throwing technique when fielding.</p>	<p>Pupils consistently demonstrate the sporting spirit values in a range of games situations</p> <p>Take part in competitive games with an understanding of tactics and composition.</p> <p>Move into space to help a team.</p> <p>Play in a range of positions and know how to contribute when attacking and defending.</p> <p>Understand the need for tactics and make decisions about when best to use them.</p> <p>Play cooperatively with a partner.</p>	<p>Apply clear listening and giving of instructions.</p> <p>Plan activities through and apply a strategy to problem solve.</p> <p>Adapt strategies based on success/ failure.</p> <p>Refine skills for an adventurous activity</p> <p>Begin to use North East, South East, North West and South West to read a simple map.</p> <p>Understand how to stay safe.</p>	<p>Use more complex vocabulary to compare, improve and refine work.</p> <p>Modify parts of a sequence as a result of self and peer evaluation.</p> <p>Analyse and comment on skills and techniques and how these are applied in their own and others' work.</p> <p>Pupils are able to assess their own performance and the performance of others to identify areas for development.</p> <p>Comment on tactics and techniques to help improve performance.</p> <p>Can describe the effect exercise has on the body.</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p> <p>Understand the need to warm up and cool down.</p> <p>Awareness of how exercise can help support our mental wellbeing.</p> <p>Understanding the social importance of exercise and sport .</p>

Topic Title Hockey	Topic Title Tag Rugby	Topic Title Athletics	Lunchtime and Afterschool Sports themed
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<p><u>Links to NC</u> Gain possession by working a team</p> <p>Pass in different ways</p> <p>Choose a tactic for defending and attacking</p> <p>Use a number of techniques to pass, dribble and shoot</p> <p><u>Key Knowledge & Vocabulary</u> dribbling, open stick, closed stick, Indian dribble, first touch, push pass, Sweep, clip hit, hit, aerial, intended receiver. Solid bases, Strong side, reverse side, opposed attacker, defender, pressure, vision and scanning, strong and weak side, open and reverse stick, passing, receiving, ball pace, control, angle, overload, momentum. attack, defend, tactic, positional awareness</p> <p><u>Sequence of Lessons</u> L.O. I am learning to refine my skills (focus dribbling) L.O. I am learning to consider the use of space when attacking and defending. L.O. I am learning to describe the effect that exercise has had on my body and why it is important for my health.</p> <p>L.O. I am learning to refine my skills (focus dribbling and tackling) L.O. I am learning to consider the use of space when attacking and defending. L.O. I am learning to explain the importance of warming up and cooling down when exercising.</p> <p>L.O. I am learning to use a range of passing and receiving techniques, with increasing accuracy. L.O. I am learning to consider the use of space when attacking and defending. L.O. I am learning about exercise and endorphins and their impact on mental health.</p> <p>L.O. I am learning the key positions for Hockey. L.O. I am learning to evaluate tactics for attacking and defending L.O. I am learning to consider the social benefits of sport.</p>	<p><u>Links to NC</u> Gain possession by working a team</p> <p>Pass in different ways</p> <p>Choose a tactic for defending and attacking</p> <p>Use a number of techniques to pass, dribble and shoot</p> <p><u>Key Knowledge & Vocabulary</u> Dribble, pass, receive, tackle, shoot, space, attack, defend, tactic, positional awareness</p> <p><u>Sequence of Lessons</u> L.O. I am learning to refine my skills (focus moving with the ball) L.O. I am learning to consider the use of space when attacking and defending. L.O. I am learning to describe the effect that exercise has had on my body and why it is important for my health.</p> <p>L.O. I am learning to use a range of passing and receiving techniques, with increasing accuracy. L.O. I am learning to consider the use of space when attacking and defending. L.O. I am learning to explain the importance of warming up and cooling down when exercising.</p> <p>L.O. I am learning to use a range of passing and receiving techniques and am learning how to intercept these. L.O. I am learning to consider the use of space when attacking and defending. L.O. I am learning about exercise and endorphins and their impact on mental health.</p> <p>L.O. I am learning the key positions for Rugby and use these in a game scenario. L.O I am learning to evaluate tactics for attacking and defending L.O. I am learning to consider the social benefits of sport.</p> <p>L.O. I am learning to combine my skills and use them to work as a team in a competitive game scenario. L.O. I am learning to plan a tactic as a team to support attacking and defending. L.O I am learning to evaluate my team's performance and suggest ways to improve.</p>	<p><u>Links to NC</u></p> <p><u>Key Knowledge & Vocabulary</u> Sprint, relay, baton, pace, sprint start, standing start, long jump, triple jump, javelin throw, reaction, acceleration, track, field,</p> <p><u>Sequence of Lessons</u> L.O. I am learning to improve my running technique. L.O. I am learning to sprint start from different positions. L.O. I am learning to describe the effect that exercise has had on my body and why it is important for my health.</p> <p>L.O. I am learning to change and sustain running pace. L.O. I am learning about the importance of stamina, fitness and mental will to help me run over longer distances.</p> <p>L.O. I am learning to pass on a relay baton effectively, considering tactical order in my team. L.O. I am learning to explain the importance of warming up and cooling down when exercising.</p> <p>L.O. I am learning refine my technique to leap over hurdles of different heights. L.O. I am learning give feedback to improve my partner's performance.</p> <p>L.O. I am learning to refine my long jump technique, taking off and landing safely. L.O. I am learning give feedback to improve my partner's performance. L.O. I am learning about exercise and endorphins and their impact on mental health.</p> <p>L.O. I am learning to refine my triple jump technique, taking off and landing safely. L.O. I am learning give feedback to improve my partner's performance. L.O. I am learning to consider the social benefits of sport.</p> <p>L.O. I am learning to perform a range of throws with increasing accuracy and distance.</p>	<p>clubs- including dance, cheerleading, football, extreme sports (archery, nerf guns, nerf bullets, dodgeball, etc...)</p> <p>Sports Competitions against local schools, through Sports Games and Aston Villa links – football, Tag Rugby, Basketball, Gymnastics, tennis, Hockey, Cricket, Rounders, Athletics.</p> <p>Play Leader training and responsibility to lead games at lunchtimes.</p> <p>Major Sporting competitions / Leagues around the world- Football - World cup/ Euros/ Champions League/ Premier League/ La Liga/ Serie A/ Bundesliga/ Ligue 1/ Paralympics-blind football</p> <p>Rugby- Rugby World Cup/ Six Nations/ British and Irish Lions / League/ Union/ Paralympics-wheelchair rugby</p> <p>Athletics- Olympics/ Paralympics/ World Championships/ Commonwealth Games</p> <p>Tennis- Wimbledon / US Open/ French Open/ Australian Open- Paralympics- wheelchair tennis</p>
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<p>L.O. I am learning to combine my skills and use them to work as a team. L.O. I am learning to plan a tactic as a team to support attacking and defending. L.O. I am learning to evaluate my teams performance and suggest ways to improve.</p> <p><u>How does this link build on previous learning?</u> Children have previously practiced dribbling and passing skills, begun to consider spatial awareness and applied these skills into small modified games. Learning this year will consolidate these skills and progress children onto considering tactics within a competitive game scenario.</p> <p><u>Topic Title</u> Gymnastics <u>Links to NC</u> Make complex extended sequences</p> <p>Combine action, balance and shape</p> <p>Perform consistently to different audiences</p> <p><u>Key Knowledge & Vocabulary</u> Mirroring, symmetry, asymmetry, travelling, lead and follow, direction, speed, height, body shapes, straddle, pike, tuck, landing, sequence, extend, tense, relax, team work, timing, unison, rolling, balancing, rehearse, log roll, egg roll, counter balances, trust, co-operation. straddle,</p> <p><u>Sequence of Lessons</u> L.O. I am learning to travel in a range of different ways and link these into a sequence. L.O. I am learning to use matching and mirroring when working with a partner. L.O. I can use feedback to improve my own performance.</p> <p>L.O. I am learning to use counter balance L.O. I am learning to use counter tension.</p>	<p><u>How does this link build on previous learning?</u> Children have previously focused on control, movement, passing and interception. they have begun to consider spatial awareness when attacking and defending. This year children will consolidate these skills and begin to apply them in competitive game scenarios. More emphasis will be placed on self- evaluation and improvement of performance.</p> <p><u>Topic Title</u> Football <u>Links to NC</u> Gain possession by working a team</p> <p>Pass in different ways</p> <p>Choose a tactic for defending and attacking</p> <p>Use a number of techniques to pass, dribble and shoot</p> <p><u>Key Knowledge & Vocabulary</u> Dribble, pass, receive, tackle, shoot, space, attack, defend, tactic, positional awareness, throw in, freekick, pressure, square, line,</p> <p><u>Sequence of Lessons</u> L.O. I am learning to refine my skills (focus moving with the ball) L.O. I am learning to consider the use of space when attacking and defending. L.O. I am learning to describe the effect that exercise has had on my body and why it is important for my health.</p> <p>L.O. I am learning to use a range of passing and receiving techniques, with increasing accuracy. L.O. I am learning to consider the use of space when attacking and defending. L.O. I am learning to explain the importance of warming up and cooling down when exercising.</p> <p>L.O. I am learning to intercept and tackle to win the ball. L.O. I am learning to consider the use of space when attacking and defending. L.O. I am learning about exercise and endorphins and their impact on mental health.</p> <p>L.O. I am learning the key positions for football.</p>	<p>L.O. I am learning give feedback to improve my partner's performance.</p> <p><u>How does this link build on previous learning?</u> Children have previously practiced throwing, triple jump, long jump, sprinting and relay skills. The children will consolidate and refine these skills, with more emphasis being placed on self/peer assessment. Children will also develop their running technique over longer distances.</p> <p><u>Topic Title</u> Netball <u>Links to NC</u> Gain possession by working a team</p> <p>Pass in different ways</p> <p>Choose a tactic for defending and attacking</p> <p>Use a number of techniques to pass, dribble and shoot</p> <p><u>Key Knowledge & Vocabulary</u> pass, chest pass, receive, intercept, shoot, space, attack, defend, tactic, positional awareness, travelling, pivot, zone, Goal Keeper, Goal Defence, Wing Defence, Center, Wing Attack, Goal Attack, Goal Shoot</p> <p><u>Sequence of Lessons</u> L.O. I am learning to use a range of passing and receiving techniques, with increasing accuracy. L.O. I am learning to consider the use of space when attacking and defending. L.O. I am learning to describe the effect that exercise has had on my body and why it is important for my health.</p> <p>L.O. I am learning to refine my skills (focus shooting) L.O. I am learning to consider the use of space when attacking and defending. L.O. I am learning to explain the importance of warming up and cooling down when exercising.</p>	<p>Basketball- NBA, World Cup, Olympics, Commonwealth Games, Invictus games- wheelchair basketball</p> <p>Netball- World Cup/ Commonwealth Games/ Netball Quad Series/ Fast5 Netball World Series</p> <p>Hockey – Hockey World Cup/ Olympics / Commonwealth games/ Ice Hockey Leagues</p> <p>Gymnastics – Olympics/ World Championships</p> <p>Cricket – Test Leagues/ T20/ World Cup/ Ashes</p> <p>Cultural links – street dance – Link to Fresh Prince of Bel Air (Hip-hop)</p> <p>Summer House Challenge- Sports Day</p>
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<p>L.O. I am learning to describe the effect that exercise has had on my body and why it is important for my health.</p> <p>L.O. I am learning to create a range of shapes whilst in flight.</p> <p>L.O. I am learning to use synchronization and canon to link my moves.</p> <p>L.O. I am learning to explain the importance of warming up and cooling down when exercising.</p> <p>L.O. I am learning to use apparatus to perform a range of balances and shapes and can fluently link these moves into a sequence.</p> <p>L.O. I am learning how stretching can improve flexibility.</p> <p>L.O. I am learning to use a range of rolls.</p> <p>L.O. I am learning to use matching, mirroring, synchronization and canon to link my moves.</p> <p>L.O. I am learning about exercise and endorphins and their impact on mental health.</p> <p>L.O. I am learning to create a complex sequence, linking together skills I have previously learnt.</p> <p>L.O. I can give and receive feedback, using this to improve my sequence.</p> <p>L.O. I am learning to perform to an audience, using feedback to make adjustments.</p> <p>L.O. I am learning to consider the social benefits of taking part in gymnastics competition.</p> <p><u>How does this link build on previous learning?</u> Children have previously developed travelling, jumping, rolling and balances within a sequence, both on and off apparatus. Learning this year will consolidate these skills, moving children on to applying them into a performance, using feedback to improve their work.</p> <p><u>Topic Title</u> Dance</p> <p><u>Links to NC</u> Compose their own dances in a creative way</p>	<p>L.O. I am learning to evaluate tactics for attacking and defending</p> <p>L.O. I am learning to consider the social benefits of sport.</p> <p>L.O. I am learning to combine my skills and use them to work as a team.</p> <p>L.O. I am learning to plan a tactic as a team to support attacking and defending.</p> <p>L.O. I am learning to evaluate my teams performance and suggest ways to improve.</p> <p><u>How does this link build on previous learning?</u> Children have previously focused on control, movement, passing, shooting and interception. They have begun to consider spatial awareness when attacking and defending. This year children will consolidate these skills and begin to apply them in competitive game scenarios. More emphasis will be placed on self- evaluation and improvement of performance.</p>	<p>L.O. I am learning the key positions and zones for Netball.</p> <p>L.O. I am learning to evaluate tactics for attacking and defending</p> <p>L.O. I am learning about exercise and endorphins and their impact on mental health.</p> <p>L.O. I am learning to combine my skills and use them to work as a team.</p> <p>L.O. I am learning to plan a tactic as a team to support attacking and defending.</p> <p>L.O. I am learning to evaluate my teams performance and suggest ways to improve.</p> <p>L.O. I am learning to apply the skills I have learnt in a competitive game situation.</p> <p>L.O. I am learning to plan a tactic as a team to support attacking and defending.</p> <p>L.O. I am learning to evaluate my teams performance and suggest ways to improve.</p> <p>L.O. I am learning to consider the social benefits of sport.</p> <p><u>How does this link build on previous learning?</u> Previously, children have learned about passing, movement, intercepting and shooting techniques. They have begun to consider spatial awareness and how to attack and defend successfully, applying this in modified games. This year will consolidate these skills, placing greater emphasis on tactical awareness. They will apply these in competitive game scenarios, evaluating how effective they have been.</p> <p><u>Topic Title</u> Cricket</p> <p><u>Links to NC</u> Field</p> <p>Choose a tactic for defending and attacking</p> <p>Gain possession by working a team</p> <p><u>Key Knowledge & Vocabulary</u></p>	
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<p>Perform to an accompaniment</p> <p>Dance shows clarity, fluency, accuracy and consistency</p> <p><u>Key Knowledge & Vocabulary</u></p> <p>Rhythm, fluency, accuracy, timing, top rock, bottom rock, freeze, movement patterns.</p> <p><u>Sequence of Lessons</u></p> <p>L.O I am learning to develop the ability to perform top rock moves with strength, control and flexibility. I am learning to exaggerate my movements. I am learning to understand top rock moves are moves performed on their feet.</p> <p>L.O To develop the ability to perform bottom rock moves with strength, control and flexibility. I am learning to exaggerate my movements. I am learning to understand bottom rock moves are performed lower to the floor.</p> <p>L.O. I am learning to be able to link top rock moves to bottom rock moves together in a fluent sequence. I am learning to give and receive feedback to improve on my performance. L.O. I am learning about the importance of warming up and cooling down when exercising.</p> <p>L.O I am learning freeze frame moves using control, strength and balance. L.O. I am learning to describe the effect that exercise has had on my body and why it is important for my health.</p> <p>L.O I am learning to link top rock, bottom rock and freeze frame moves together in a fluent sequence. I am learning to give and receive feedback to improve on my performance. L.O. I am learning how stretching can improve flexibility.</p> <p>L.O I am learning to improvise my moves to a musical stimuli.</p>		<p>Bat, wicket, boundary, stump, overarm, spin and pace bowling, block, strike, leg before wicket, backstop, bowler, batter, fielder,</p> <p><u>Sequence of Lessons</u></p> <p>L.O. I am learning to strike a ball effectively, using a cricket bat.</p> <p>L.O. I am learning how to block and defend, using a cricket bat.</p> <p>L.O. I am learning to describe the effect that exercise has had on my body and why it is important for my health.</p> <p>L.O. I am learning to throw and catch accurately.</p> <p>L.O. I am learning about the positions in a game of cricket.</p> <p>L.O. I am learning to explain the importance of warming up and cooling down when exercising.</p> <p>L.O. I am learning to plan a tactic as a team to support attacking and defending.</p> <p>L.O. I am learning to evaluate how effectively we work as a team in cricket.</p> <p>L.O. I am learning about exercise and endorphins and their impact on mental health.</p> <p>L.O. I am learning to use different techniques to bowl in cricket.</p> <p>L.O. I am learning to consider the social benefits of sport.</p> <p>L.O. I am learning to combine my skills to play games of cricket.</p> <p>L.O. I am learning to plan a tactic as a team to support attacking and defending.</p> <p>L.O. I am learning to evaluate how effectively we work as a team in cricket.</p> <p><u>How does this link build on previous learning?</u></p> <p>Previously children have played rounders based field games, learning to strike a ball with co-ordination and have begun to work as a team to field effectively. the children will now begin to apply these skills to a new sport- cricket. More emphasis will be placed on</p>	
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<p>I am learning to give and receive feedback to improve on my performance. L.O. I am learning about exercise and endorphins and their impact on mental health.</p> <p>L.O. I am learning to experiment with pace and timing to match my moves to a stimuli. L.O. I am learning to analyse my own and others' performance, using this to improve my own work. L.O. I am learning to consider the social benefits of taking part in gymnastics competition.</p> <p>How does this link build on previous learning? Previously children have learned about performing moves using tempo and formation, in time with a group- applying this to a Haka dance. Learning this year will teach children a new style of Dance (Street Dance). Children will continue to focus on tempo and form, being able to sequence moves in groups, however more focus will be placed on feedback and improving work, preparing the children for a performance piece.</p> <p>Topic Title Outdoor Education</p> <p>Links to NC Take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>Key Knowledge & Vocabulary Navigate, orienteering, compass points, plan, adapt, teamwork, clear and concise, communicate, discussion, bearing, direction, problem solve, parachute, blindfold, co-operation, route, key, symbol, N, S, E, W, NE, NW, SE, SW, safety</p> <p>Sequence of Lessons L.O. I am learning to refine my archery skill. L.O. I am learning to assess my own performance and adapt it to improve.</p> <p>L.O. I am learning to plan and adapt ways of solving parachute challenges. L.O. I am learning to assess my team's performance and adapt it to improve.</p>		<p>evaluating performance to ensure successful fielding techniques and batting techniques.</p> <p>Topic Title Tennis</p> <p>Links to NC Use forehand and backhand with a racket</p> <p>Choose a tactic for defending and attacking</p> <p>Key Knowledge & Vocabulary Racket, forehand, backhand, receive, ready position, court, control, net, rally, agility, balance, coordination, serve</p> <p>Sequence of Lessons L.O. I am learning to control a tennis ball, using a racket. L.O. I am learning about the importance of good footwork and use of space in tennis. L.O. I am learning to explain the importance of warming up and cooling down when exercising.</p> <p>L.O. I am learning to use forehand technique and use this in a rally. L.O. I am learning about the importance of good footwork and use of space in tennis. L.O. I am learning to describe the effect that exercise has had on my body and why it is important for my health.</p> <p>L.O. I am learning to use backhand technique and use this in a rally. L.O. I am learning about the importance of good footwork and use of space in tennis. L.O. I am learning about exercise and endorphins and their impact on mental health.</p> <p>L.O. I am learning to perform a serve, using this to begin a rally. L.O. I am learning to consider the social benefits of sport.</p>	
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<p>L.O. I am learning to plan and adapt ways of solving team building challenges.</p> <p>L.O. I am learning to assess my team's performance and adapt it to improve.</p> <p>L.O. I am learning to communicate effectively to solve Nightline challenges.</p> <p>L.O. I am learning to assess my team's performance and adapt it to improve.</p> <p>L.O. I am learning to use compass points NE, NW, SE and SW to find my bearings.</p> <p>L.O. I am learning to navigate myself around a course following instructions, plotting my route on a map.</p> <p>L.O. I am learning to assess my team's performance and adapt it to improve.</p> <p>L.O. I am learning to plan and create my own route on a map to navigate between different points.</p> <p>L.O. I am learning to assess my team's performance and adapt it to improve.</p> <p><u>How does this link build on previous learning?</u></p>		<p>L.O. I am learning to place my shots, within a boundary, considering attacking and defending tactics.</p> <p>L.O. I am learning to use feedback from a partner to improve my performance.</p> <p>L.O. I am learning to apply my skills to a tennis match, considering where I place my shots.</p> <p>L.O. I am learning to use feedback from a partner to improve my performance.</p> <p><u>How does this link build on previous learning?</u></p> <p>Children have previously learned to control a tennis ball, to perform forearm and backhanded shots and are beginning to consider spatial awareness. Children have begun to use these skills in rallies. Learning this year will consolidate these skills and introduce the children to a serving technique. They will then apply this in a game scenario, where the children will evaluate the effectiveness of their attacking and defending techniques.</p>	
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Year 6

Key Threads						
Dance	Gymnastics	Athletics	Games	Tactics / understanding	OAA	Evaluation
<p>Exaggerate dance movements and motifs (using expression when moving).</p> <p>Perform with confidence, technique, precision and fluency, demonstrating a range of strong movement patterns throughout.</p> <p>Demonstrate a strong imagination when creating own dance sequences and motifs.</p>	<p>Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions.</p> <p>Perform difficult actions, with an emphasis on extension, clear body shape and changes in direction.</p> <p>Adapt sequences to include a partner or a small group, using</p>	<p>Select appropriate pace and technique for an event, using with confidence.</p> <p>Understand how stamina and power help people to perform well in different athletic activities.</p> <p>Can work together effectively when taking part in relay events, considering team order.</p> <p>Can perform a running jump with more than one</p>	<p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Show confidence in using ball skills in various ways, and can link these together effectively. e.g. dribbling, bouncing, kicking</p> <p>Pass, receive and shoot the ball with increasing control under pressure.</p> <p>Keep possession of balls during games situations.</p>	<p>Pupils consistently demonstrate the sporting spirit values in a range of games situations</p> <p>Pupils are able to show a good understanding of a variety of games. They can adapt the rules of a game for an intended purpose.</p> <p>Take part in competitive games with a strong understanding of tactics and composition.</p>	<p>Apply clear listening and giving of instructions.</p> <p>Use critical thinking and pool ideas, selecting and applying the best method to problem solve.</p> <p>Adapt strategies based on success/ failure.</p> <p>Refine skills for an adventurous activity</p> <p>Can effectively use orientation and mapping to navigate a course.</p>	<p>Use more complex vocabulary to compare and improve work.</p> <p>Analyse and comment on skills and techniques and how these are applied in their own and others' work.</p> <p>Modify parts of a sequence as a result of self and peer evaluation.</p> <p>Pupils are able to assess their own performance and the performance of others to identify areas for development.</p>

<p>Move appropriately and with the required style in relation to the stimulus.</p> <p>Show a change of pace and timing in movements, moving accurately to the beat.</p> <p>Improvise with confidence, still demonstrating fluency across the sequence.</p>	<p>counter tension and counter balance.</p> <p>Gradually increase the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement.</p> <p>Develop strength, technique and flexibility throughout performances.</p>	<p>component. e.g. hop skip jump (triple jump)</p> <p>Can jump for height and distance effectively.</p> <p>Demonstrate accuracy, strength and confidence in throwing for distance.</p>	<p>Consistently use skills with coordination, control and fluency.</p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Select the appropriate action for the situation.</p> <p>Select and apply different movement skills to lose a defender.</p> <p>Use marking, and/or interception to improve defending.</p> <p>Strike a bowled ball with increasing consistency.</p>	<p>Apply knowledge of skills for attacking and defending.</p> <p>Create and use a variety of tactics to help a team.</p> <p>Create and use space to help a team.</p> <p>Demonstrate good decision making when making shots within a game.</p> <p>Use some tactics in the game as a batter, bowler and fielder.</p>	<p>Can create own orientation course using knowledge gathered.</p> <p>Understand how to stay safe.</p>	<p>Comment on tactics and techniques to help improve performance.</p> <p>Can describe the effect exercise has on the body.</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p> <p>Understand the need to warm up and cool down.</p> <p>Awareness of how exercise can help support our mental wellbeing.</p> <p>Understanding the importance of exercise and sport in social environments.</p>
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<p>Topic Title Swimming/Hockey/ Basketball</p> <p>Links to NC 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.</p> <p>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]. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p style="text-align: center;">Hockey</p> <p>Key Knowledge & Vocabulary dribbling, open stick, closed stick, Indian dribble, first touch, push pass, Sweep, clip hit, hit, aerial, intended receiver. Solid bases, Strong side, reverse side, opposed attacker, defender, pressure, vision and scanning, strong and weak side, open and reverse stick, passing, receiving, ball pace, control, angle, overload, momentum.</p> <p>Sequence of Lessons L.O. I am learning to refine my skills (focus dribbling and tackling) L.O. I am learning to consider the use of space when attacking and defending. L.O. I am learning to describe the effect that exercise has had on my body and why it is important for my health.</p> <p>L.O. I am learning to use a range of passing and receiving techniques, with increasing accuracy. L.O. I am learning to consider the use of space when attacking and defending. L.O. I am learning about exercise and endorphins and their impact on mental health.</p> <p>L.O. I am learning the key positions for Hockey.</p>	<p>Topic Title Gymnastics / Dance</p> <p>Links to NC 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.</p> <p>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> <p style="text-align: center;">Gymnastics</p> <p>Key Knowledge & Vocabulary Mirroring, symmetry, travelling, lead and follow, direction, speed, height, body shapes, straddle, pike, tuck, landing, sequence, extend, tense, relax, team work, timing, unison, rolling, balancing, rehearse, log roll, egg roll, counter balances, trust, co-operation. straddle,</p> <p>Sequence of Lessons L.O. I am learning to understand and demonstrate mirroring and symmetry.</p> <p>L.O. I am learning a variety of jumping actions and perform them from apparatus and in time with a partner.</p> <p>L.O. I am learning a variety of rolling actions and adding them to a symmetrical sequence.</p> <p>L.O. I am learning to perform a variety of counter balances with a partner.</p> <p>L.O. I am learning to produce a variety of group balances.</p> <p>L.O. I am learning to create a sequence, combining my skills.</p> <p>How does this link build on previous learning? Gymnastic skills and techniques have been covered in years 1, 2, 4 and 5. Having consolidated individual moves and skills and moved</p>	<p>Topic Title Cricket</p> <p>Links to NC Field</p> <p>Choose a tactic for defending and attacking</p> <p>Gain possession by working a team</p> <p>Key Knowledge & Vocabulary Bat, wicket, boundary, stump, overarm, spin and pace bowling, block, strike, leg before wicket, backstop, bowler, batter, fielder,</p> <p>Sequence of Lessons L.O. I am learning to strike a ball effectively, using a cricket bat. L.O. I am learning how to block and defend, using a cricket bat. L.O. I am learning to describe the effect that exercise has had on my body and why it is important for my health.</p> <p>.</p> <p>L.O. I am learning about the positions in a game of cricket. L.O. I am learning to explain the importance of warming up and cooling down when exercising.</p> <p>L.O. I am learning to plan a tactic as a team to support attacking and defending. L.O. I am learning to evaluate how effectively we work as a team in cricket. L.O. I am learning about exercise and endorphins and their impact on mental health.</p> <p>L.O. I am learning to use different techniques to bowl in cricket. L.O. I am learning to consider the social benefits of sport.</p> <p>L.O. I am learning to combine my skills to play games of cricket.</p>	<p>Lunchtime and Afterschool Spirts themed clubs- including dance, cheerleading, football, extreme sports (archery, nerf guns, nerf bullets, dodgeball, etc...)</p> <p>Sports Competitions against local schools, through Sports Games and Aston Villa links – football, Tag Rugby, Basketball, Gymnastics, tennis, Hockey, Cricket, Rounders, Athletics.</p> <p>Participate in play leader activities.</p> <p>Job opportunities through sport- coaching, personal training, strength and conditioning, physiotherapy, league organisers, Professional athlete, medical assistant, nutritionist.</p> <p>Leisure opportunities locally- Holy Name football, Celtics, Boldmere Falcons, Aston Old Edwardians- Cricket/ Rugby, Cannon Hill junior park run, Great Barr Teakwondo, Midland Sailing club</p> <p>Summer House Challenge- Sports Day</p>
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<p>L.O. I am learning to evaluate tactics for attacking and defending</p> <p>L.O. I am learning to consider the social benefits of sport.</p> <p>L.O. I am learning to combine my skills and use them to work as a team.</p> <p>L.O. I am learning to plan a tactic as a team to support attacking and defending.</p> <p>L.O. I am learning to evaluate my teams performance and suggest ways to improve.</p> <p>L.O. I am learning to combine my skills in competitive game situations.</p> <p>L.O. I am learning to plan a tactic as a team to support attacking and defending.</p> <p>L.O. I am learning to evaluate my teams performance and suggest ways to improve.</p> <p><u>How does this link build on previous learning?</u> Hockey has previously been taught in years 4 and 5 where children have begun to learn the basic moves, rules and positions.</p> <p><u>Topic Title</u> Basketball</p> <p><u>Links to NC</u> Gain possession by working a team</p> <p>Pass in different ways</p> <p>Choose a tactic for defending and attacking</p> <p>Use a number of techniques to pass, dribble and shoot</p> <p><u>Key Knowledge & Vocabulary</u> Dribble, pass, chest pass, bounce pass, receive, tackle, shoot, space, attack, defend, tactic, positional awareness, travelling, pivot,</p> <p><u>Sequence of Lessons</u> L.O. I am learning to use my body to protect the ball when dribbling.</p> <p>L.O. I am learning to consider the use of space when attacking and defending.</p> <p>L.O. I am learning to describe the effect that exercise has had on my body and why it is important for my health.</p>	<p>onto a performance, children will now develop the performance side of gymnastics further.</p> <p style="text-align: center;"><u>Dance</u></p> <p><u>Links to NC</u></p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Perform dances using a range of movement patterns.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><u>Key Knowledge & Vocabulary</u></p> <p><u>Sequence of Lessons</u></p> <p>L.O. I am learning to perform 50's dance moves with exaggeration and expression, improving my confidence and technique.</p> <p>L.O. I am learning to move appropriately and with the required style in relation to the stimulus.</p> <p>L.O. I am learning to explain the importance of warming up and cooling down when exercising.</p> <p>L.O. I am learning to perform 60's dance moves with exaggeration and expression, improving my confidence and technique.</p> <p>L.O. I am learning to move appropriately and with the required style in relation to the stimulus.</p> <p>L.O. I am learning to explain the importance of warming up and cooling down when exercising.</p> <p>L.O. I am learning to perform 70's dance moves with exaggeration and expression, improving my confidence and technique.</p> <p>L.O. I am learning to move appropriately and with the required style in relation to the stimulus.</p> <p>L.O. I am learning about exercise and endorphins and their impact on mental health.</p>	<p>L.O. I am learning to plan a tactic as a team to support attacking and defending.</p> <p>L.O. I am learning to evaluate how effectively we work as a team in cricket.</p> <p><u>How does this link build on previous learning?</u> Cricket has previously been covered in years 1 (simple cricket moves) and 5. Having learn rules and moves involved, children will now move onto full games of cricket, considering team tactics.</p> <p><u>Topic Title</u> Tennis</p> <p><u>Links to NC</u> Use forehand and backhand with a racket</p> <p>Choose a tactic for defending and attacking</p> <p><u>Key Knowledge & Vocabulary</u> Racket, forehand, backhand, receive, ready position, court, control, net, rally, agility, balance, coordination, serve</p> <p><u>Sequence of Lessons</u></p> <p>L.O. I am learning to control a tennis ball, using a racket.</p> <p>L.O. I am learning about the importance of good footwork and use of space in tennis.</p> <p>L.O. I am learning to explain the importance of warming up and cooling down when exercising.</p> <p>L.O. I am learning to use forehand technique and use this in a rally.</p> <p>L.O. I am learning about the importance of good footwork and use of space in tennis.</p> <p>L.O. I am learning to describe the effect that exercise has had on my body and why it is important for my health.</p> <p>L.O. I am learning to use backhand technique and use this in a rally.</p> <p>L.O. I am learning about the importance of good footwork and use of space in tennis.</p>	
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<p>L.O. I am learning to use a range of passing and receiving techniques to retain possession. L.O. I am learning to consider the use of space when attacking and defending. L.O. I am learning to explain the importance of warming up and cooling down when exercising.</p> <p>L.O. I am learning to refine my skills (focus shooting) L.O. I am learning to consider the use of space when attacking and defending. L.O. I am learning about exercise and endorphins and their impact on mental health.</p> <p>L.O. I am learning to use positions to create or block off space L.O. I am learning to evaluate tactics for attacking and defending L.O. I am learning to consider the social benefits of sport.</p> <p>L.O. I am learning to combine my skills and use them to work as a team. L.O. I am learning to plan a tactic as a team to support attacking and defending. L.O. I am learning to evaluate my teams performance and suggest ways to improve.</p> <p><u>How does this link build on previous learning?</u> Basketball has previously been taught in years 2, 3, and 4 where children have begun to learn the basic moves, rules and positions. Netball skills have also been covered in Years 3, 4 and 5.</p>	<p>L.O. I am learning to perform 80's dance moves with exaggeration and expression, improving my confidence and technique. L.O. I am learning to move appropriately and with the required style in relation to the stimulus. L.O. I am learning to evaluate how effective my dance is.</p> <p>L.O. I am learning to perform 90's dance moves with exaggeration and expression, improving my confidence and technique. L.O. I am learning to move appropriately and with the required style in relation to the stimulus. L.O. I am learning to evaluate how effective my dance is.</p> <p>L.O. I am learning to perform 00's dance moves with exaggeration and expression, improving my confidence and technique. L.O. I am learning to move appropriately and with the required style in relation to the stimulus. L.O. I am learning to evaluate how effective my dance is.</p> <p>L.O. I am learning to perform 10's dance moves with exaggeration and expression, improving my confidence and technique. L.O. I am learning to move appropriately and with the required style in relation to the stimulus. L.O. I am learning to evaluate how effective my dance is.</p> <p>L.O. I am learning to demonstrate a strong imagination when creating own dance sequences and motifs. L.O. I am learning to evaluate how effective my dance is.</p> <p>L.O. I am learning to demonstrate a strong imagination when creating own dance sequences and motifs. L.O. I am learning to evaluate how effective my dance is.</p> <p>L.O. I am learning to show a change of pace and timing in movements, moving accurately to the beat. L.O. I am learning to evaluate how effective my dance is.</p>	<p>L.O. I am learning about exercise and endorphins and their impact on mental health.</p> <p>L.O. I am learning to perform a serve, using this to begin a rally. L.O. I am learning to consider the social benefits of sport.</p> <p>L.O. I am learning to place my shots, within a boundary, considering attacking and defending tactics. L.O. I am learning to use feedback from a partner to improve my performance.</p> <p>L.O. I am learning to apply my skills to a tennis match, considering where I place my shots. L.O. I am learning to use feedback from a partner to improve my performance.</p> <p><u>How does this link build on previous learning?</u> Tennis has previously been taught in years 3, 4 and 5. They will have learnt forehand and backhand techniques, developed the idea of rallies and played in a game situation. This year, tactics will be developed with an emphasis on the placing of shots and partnered evaluation.</p> <p><u>Topic Title</u> Outdoor Education</p> <p><u>Links to NC</u> Take part in outdoor and adventurous activity challenges both individually and within a team</p> <p><u>Key Knowledge & Vocabulary</u> Navigate, orienteering, compass points, plan, adapt, teamwork, clear and concise, communicate, discussion, bearing, direction, problem solve, parachute, blindfold, co-operation, route, key, symbol, N, S, E, W, NE, NW, SE, SW, safety</p> <p><u>Sequence of Lessons</u> L.O. I am learning to refine my archery skill, increasing accuracy. L.O. I am learning to assess my own performance and adapt it to improve.</p>	
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L.O. I am learning to improvise with confidence, still demonstrating fluency across the sequence.
L.O. I am learning to evaluate how effective my dance is.

L.O. I am learning to plan and adapt ways of solving parachute challenges.
L.O. I am learning to assess my team's performance and adapt it to improve.

L.O. I am learning to plan and adapt ways of solving team building challenges.
L.O. I am learning to assess my team's performance and adapt it to improve.

L.O. I am learning to communicate effectively to navigate a Nightline course.
L.O. I am learning to assess my team's performance and adapt it to improve.

L.O. I am learning to use compass points NE, NW, SE and SW to find my bearings.
L.O. I am learning to navigate myself around a course following instructions, plotting my route on a map.
L.O. I am learning to assess my team's performance and adapt it to improve.

L.O. I am learning to plan and create my own route on a map to navigate between different points.
L.O. I am learning to assess my team's performance and adapt it to improve.

How does this link build on previous learning?
OAA has previously been taught in years 2 (playground games), 3, 4 and 5. They will have had some experience of such activities as archery and parachute games. Earlier skills such as compass reading will be consolidated and there will be a greater focus on evaluating and adapting strategies used.