



St Mary's Catholic Primary School
Living and Learning Together – Shining in our Faith
PE Essential Knowledge

	EYFS	Year 1	Year 1	Year 2	Year 2	Year 3 and 4	Year 5 and 6
FMS	<p style="text-align: center;"><u>Zog</u></p> <p>Lesson 1 Children improve their ability to move in space. Children travel and jump and start to show key teaching points in their work. Children explore balance on one foot with a partner</p> <p>Lesson 2 Children move safely in space. Use running technique in a game</p> <p>Lesson 3 Collect and grip objects Explore rolling objects Children improve their rolling skills and start to translate this skill to underarm throw.</p> <p>Lesson 4 Children start to explore hopping To travel safely in space To investigate our underarm throwing skills</p> <p>Lesson 5 and 6 To travel safely in space</p>	<p style="text-align: center;"><u>FMS A</u></p> <p>Lesson 1 To be able to move safely in space To use the correct technique for walking and running</p> <p>Lesson 2 To use the correct technique for running To be able to change speed and direction</p> <p>Lesson 3 To be able to jump and land safely To be able to take off both feet at the same time</p> <p>Lesson 4 To be able to jump and land safely To use the correct technique when jumping</p> <p>Lesson 5 To be able to remain balanced and in control of your body</p> <p>Lesson 6 To be able to remain balanced for 5 seconds</p>	<p style="text-align: center;"><u>FMS B</u></p> <p>Lesson 1 To be able to hop on one foot with one leg bent behind the other</p> <p>Lesson 2 To be able to hop with non hopping leg bent behind straight leg</p> <p>Lesson 3 To be able to skip using the correct technique</p> <p>Lesson 4 To be able to skip correctly using alternating feet (step-hop) motion</p> <p>Lesson 5 To be able to side-step with balance and control</p> <p>Lesson 6 To be able to side-step with balance and control</p>	<p style="text-align: center;"><u>FMS A</u></p> <p>Lesson 1 To be able to move safely in space To use the correct technique for walking and running</p> <p>Lesson 2 To use the correct technique for running To be able to change speed and direction</p> <p>Lesson 3 To be able to jump and land safely To be able to take off both feet at the same time To use arms to help to increase distance and balance</p> <p>Lesson 4 To be able to jump and land safely To use the correct technique when jumping</p> <p>Lesson 5 To be able to remain balanced and in control of your body</p>	<p style="text-align: center;"><u>FMS B</u></p> <p>Lesson 1 To be able to skip using the correct technique</p> <p>Lesson 2 To be able to hop with non hopping leg bent behind straight leg To remain balanced and stable when hopping</p> <p>Lesson 3 To be able to skip using the correct technique</p> <p>Lesson 4 To be able to skip correctly using alternating feet (step-hop) motion</p> <p>Lesson 5 To use the correct technique for side-stepping To be able to side-step with balance and control</p> <p>Lesson 6 To be able to side-step with balance and control</p>		

<p>To investigate our underarm throwing skills To explore catching skills</p> <p style="text-align: center;">Space</p> <p>Lesson 1 To travel in space safely. Explore underarm throwing.</p> <p>Lesson 2 To travel in space safely. Explore underarm throwing. Explore catching with a beanbag.</p> <p>Lesson 3 Explore balance and hopping FMS</p> <p>Lesson 4 To work as part of a team To explore throwing and catching with a large sponge ball</p> <p>Lesson 5 To explore jumping and hopping technique To move safely in space using different travels</p> <p>Lesson 6 Children will aim to improve their underarm throw, balance and travel techniques.</p>			<p>To use arms to support with balance (extended) To be able to hold a balance for 5 seconds</p> <p>Lesson 6 To be able to balance using different body parts To be able to remain balanced for 5 seconds</p>			
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Athletics	<u>Indoor Athletics</u> Lesson 1 Start, stop and change pace with control.	<u>Indoor Athletics</u> Lesson 1 Start, stop and change pace with control.	Lesson 1 Start, stop and change pace with control.	Lesson 1 To move at speed without running, understand the difference between walking and jogging.	Lesson 1 To investigate and improve sprint start technique. Aim to improve ability to run quickly over a short distance through games.	Lesson 1 To develop Sprint technique individually and as part of a group. Evaluate personal success	Lesson 1 Understanding of techniques needed to improve sprint performance Work on sprint technique in a group Recognise good performance in peers and give constructive feedback based success criteria.
	Lesson 2 Increase ability to jump far and demonstrate control in landing.	Lesson 2 Increase ability to jump far and demonstrate control in landing.	Lesson 2 Increase ability to jump far and demonstrate control in landing.	Lesson 2 To select and apply the most appropriate pace. Investigate sprint start.	Lesson 2 To work as a team during a relay race. Focus on baton change during a race.	Lesson 2 To focus on the difference between run and sprint. Reflect on personal performance. Understand how to pace our speed during a task.	Lesson 2 To look at tactics and approach for longer distance running. Strengthen our understanding of pacing ourselves. Perform running skills well in athletics based activities.
	Lesson 3 To increase the ability to jump far and demonstrate an ability to have control in landing.	Lesson 3 To increase the ability to jump far and demonstrate an ability to have control in landing.	Lesson 3 To increase the ability to jump far and demonstrate an ability to have control in landing	Lesson 3 To review and improve sprint start and sprint technique from last week. Introduce relay baton change, working as a team.	Lesson 3 To improve our triple jump technique with a focus on hop, step and jump both individually and collectively.	Lesson 3 To work on and improve our teamwork in relay type activities. Focus on the Baton change in a relay race. Use sprint technique whilst carrying a baton.	Lesson 3 To take part in short distance and middle distance relay typed activities. Work as a team to change the baton successfully. Reflect on performance and suggest ways to improve.
	Lesson 4 Throw over-arm for maximum distance	Lesson 4 Throw over-arm for maximum distance	Lesson 4 Throw over-arm for maximum distance	Lesson 4 To build on baton relay change from last week using a baton instead of a beanbag. Introduce throwing with a focus on overarm and sling throws	Lesson 4 To recap triple jump technique and introduce jumping for height (vertical jump) and speed bounce (sideways jump)	Lesson 4 Revisit and improve throwing techniques with a focus on: Sling Chest push Evaluate own performance and areas for improvement.	Lesson 4 To show consistency in a variety of throwing disciplines.
	Lesson 5 Complete at a range of athletic events	Lesson 5 Complete at a range of athletic events	Lesson 5 Compete at a range of athletic events	Lesson 5 Continue to focus on throwing technique from previous session. Improve our javelin and discus style throwing.	Lesson 5 To understand the different jumping techniques used to perform a variety of disciplines in athletics. Improve our vertical jump and speed bounce performance.	Lesson 5 Revisit and improve throwing	
	Lesson 6 Assessment	Lesson 6 Assessment	Lesson 6 Assessment	Lesson 6	Lesson 6		
	Run, Jump, Throw Speed Height Distance Accuracy Fitness, Health/Wellbeing	Run, Jump, Throw Speed Height Distance Accuracy Fitness, Health/Wellbeing	Run, Jump, Throw Speed Height Distance Accuracy Fitness, Health/Wellbeing				
	Equipment – hurdles, skipping ropes, cones, space hoppers, beanbags, javelins,	Equipment – hurdles, skipping ropes, cones, space hoppers, beanbags, javelins,	Equipment – hurdles, skipping ropes, cones, space hoppers, beanbags, javelins, relay batons, shotput, high/long jump etc.				

	<p>relay batons, shotput, high/long jump etc.</p>	<p>relay batons, shotput, high/long jump etc.</p>		<p>Introduce and investigate jumping in athletics.</p> <p>Lesson 7 Improve standing long jump technique and introduce triple jump: hop, step and jump. Children to work on combining actions in the correct order.</p> <p>Lesson 8 To perform a triple jump with control. Introduce technique for hurdling.</p> <p>Run, Jump, Throw Speed Height Distance Accuracy Fitness, Health/Wellbeing</p> <p>Equipment – hurdles, skipping ropes, cones, space hoppers, beanbags, javelins, relay batons, shotput, high/long jump etc</p>	<p>To improve throwing technique using 3 different throws: Pull Sling Shot</p> <p>Lesson 7 Continue to work on throwing skills: Shot Allow children to decide which throw they feel they need to work on the most. Pull Sling Shot (push)</p> <p>Lesson 8 Work on hurdle technique using cones and low level hurdles. Apply skills in a race. Run, Jump, Throw Speed Height Distance Accuracy Fitness, Health/Wellbeing</p> <p>Equipment – hurdles, skipping ropes, cones, space hoppers, beanbags, javelins, relay batons, shotput, high/long jump etc</p>	<p>techniques with a focus on: Shot Pull Evaluate own performance and areas for improvement.</p> <p>Lesson 6 To improve ability to jump for distance. To combine jumping skills together. Evaluate own performance and areas for improvement.</p> <p>Lesson 7 To improve ability to jump for height and speed. Feedback to peers with regards to performance. Evaluate own performance and areas for improvement. Lesson 8 Develop hurdle technique. Use speed in an athletics based activity whilst maintaining control of body. Evaluate personal performance.</p> <p>Run, Jump, Throw</p>	<p>Throw for distance and reflect on performance.</p> <p>Lesson 5 To show consistency in a variety of throwing disciplines. Throw for distance and reflect on performance.</p> <p>Lesson 6 To develop jumping skills with a focus on long jump, triple jump, vertical jump and speed bounce. Recognise own success and what they need to work on personally.</p> <p>Lesson 7 To develop jumping skills with a focus on long jump, triple jump, vertical jump and speed bounce. Recognise on success and what they need to work on personally.</p> <p>Lesson 8 To develop hurdle technique. Combine, speed, control and co-ordination.</p>
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						Speed Height Distance Accuracy Fitness, Health/Wellbeing Equipment – hurdles, skipping ropes, cones, space hoppers, beanbags, javelins, relay batons, shotput, high/long jump etc	Recognise level of performance and suggest ways to improve. Run, Jump, Throw Speed Height Distance Accuracy Fitness, Health/Wellbeing Equipment – hurdles, skipping ropes, cones, space hoppers, beanbags, javelins, relay batons, shotput, high/long jump etc
Gymnastics	Lesson 1 To move safely and confidently in space using changes of speed, level and direction when travelling. To recognise how their body feels when exercising. Lesson 2 To repeat and refine animal travelling actions. Explore travel using basic apparatus. Lesson 3 To explore balancing actions. Lesson 4	Lesson 1 To move safely and confidently in space using changes of speed, level and direction when travelling. To travel safely using different speeds and directions. Lesson 2 To explore different travelling movements using basic apparatus. Lesson 3 To perform balances with tension and control To link balance and travel movements into a sequence	Lesson 1 To explore different balances Lesson 2 To explore different balances Lesson 3 To develop and perform balances on the floor and apparatus Lesson 4 To perform a jump and land with control Lesson 5 To develop different rolls and link them into a sequence	Lesson 1 To develop different travelling movements. To improve control and tension of small and large body part balances Lesson 2 To develop different shape jumps and the phases of a jump Lesson 3 To develop jumps and land with take off, shape and landing phases Lesson 4 To develop more challenging rolls Lesson 5	Lesson 1 To travel safely using different speeds and directions. also to travel on hands and feet with co-ordination and control. Lesson 2 To travel safely using different speeds and directions. To travel on hands and feet with co-ordination and control. To perform balances with tension and control on different body parts. Lesson 3 To perform jumps with shape. Control	Lesson 1 Recognise and perform skills taught through yr1-yr4 Lesson 2 To know the difference between a matched and mirrored balances. To understand what counter balance and tension is. Lesson 3 To perform weight bearing partner balances To evaluate and recognise their own success Lesson 4	Lesson 1 Recognise and perform skills taught through yr1-yr4 Travel, balance, jump and roll Lesson 2 To explore rolling. Develop gymnastics shapes. Lesson 3 To know the difference between a matched, mirrored, counter balance and counter tension balances. To put these into a partner sequence

<p>To explore balancing actions on floor and apparatus.</p> <p>Lesson 5 To explore ways of jumping.</p> <p>Lesson 6 To explore ways of rolling.</p> <p>Lesson 7 To link together travel, jump and balance</p> <p>Lesson 8 To perform a short sequence on apparatus</p>	<p>Lesson 4 To perform different jumping actions with control</p> <p>Lesson 5 To explore different ways of rolling with control</p> <p>Lesson 6 To create a sequence including travel, balance and jump on the apparatus</p> <p>Lesson 7 Create a short sequence using different types of apparatus</p> <p>Lesson 8 To create a short sequence using travel, balance and jump on the floor and on apparatus</p> <p>Stretch ,Travel, Roll (log/pencil or egg) Balance (5 Patch balances: Back, Front, Shoulder, Side, Bottom), Jump (straight or shape), Gymnastic shapes (Tuck, Pike, Straddle, Star, Dish & Arch),</p>	<p>Lesson 6 To create a sequence including travel, balance and roll on the floor and adapt it to the apparatus</p> <p>Lesson 7 To develop a sequence from the floor and adapt onto different pieces of apparatus</p> <p>Lesson 8 To develop a new sequence on different pieces of apparatus</p> <p>Stretch / Flexibility Travel, Roll (log/pencil or egg), Patch Balance (Back, Front, Shoulder, Side, Bottom) Point Balance (hands, feet, elbows, knees & head) Jump (straight or shape) Gymnastic shapes (Tuck, Pike, Straddle, Star, Dish & Arch) Equipment/Apparatus (ball, hoop, beam, table, mat), Sequence Performance</p>	<p>To create a sequence including travel, balance and jump on the apparatus</p> <p>Lesson 6 To develop a sequence including travel, balance, jump and roll on the apparatus</p> <p>Lesson 7 To develop a 6 sequence routine on the floor</p> <p>Lesson 8 To adapt a 6 sequence routine on the apparatus</p> <p>Stretch / Flexibility Travel (2→1 foot leap & cat leap) Roll (log/pencil, egg & shoulder roll) Patch Balance (Back, Front, Shoulder, Side & Bottom) Point Balance (hands, feet, elbows, knees, head & arabesque) Jump (straight, shape, hop & leap) Gymnastic shapes (Tuck, Pike, Straddle, Star, Dish & Arch)</p> <p>Equipment/Apparatus (ball, hoop, beam, table, mat) Sequence Performance</p>	<p>our bodies on take off and landing. Link some simple actions together to form a simple sequence.</p> <p>Lesson 4 To explore different ways of rolling with control.</p> <p>Lesson 5 To explore different ways of rolling with control. Incorporate roll in a sequence.</p> <p>Lesson 6 To explore equipment and developing skills from floor</p> <p>To start sports specific skills</p> <p>Lesson 7 To create a 6 element sequence using a variety of apparatus.</p> <p>Lesson 8 To adapt a 6 element sequence using a variety of apparatus. Feedback to peers using 2 stars and a wish method.</p> <p>Stretch / Flexibility Travel (Stag leap, scissor leap, cat leap & backwards)</p>	<p>To explore equipment and developing skills from floor</p> <p>To start sports specific skills</p> <p>Lesson 5 To explore and perform swinging gestures to initiate movement</p> <p>To transfer skills to perform swinging gestures on apparatus</p> <p>Lesson 6 To create a gymnastic sequence with a partner including counter balances and counter tension to be performed in unison. To evaluate their own and others success</p> <p>Lesson 7 To create a gymnastic sequence with a partner including counter balances and counter tension to be performed in unison. Pupils to adapt their sequence to apparatus lanes. Use mats, benches, agility tables, horse boxes and hoops.</p> <p>To evaluate their own and others success</p>	<p>Lesson 4 To know the difference between a matched, mirrored, counter balance and counter tension balances. To put these into a partner sequence</p> <p>Lesson 5 To explore equipment and developing skills from floor</p> <p>To start sports specific skills</p> <p>Lesson 6 To create a gymnastic sequence with a partner/group. To evaluate their own and others success</p> <p>Lesson 7 To continue to develop a gymnastic sequence with a partner/group. Plan-Do-Review</p> <p>To evaluate their own and others success</p> <p>Lesson 8 To continue to develop a gymnastic sequence with a partner/group. Adapt the sequence that we have created to apparatus. Plan-Do-Review</p>	<p>To explore equipment and developing skills from floor</p> <p>To start sports specific skills</p> <p>Lesson 5 To explore and perform swinging gestures to initiate movement</p> <p>To transfer skills to perform swinging gestures on apparatus</p> <p>Lesson 6 To create a gymnastic sequence with a partner including counter balances and counter tension to be performed in unison. To evaluate their own and others success</p> <p>Lesson 7 To create a gymnastic sequence with a partner including counter balances and counter tension to be performed in unison. Pupils to adapt their sequence to apparatus lanes. Use mats, benches, agility tables, horse boxes and hoops.</p> <p>To evaluate their own and others success</p>
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		Equipment/Apparatus (ball, hoop, beam, table, mat), Sequence Performance			<p>Roll (log/pencil, egg, shoulder & teddy bear roll)</p> <p>Patch Balance (Back, Front, Shoulder, Side, Bottom, symmetrical & asymmetrical)</p> <p>Point Balance (hands, feet, elbows, knees, head & arabesque)</p> <p>Jump (straight jump, shape jump-star/tuck/stretch, jump ¼ turn and jump ½ turn)</p> <p>Gymnastic shapes (Tuck, Pike, Straddle, Star, Dish & Arch)</p>	<p>Stretch / Flexibility Travel (Spinning on point, Spinning with travel & cartwheel)</p> <p>Roll (log/pencil, egg, shoulder, teddy bear roll & forward roll)</p> <p>Balance (point, patch, mirror and match & counter balance)</p> <p>Jump (straight jump, shape jump-star/tuck/stretch, jump ¼ turn, jump ½ turn, hopscotch & compass)</p> <p>Gymnastic shapes (Tuck, Pike, Straddle, Star, Dish & Arch)</p>	To evaluate their own and others success	
					<p>Equipment/Apparatus (ball, hoop, beam, table, mat)</p> <p>Sequence Performance</p>	<p>Equipment/Apparatus (ball, hoop, beam, table, mat)</p> <p>Sequence Performance</p>	<p>Stretch / Flexibility Travel (Stepping sideways, spinning on point, spinning with travel, 2→1 foot leap, cat leap, scissor leap, stag leap & backwards)</p> <p>Roll (log/pencil, egg, shoulder, teddy bear roll & forward roll)</p> <p>Balance (point, patch, mirror and match & counter balance)</p> <p>Jump (straight jump, shape jump-star/tuck/stretch, jump ¼ turn, jump ½ turn, hopscotch & compass)</p> <p>Gymnastic shapes (Tuck, Pike, Straddle, Star, Dish & Arch)</p>	<p>Equipment/Apparatus (ball, hoop, beam, table, mat)</p> <p>Sequence Performance</p>
Dance	<p>Lesson 1 To explore and perform different travelling actions and to show ways different animals travel</p> <p>Lesson 2 To be able to travel to and stay in the correct formation</p>	<p>Lesson 1 To understand what a formation is To be able to get themselves into different formations To be able to dance in line formations To be able to perform movements like Mr Strong</p>	<p>Lesson 1 To show that they understand what unison is and know how to perform in unison with the rest of the class. To be able to use different dynamics when dancing.</p> <p>Lesson 2</p>	<p>Lesson 1 To be able to understand and perform canon within the routine. To be able to show strong dynamics within movements.</p> <p>Lesson 2 To create a short sequence within a</p>	<p>Lesson 1 To be able to perform movements with strong dynamics with relation to the 1960's. To understand what canon is and be able to perform canon successfully. To be able to perform in time with the music</p>	<p>Lesson 1 To understand the difference between dance styles and our focus on street dance. To understand what a formation is and to be able to stay within a formation when dancing. To know the key word dynamics and be able</p>	<p>Lesson 1 To explore positions that represent the Haka and how they could be used in their dance. To understand and be able to perform in unison.</p> <p>Lesson 2</p>	

<p>Lesson 3 To understand key words canon, unison, formation and levels. To be able to perform canon showing levels</p> <p>Lesson 4 To understand key words canon, unison, formation and levels. To be able to perform canon showing levels</p> <p>Lesson 5 To be able to travel to a correct space and perform set movements within a formation</p> <p>Lesson 6 To be able to travel to a correct space and perform set movements within a formation.</p> <p>Lesson 7 Understand how to improve own and others' performance and give feedback to assist with this.</p> <p>Travel and Stillness (<i>gallop, skip, jump, hop, bounce, spring, turn, spin, freeze, statue</i>) Direction (forwards, backwards, sideways)</p>	<p>Lesson 2 To be able to change formation and then dance in that formation. To change characters and now become Mr Noisy and Mr Quiet. To use their body to create different noises To understand what canon is and be able to perform canon in the dance.</p> <p>Lesson 3 Remembered sequence. Children stay with the correct counts. Children come up with their own short sequence making sure all five dance actions are included.</p> <p>Lesson 4 Remembered sequence. Children stay with the correct counts. Children come up with their own short sequence making sure all five dance actions are included.</p> <p>Lesson 5 To be able to get keep in perfect Unison whilst performing</p>	<p>To show that they understand what unison is and know how to perform in unison with the rest of the class. To be able to use different dynamics when dancing.</p> <p>Lesson 3 Understand how to travel in character from one place to another and be able to identify what a formation is and stick within a formation when dancing.</p> <p>Lesson 4 Understand how to travel in character from one place to another and be able to identify what a formation is and stick within a formation when dancing.</p> <p>Lesson 5 Understand how to demonstrate canon in their dance and ensure the theme is delivered throughout.</p> <p>Lesson 6 Understand how to demonstrate canon in their dance and ensure</p>	<p>small group using the five dance actions (Jump, turn, travel, gesture and stillness).</p> <p>Lesson 3 To incorporate dance actions into a short sequence To show rhythm and expression</p> <p>Lesson 4 To develop and create dance patterns in a dance sequence To develop the use of canon in a sequence</p> <p>Lesson 5 To work cooperatively in a group to create a dance sequence</p> <p>Lesson 6 To perform a dance in front of others</p> <p>Travel and Stillness (<i>gallop, skip, jump, hop, bounce, spring, turn, spin, freeze, statue</i>) Direction (forwards, backwards, sideways) Space (near, far, in and out, on the spot, own) Sequence (beginning, middle, end)</p>	<p>Lesson 2 To understand the difference between canon and unison To know what a formation is and be able to dance in the formation given To dance in perfect unison</p> <p>Lesson 3 Dance in canon successfully and begin to use different performance qualities.</p> <p>Lesson 4 Be able to create a sequence incorporating all key words and dance actions within style and also incorporate levels.</p> <p>Lesson 5 To perform the dance start to finish with little or no help with performance qualities ensuring they use strong dynamics and begin to experiment with facial expressions.</p> <p>Lesson 6 To perform the dance start to finish with little or no help with performance qualities</p>	<p>to perform movements showing different dynamics. To be able to count in time with the music in counts of 8.</p> <p>Lesson 2 To work as a group to create a short sequence including all five dance actions keeping to the theme</p> <p>Lesson 3 Be able to create a sequence incorporating all key words and dance actions within style and also incorporate levels.</p> <p>Lesson 4 Dance in canon successfully and begin to use different performance qualities.</p> <p>Lesson 5 Within partners can demonstrate a Motif in the dance, can identify improvements needed for best possible assessment and make these improvements.</p> <p>Lesson 6 Within partners can demonstrate a Motif</p>	<p>To show strong movements. To have created a short sequence with a team to a good standard ready to compete.</p> <p>Lesson 3 Remember sequence and understand how to perform key words canon and unison.</p> <p>Lesson 4 Remember sequence and understand how to perform key words canon and unison.</p> <p>Lesson 5 Children can identify key words and answer questions on all.</p> <p>Lesson 6 Children can identify key words and answer questions on all.</p> <p>Lesson 7 To feel confident when performing the dance and to feel like they know exactly what to do for their assessments.</p> <p>Lesson 8 To perform the whole dance in smaller groups in front of their classmates for</p>
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	<p>Space (near, far, in and out, on the spot, own) Sequence (beginning, middle, end) Moods and feelings (expressive qualities) (jolly, stormy) Nature of movement (dynamic qualities) (fast, strong, gentle) Balance Coordination</p>	<p>their actions like Mr Jelly. To also be able to perform the dance start to finish with little or no help.</p> <p>Lesson 6 To be able to get keep in perfect Unison whilst performing their actions like Mr Jelly. To also be able to perform the dance start to finish with little or no help.</p> <p>Lesson 7 Have all pupils perform dance correctly to the counts, performing each movement at the best of their ability. Remembering the meanings of all key words.</p> <p>Travel and Stillness (<i>gallop, skip, jump, hop, bounce, spring, turn, spin, freeze, statue</i>) Direction (forwards, backwards, sideways) Space (near, far, in and out, on the spot, own) Sequence (beginning, middle, end) Moods and feelings (expressive qualities) (jolly, stormy) Nature of movement (dynamic qualities) (fast, strong, gentle)</p>	<p>the theme is delivered throughout.</p> <p>Lesson 7 Have all pupils perform dance correctly to the counts, performing each movement at the best of their ability. Remembering the meanings of all key words.</p> <p>Travel and Stillness (<i>gallop, skip, jump, hop, bounce, spring, turn, spin, freeze, statue</i>) Direction (forwards, backwards, sideways) Space (near, far, in and out, on the spot, own) Sequence (beginning, middle, end) Moods and feelings (expressive qualities) (jolly, stormy) Nature of movement (dynamic qualities) (fast, strong, gentle)</p>	<p>Moods and feelings (expressive qualities) (jolly, stormy) Nature of movement (dynamic qualities) (fast, strong, gentle)</p>	<p>ensuring they use strong dynamics and begin to experiment with facial expressions.</p> <p>Lesson 7 To be able to travel in a stylised way and show strong dynamics when dancing in unison</p> <p>Travel and Stillness (<i>gallop, skip, jump, hop, bounce, spring, turn, spin, freeze, statue</i>) Direction (forwards, backwards, sideways) Space (near, far, in and out, on the spot, own) Sequence (beginning, middle, end) Moods and feelings (expressive qualities) (jolly, stormy) Nature of movement (dynamic qualities) (fast, strong, gentle)</p>	<p>in the dance, can identify improvements needed for best possible assessment and make these improvements.</p> <p>Lesson 7 To perform the whole dance in smaller groups in front of their classmates for assessments – this will improve confidence for some and performance elements out for others.</p> <p>Travel and Stillness (<i>gallop, skip, jump, hop, bounce, spring, turn, spin, freeze, statue</i>) Direction (forwards, backwards, sideways) Space (near, far, in and out, on the spot, own) Sequence (beginning, middle, end) Moods and feelings (expressive qualities) (jolly, stormy) Nature of movement (dynamic qualities) (fast, strong, gentle)</p>	<p>assessments – this will improve confidence for some and performance elements out for others.</p> <p>Travel and Stillness (<i>gallop, skip, jump, hop, bounce, spring, turn, spin, freeze, statue</i>) Direction (forwards, backwards, sideways) Space (near, far, in and out, on the spot, own) Sequence (beginning, middle, end) Moods and feelings (expressive qualities) (jolly, stormy) Nature of movement (dynamic qualities) (fast, strong, gentle) Agility / Agile Fitness Balance / Coordination</p>
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		<p>Moods and feelings (expressive qualities) (jolly, stormy)</p> <p>Nature of movement (dynamic qualities) (fast, strong, gentle)</p> <p>Balance</p> <p>Coordination</p>					
Inva sion Gam es		<p>Lesson 1 To be able to use the correct technique for an underarm with different pieces of equipment.</p> <p>Lesson 2 To be able to use correct aiming technique before sending equipment. To be able to show competent catching with a beanbag or ball.</p> <p>Lesson 3 To understand the difference between blocking and catching.</p> <p>Lesson 4 Keep head up when moving around. You can overtake but only if you are travelling the same way. Ensure you are keeping good distance to avoid banging into the person in front.</p> <p>Lesson 5</p>	<p>Lesson 1 To be able to use the correct technique for an underarm with different sizes of equipment.</p> <p>Lesson 2 To be able to use correct aiming technique before sending equipment. To be able to show competent catching with a ball.</p> <p>Lesson 3 To understand the difference between blocking and catching.</p> <p>Lesson 4 To continuously use correct technique through power, speed and competition games.</p> <p>Lesson 5 Using communication and tactics whilst working as a team to defend targets.</p>	<p>Lesson 1 To be able to use a bounce pass and chest pass accurately</p> <p>Lesson 2 To be able to demonstrate a range of passes using the correct technique with accuracy</p> <p>Lesson 3 To be able to use a range of passes accurately To be able to select the most appropriate pass</p> <p>Lesson 4 To be able to move into space to receive a pass To be able to choose the most appropriate pass in a game situation</p> <p>Lesson 5 To be able to move into space to receive a pass</p>	<p>Lesson 1 To be able to dribble a ball with control using the correct technique</p> <p>Lesson 2 To continue to explore and improve control and dribbling technique with a ball.</p> <p>Lesson 3 To continue to explore and improve dribbling technique. To begin to regain possession from attacker.</p> <p>Lesson 4 To be able to find space to dribble into To be able to try and regain possession from an attacker</p> <p>Lesson 5 To be able to move into space away from when in possession of the ball To be able to regain possession from an attacking player</p>	<p>Lesson 1 To recap on passing and dribbling skills To be able to use the correct technique for passing and moving with the ball</p> <p>Lesson 2 To be able to move into space to receive a pass To be able to select the most appropriate pass To be able to regain possession as a defender</p> <p>Lesson 3 To be able to mark a player to try and stop them receiving a pass</p> <p>Lesson 4 To be able to apply attacking and defensive strategies to a game situation</p> <p>Lesson 5 To be able to apply attacking and</p>	<p>Lesson 1 To recap on passing and dribbling skills To be able to use the correct technique for passing and moving with the ball</p> <p>Lesson 2 To be able to move into space to receive a pass To be able to select the most appropriate pass To be able to regain possession as a defender</p> <p>Lesson 3 To understand and apply tactics to a game</p> <p>Lesson 4 To be able to apply individual and team tactics to a game To be able to adopt different roles and positions within a game</p> <p>Lesson 5</p>

		<p>Using communication and tactics whilst working as a team to defend targets.</p> <p>Lesson 6 Use skill development from this term to gain greater understanding within a game scenario.</p> <p>Attack ,Defend Shoot/ Hit / Throw Catch ,Travel Pass Receive Space, Time / Task,</p> <p>Equipment, People (STEP MODEL – Differentiation)</p>	<p>Lesson 6 Use skill development from this term to gain greater understanding within a game scenario.</p> <p>Attack ,Defend Shoot/ Hit / Throw Catch ,Travel Pass Receive Space, Time / Task,</p> <p>Equipment, People (STEP MODEL – Differentiation)</p>	<p>To be able to choose the most appropriate pass in a game situation</p> <p>Lesson 6 To be able to select the most appropriate pass To be able to move into space to receive a pass</p> <p>Lesson 7 To be able to select the most appropriate pass in a game situation To be able to apply attacking principles to a game</p> <p>Lesson 8 To be able to pass accurately To be able to select the appropriate pass in a game situation To be able to applying attacking principles to a game</p> <p>Attack Defend (opponents) Shoot / Hit / Throw accurately Travel (and remain in control of the ball)Pass / send Catch / Receive Tactics</p>	<p>Lesson 6 To be able to dribble the ball with control when under pressure To find space individually and as a team when in possession To be able to regain possession by intercepting</p> <p>Lesson 7 To be able to dribble with control using the correct technique To be able to find space to move into when in possession To be able to regain possession by intercepting/tackling</p> <p>Lesson 8 To be able to dribble with control in a game situation To be able to regain possession as a defender</p> <p>Attack Defend (opponents) Shoot / Hit / Throw accurately Travel (and remain in control of the ball)Pass / send Catch / Receive Tactics Possession (adapt techniques to keep it)</p>	<p>defensive principles to a game</p> <p>Lesson 6 To be able to select the most appropriate pass within a game To be able to adopt different roles within a game (attacker/defender)</p> <p>Lesson 7 To be able to select the most appropriate pass within a game To be able to adopt different roles within a game (attacker/defender)</p> <p>Lesson 8 To be able to apply passing, dribbling and defending skills to a range of invasion games</p> <p>Attack Defend (opponents) Shoot / Hit / Throw accurately Travel (and remain in control of the ball)Pass / send Catch / Receive Tactics Possession (adapt techniques to keep it) Evaluate performance to improve</p>	<p>To be able to adopt different roles and positions within a game To be able to anticipate opponents movements and respond</p> <p>Lesson 6 To be able to adopt different roles within a game To apply tactics to try and outwit the opposing team</p> <p>Lesson 7 To be able to select and apply team tactics To be able to evaluate and suggest ways to improve performance and success</p> <p>Lesson 8 To be able to apply passing, dribbling and defending skills to a range of invasion games To be able to apply attacking and defending strategies and tactics</p> <p>Attack Defend (opponents) Shoot / Hit / Throw accurately</p>
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				<p>Possession (<i>adapt techniques to keep it</i>) Evaluate performance to improve Space, Time / Task, Equipment, People (STEP MODEL – Differentiation)</p>	<p>Evaluate performance to improve Space, Time / Task, Equipment, People (STEP MODEL – Differentiation)</p>	<p>Space, Time / Task, Equipment, People (STEP MODEL – Differentiation)</p>	<p>Travel (<i>and remain in control of the ball</i>) Pass / send Catch / Receive Tactics Possession (<i>adapt techniques to keep it</i>) Evaluate performance to improve Space, Time / Task, Equipment, People (STEP MODEL – Differentiation)</p>
Fielding and striking				<p>Lesson 1 To develop fielding skills with a focus on underarm throw. Use tactics in a game based activity.</p> <p>Lesson 2 To develop fielding skills with a focus on throwing and catching Choose simple tactics in a game situation</p> <p>Lesson 3 To develop fielding skills with a focus on overarm throwing technique. Apply overarm throw in a game situation.</p> <p>Lesson 4 To develop a simple bowling technique.</p>	<p>Lesson 1 To improve fielding techniques with a focus on underarm and overarm throw. Use these skills in a modified game.</p> <p>Lesson 2 Continue to work on our fielding skills with a focus on aiming at a Target and catching skills. Comment on what a good throwing action looks like for both underarm and overarm. Understand when is best to use these styles of throw.</p> <p>Lesson 3 To improve our overarm bowling technique with a focus</p>	<p>Lesson 1 To consolidate and improve bowling technique from year 4. Use bowling in a team game. Work as part of a team.</p> <p>Lesson 2 Use overarm bowl with accuracy in a game situation. Work well as part of a team</p> <p>Lesson 3 Recap and then look to improve batting technique Play a variety of shots Communicate as a batter Use tactics in a game situation Reflect on performance</p>	<p>Lesson 1 To recap bowling techniques Use bowling in a game situation Use a variety of tactics in a game.</p> <p>Lesson 2 Recap batting technique Use batting in a game situation Take on various roles within a game</p> <p>Lesson 3 To use batting, bowling and fielding skills in a game situation. Use a variety of tactics within the game. Comment on levels of performance and suggest improvements.</p>

				<p>Play a game using catch, throw and bowling skills.</p> <p>Lesson 5 To recap bowling technique and introduce batting technique from a tee.</p> <p>Batting Fielding Defending Attacking TeamsBowl / ThrowBackstop Catch Run Space, Time / Task,</p> <p>Equipment, People (STEP MODEL – Differentiation)</p>	<p>on accuracy and control. Use bowling in a game situation. Review personal performance and recognise areas for improvement.</p> <p>Lesson 4 To improve our overarm bowling technique with a focus on accuracy, control and consistency. Introduce batting technique from a tee. Use bowling in a game situation. Review personal performance and recognise</p> <p>Lesson 5 To strike a bowled ball with control and consistency. Use bowling and batting in a game.</p> <p>Batting Fielding Defending Attacking TeamsBowl / ThrowBackstop Catch Run Space, Time / Task,</p> <p>Equipment, People (STEP MODEL – Differentiation)</p>	<p>Lesson 4 Recap and then look to improve batting technique Play a variety of shots Communicate as a batter Use tactics in a game situation Reflect on performance</p> <p>Lesson 5 Use batting, bowling and fielding skills in a game situation Make good choices tactically Work well as part of a team</p> <p>Batting Fielding Defending Attacking TeamsBowl / ThrowBackstop Catch Run Space, Time / Task,</p> <p>Equipment, People (STEP MODEL – Differentiation)</p>	<p>Lesson 4 To use batting, bowling and fielding skills in a game situation. Use a variety of tactics within the game. Comment on levels of performance and suggest improvements.</p> <p>Lesson 5 To use batting, bowling and fielding skills in a game situation. To be able to create a small sided game that includes batting, bowling and fielding skills.</p> <p>Batting Fielding Defending Attacking TeamsBowl / ThrowBackstop Catch Run Space, Time / Task,</p> <p>Equipment, People (STEP MODEL – Differentiation)</p>
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					Use simple tactics in a game.		
OAA	<p>Lesson 1 Children to work together in small teams; can we encourage communication, co-operation, encouragement, team work and social skills.</p> <p>Lesson 2 For children to discuss, tactics and ideas within their team. Can we talk to each other and listen to other pupils ideas. To problem solve games using discussion points and planning.</p> <p>Lesson 3 To combine team work in small groups to create one big group. To discuss, share and plan ideas. To hold talks about situations and problems, with the aim of problem solving.</p> <p>Lesson 4 To combine team work in small groups</p>	<p>Lesson 1 Children to work together in small teams; can we encourage communication, co-operation, encouragement, team work and social skills.</p> <p>Lesson 2 For children to be able to discuss ideas and share their thoughts within the group.</p> <p>Lesson 3 For children to discuss, tactics and ideas within their team. Can we talk to each other and listen to other pupils ideas. To problem solve games using discussion points and planning</p> <p>Lesson 4 To combine team work in small groups to create one big group. To discuss, share and plan ideas. To hold talks about situations and problems, with the</p>	<p>Lesson 1 Children to work together in small teams; can we encourage communication, co-operation, encouragement, team work and social skills.</p> <p>Lesson 2 For children to be able to discuss ideas and share their thoughts within the group.</p> <p>Lesson 3 For children to discuss, tactics and ideas within their team. Can we talk to each other and listen to other pupils ideas. To problem solve games using discussion points and planning.</p> <p>Lesson 4 To combine team work in small groups to create one big group. To discuss, share and plan ideas. To hold talks about situations and problems, with the</p>	<p>Lesson 1 Develop different forms of travelling actions Balance Co-ordination Teamwork</p> <p>Lesson 2 Teamwork Develop use of Specific orienteering equipment Develop use of map reading skills Children are able to locate control point using reference points</p> <p>Lesson 3 Teamwork Communication Simple Knot Development</p> <p>Lesson 4 Communication Skills Team work Coordination Movement</p> <p>Lesson 5 Cooperation Communication Skill Team work Using simple math skills</p> <p>Lesson 6</p>	<p>Lesson 1 Can create a simple map Can orientate a simple map Can Mark a location on a map accurately Can find a marked location on a map Understand some Orienteering terminology; Orientate, control</p> <p>Lesson 2 and 3 Develop Basic Orienteering skills Reinforce understanding of simple Orienteering terminology</p> <p>Lesson 4 Can work effectively as a team Can use communication skills Can Identify map symbols and describe what they mean Can create a map key/legend Can orientate a map to face the correct direction</p> <p>Lesson 5 Speed Communication skills</p>	<p>Lesson 1 Develop simple mental maths Develop travelling actions Develop simple Orienteering Skills Learn basic navigational terminology</p> <p>Lesson 2 Develop understanding of how a map is created Understand how a map is observed (birds-eye-view) Follow a marked route on a map</p> <p>Lesson 3 Develop teamwork</p> <p>Lesson 4 Developing map reading and orienteering skills Learning how to work efficiently as a team</p> <p>Lesson 5 Developing the use of map reading through 2 figure grid references Developing communication skills</p>	<p>Lesson 1 Develop methods of identifying their left from their right. Understand importance of thinking before they move. Develop Understanding of use of essential Orienteering Equipment Develop Tactics</p> <p>Lesson 2 Develop Orienteering competition skills Develop navigation skills Explore route planning</p> <p>Lesson 3 Develop simple knot Learn how to use knot effectively.</p> <p>Lesson 4 Able to problem solve in a team setting Developing Team work and communication skills</p> <p>Lesson 5 Able to communicate using both verbal and non-verbal</p>

<p>to create one big group. To discuss, share and plan ideas. To hold talks about situations and problems, with the aim of problem solving.</p> <p>Lesson 5 For children to enjoy and select a variety of SKILL DEVELOPMENT ACTIVITIES in groups of their choosing. To demonstrate a wide variety of skills linked to our SMSC approach.</p> <p>Orienteering (positional language) Map skills (compass, symbols) Communication Confidence / Self-esteem Strength / Agility Balance / Coordination Personal barriers Perseverance Determination Risk-taking</p>	<p>aim of problem solving.</p> <p>Lesson 5 or children to enjoy and select a variety of SKILL DEVELOPMENT ACTIVITIES in groups of their choosing. To demonstrate a wide variety of skills linked to our SMSC approach.</p> <p>Lesson 6 For children to enjoy and select a variety of SKILL DEVELOPMENT ACTIVITIES in groups of their choosing. To demonstrate a wide variety of skills linked to our SMSC approach.</p> <p>Orienteering (positional language) Map skills (compass, symbols) Communication Confidence / Self-esteem Strength / Agility Balance / Coordination Personal barriers Perseverance Determination Risk-taking</p>	<p>aim of problem solving.</p> <p>Lesson 5 For children to enjoy and select a variety of SKILL DEVELOPMENT ACTIVITIES in groups of their choosing. To demonstrate a wide variety of skills linked to our SMSC approach.</p> <p>Orienteering (positional language) Map skills (compass, symbols, contours) Communication Confidence / Self-esteem Strength / Agility Balance / Coordination Personal barriers Perseverance Determination Risk-taking</p>	<p>Students develop speed over ground. Communication Develop understanding of the make-up of a school Orienteering Map. Complete a Key/Legend for School Orienteering Map</p> <p>Lesson 7 Development of teamwork and communications skills Able to trust in others and follow instructions</p> <p>Lesson 8 Develop math skills Communication skills Sharing and taking turns</p> <p>Orienteering (positional language) Map skills (compass, symbols, contours) Communication Confidence / Self-esteem Strength / Agility Balance / Coordination Personal barriers Perseverance Determination Risk-taking</p>	<p>Problem Solving skills Develop understanding of the use of specific Orienteering equipment</p> <p>Lesson 6 Using communication skills Cooperation with your teammates Able to problem solve within a team</p> <p>Lesson 7 and 8 Children can orientate a map effectively and move quickly and accurately between designated control points. Communication skills Teamwork</p> <p>Orienteering (positional language) Map skills (compass, symbols, contours) Communication Confidence / Self-esteem Strength / Agility Balance / Coordination Personal barriers Perseverance Determination Risk-taking</p>	<p>Developing team work skills</p> <p>Lesson 6 Develop the use of map reading skills and grid referencing points Development of team work Development of communication skills</p> <p>Lesson 7 Development of teamwork skills Cooperation with others Communicating effectively to achieve collective goal</p> <p>Lesson 8 Developing group discussion and team work Able to use problem solving skills Able to think creatively</p> <p>Orienteering (positional language) Map skills (compass, symbols, contours) Communication Confidence / Self-esteem Strength / Agility Balance / Coordination Personal barriers</p>	<p>Development of trust in others</p> <p>Lesson 6 and 7 Able to tie a square lashing knot independently Development of communication and teamwork skills</p> <p>Lesson 8 Students are able to use map reading skills to navigate around orienteering course Develop teamwork and communication skills</p> <p>Lesson 9 Able to tie Overhand Knot independently Development of teamwork and communication skills Cooperation with others</p> <p>Orienteering (positional language) Map skills (compass, symbols, contours) Communication Confidence / Self-esteem Strength / Agility Balance / Coordination Personal barriers Perseverance Determination</p>
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						Perseverance Determination Risk-taking	Risk-taking
Swimming				<p>Lesson 1 Session Aim: To achieve a streamlined body position</p> <p>Lesson 2 Session Aim: To achieve a strong, steady, continuous leg kick.</p> <p>Lesson 3 Session Aim: To be able to perform the correct arm action for front crawl.</p> <p>Lesson 4 Session Aim: To be able to perform the breathing technique and pattern on the front crawl.</p> <p>Lesson 5 Session Aim: To achieve a strong, steady, continuous leg kick.</p> <p>Lesson 6 Session Aim: To be able to perform the correct arm action for back stroke.</p>	<p>Lesson 1 To achieve a streamlined body position</p> <p>Lesson 2 and 3 By the end of the lessons the children will know how to behave in and around the water.</p> <p>Lesson 4 To be able to perform the breathing technique and pattern on the front crawl.</p> <p>Lesson 5 To achieve a streamlined body position</p> <p>Lesson 6 To achieve a strong, steady, continuous leg kick.</p> <p>Lesson 7 To be able to perform the correct arm action for back stroke.</p> <p>Lesson 8 To practise continuous breathing without any interruption of the flow of the stroke.</p>	<p>Lesson 1 : To achieve a streamlined body position</p> <p>Lesson 2 To achieve a strong, steady, continuous leg kick.</p> <p>Lesson 3 Session Aim: To be able to perform the correct arm action for front crawl.</p> <p>Lesson 4 Session Aim: To be able to perform the breathing technique and pattern on the front crawl.</p> <p>Lesson 5 Session Aim: To achieve a strong, steady, continuous leg kick.</p> <p>Lesson 6 Session Aim: To be able to perform the correct arm action for back stroke.</p>	<p>Lesson 1 To achieve a streamlined body position</p> <p>Lesson 2 and 3 By the end of the lessons the children will know how to behave in and around the water.</p> <p>Lesson 4 To be able to perform the breathing technique and pattern on the front crawl.</p> <p>Lesson 5 To achieve a streamlined body position</p> <p>Lesson 6 To achieve a strong, steady, continuous leg kick.</p> <p>Lesson 7 To be able to perform the correct arm action for back stroke.</p> <p>Lesson 8 To practise continuous breathing without any interruption of the flow of the stroke.</p>

