

Physical Education



Newlands Junior School
We are Proud

Health & Wellbeing



Environment



Global Community



Creativity



Possibilities



National Curriculum

PURPOSE

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities.

It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness.

Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

AIMS

develop competence to excel in a broad range of physical activities

be physically active for sustained periods of time

engage in competitive sports and activities

lead healthy, active lives

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link.

They should enjoy communicating, collaborating and competing with each other.

They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success, compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Invasion Games 1

National Curriculum

- 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
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	Fundamental Skills	Football	Hockey	Football
		<p>David Beckham Made a significant contribution to football during the 1990s and 2000s.</p> <p>Marta Vierira de Silva Is regarded as the best female football player ever.</p>	<p>Guiselle Ainsley An English field hockey player who plays as a defender for the England and Great Britain national teams.</p>	<p>Pele A Brazilian professional footballer. Regarded as one of the greatest players of all time, he was among the most successful and popular sports figures of the 20th century.</p>
1.	<p><u>I can throw with accuracy and consistency</u></p> <ul style="list-style-type: none"> • Throw a bean bag /ball with accuracy. Underarm- release ball below the shoulder, point hand in the direction the ball is to go, aim for the target Overarm- a smooth, powerful motion where the throwing arm travels over the head and down towards the target • Perfect the actions ensuring they are smooth and powerful going the correct distance accurately and with consistency 	<p><u>I know how to pass and receive the ball using the correct footwork</u></p> <p>WHAT IS FOOTBALL – how the game is played, scored</p> <ul style="list-style-type: none"> • Pass and receive a ball by kicking with the inside of the foot and putting foot on the ball when receiving. • Increase challenge by lengthening the pass <p>Vocabulary: pass receive, challenge Red pen link – famous footballers, what it takes to be the best in your sport</p>	<p><u>I understand the game of hockey and can pass and receive a ball</u></p> <ul style="list-style-type: none"> • Hockey is an invasion game that is played by two teams of eleven players. Each team's aim is to push the hockey ball into their opposition's goal. • Hockey is a game of two halves that last 35 minutes each. The winner of the match is the team with the most goals by the end of the second half. • Hold the stick correctly with the right hand at the bottom, thumb pointing up and fingers down. • Practise different hockey passes: 	<p><u>I know how to pass and receive the ball with accuracy using the correct footwork</u></p> <p>RECAP WHAT IS FOOTBALL – rules, number of players, positions</p> <ul style="list-style-type: none"> • Develop accuracy when passing and receiving a ball by kicking with the inside of the foot and putting foot on the ball when receiving. • Pass the ball with accuracy in isolation and when under pressure from an opponent. <p>Vocabulary: receive, accuracy, opponent, isolation, receiving Red pen link – BV following rules and taking the consequences</p>

	<ul style="list-style-type: none"> • Aim at a variety of targets e.g. bucket, hoop, marker on the wall • Devise a simple point scoring game involving throwing <p>Vocabulary: accurate, underarm, overarm, consistency , distance</p>		<ul style="list-style-type: none"> • A basic and accurate short pass involves stepping with the left foot and pushing the ball forward with a controlled stick movement. Point the left shoulder towards the target. • A slap pass/hit is a more powerful pass, often used for longer distances. It involves a sweeping motion with the stick and requires good body positioning and weight transfer. • Forehand and Backhand: Passes can be executed on either the forehand (right side for a right-handed player) or backhand side. • Before passing, communicate with your teammate by making eye contact and verbally indicating your intention <p>Vocabulary: hockey, invasion, opponent, sweeping, weight transfer, forehand, backhand, communicate</p> <p>Red pen link – famous hockey players, the pride of representing your country</p>	
2.	<p>I can throw and catch with accuracy by myself and with a partner</p> <ul style="list-style-type: none"> • Throw a bean bag /ball (underarm) with accuracy. Release ball below the shoulder, point hand in the direction the ball is to go, aim for partners hands 	<p>I can dribble the ball using different parts of the foot</p> <ul style="list-style-type: none"> • Use small, gentle touches • Keep ball close to feet • Bend knees, keep head up • Use leading edge of the foot 	<p>I can dribble the ball with control</p> <ul style="list-style-type: none"> • Keep the ball close to the stick, using small, controlled pushes. • Maintain a low centre of gravity with bent knees. • Eyes should be focused on the ball initially, then gradually lifted to see 	<p>I know how when dribbling the ball, I need to use control and have awareness of others</p> <ul style="list-style-type: none"> • Show control and accuracy when dribbling a ball using different parts of the foot and keeping it close.

<ul style="list-style-type: none"> Catch a bean bag/ball. Use the W positioning of the hands for a larger ball (such as football, basketball) or a beanbag/smaller (such as a tennis ball, cricket ball) the hands will need to create a basket like position so the ball doesn't go through the fingers Practice throwing and catching in a variety of ways e.g. in the air, against a wall, to a partner Increase challenge by lengthening the distance/height, add in claps, one hand, including a timer <p>Vocab – throwing, catching, accuracy, position, distance, height</p>	<ul style="list-style-type: none"> Dribble around objects making the challenge more difficult by placing markers closer together <p>Vocabulary – dribble, control, close control</p>	<p>the field and anticipate passes or space.</p> <ul style="list-style-type: none"> Dribble around objects making the challenge more difficult by placing markers closer together, increase speed and accuracy. <p>Vocab – dribbling, control, head up, close control</p>	<ul style="list-style-type: none"> Show awareness of what is ahead and change direction as necessary. Move with increased pace and control. <p>Vocabulary: dribbling, control, close control, head up, all parts of the foot/feet</p>
<p>3. I can throw and catch whilst moving</p> <ul style="list-style-type: none"> Recap throwing and catching techniques. Throw and catch whilst moving – walk first then increase speed. Set up an obstacle course to navigate including throwing and catching. Relay races whilst throwing and catching. <p>Vocabulary – as above</p> <p>Red pen link – resilience, keep going even when it is difficult</p>	<p>I can quickly change direction in order to avoid opponents</p> <ul style="list-style-type: none"> I recognise the need for quick changes of direction to evade an opponent. Look in the new direction, bend the knees, and pushing off with the outside foot. A good dodge should involve only one step to change direction quickly and deceptively. Practise jogging then introduce quick changes in direction Introduce the ball and using inside and outside footwork change direction. 	<p>I can carry out skills to attack and score goals in hockey</p> <ul style="list-style-type: none"> In order to attack in hockey, players need to move the ball forward, create space, and score goals. Key skills needed include passing, dribbling, shooting, and understanding how to move into open areas to receive the ball and create scoring opportunities. Players need to work as a team, communicating and supporting each other on the attack. Practise passing dribbling and shooting in groups. <p>Vocabulary: attack, space</p>	<p>I can regain possession from an attacker by sliding, blocking and intercepting the ball</p> <ul style="list-style-type: none"> Slide, block and intercept the ball when defending without fouling the attacker. Anticipate the direction of play and use pace to get to the attacker. Use other members of the team to regain and retain possession <p>Vocab – defending space, goal side, marking, tackling slide, block and intercept possession</p>

		<ul style="list-style-type: none"> Dodge around cones or opponents and practice changing direction while dribbling the ball. Increase the challenge by narrowing the cones/opponents and increasing speed. <p>Vocabulary: direction, dodge, deceptive, opponent</p>	Red pen link – communication and listening to others	
4.	<p>I can bounce a ball with control and catch it</p> <ul style="list-style-type: none"> Bounce the ball accurately – on the same spot, with the same force so ball reaches same height. Catch when it reaches waist height. Continually bounce and catch the ball whilst on the move with control. Set challenges for improvement. Carry out a bounce pass with a partner – ensure ball bounces in the middle, is accurate so it reaches the partner with sufficient force. 2 pairs play against each other – bounce pass and try to get possession. How many passes can you score? Give feedback to others on technique. <p>Vocabulary – bounce, force, control, accuracy, possession, technique</p>	<p>WALT: understand what shooting is in football</p> <ul style="list-style-type: none"> Know that you strike the ball with the laces, keeping the head down and eyes on the target. Plant the non-kicking foot alongside the ball, and follow through with the kicking leg. Practise striking the ball increasing the challenge – narrow the target, lengthen the distance, increase the force, add in an opponent. <p>Vocab – shooting, head up, target, goal, post/crossbar, accuracy, power</p> <p>Red pen link: LP Determination</p>	<p>I can defend the ball in hockey</p> <ul style="list-style-type: none"> Know that defending focuses on stopping the opposing team from scoring. This can be done by marking opponents, blocking shots, and tackling to win possession of the ball. Maintaining a low body position, keeping the stick on the ground, and stay between the attacker and the goal. Practise defending by marking, blocking and tackling. <p>Vocab – defending, tackling, goal side</p>	<p>I can carry out skills to attack and score goals in football</p> <ul style="list-style-type: none"> Know that attacking involves using dribbling, passing, and shooting to advance the ball and score goals while maintaining possession. Key skills include controlling the ball, making accurate passes, and taking effective shots. Attacking also involves understanding space, making runs, and supporting teammates. Practise passing dribbling and shooting in groups <p>Vocabulary: attacking, possession</p> <p>Red pen link – famous footballer Pele, rose from humble beginnings. Anyone can achieve anything</p>
5.	<p>I can apply the throwing and catching skills into a game situation</p> <ul style="list-style-type: none"> Throwing rounders variation 	<p>I can apply the taught skills into a competitive game situation</p>	<p>I can aim and shoot using the correct techniques</p>	<p>I can shoot with increased accuracy and control using the inside of the foot.</p>

<p>2 teams throwing team/fielding team. The throwing team's objective is to score as many runs as possible. When they throw the ball, they must run around the square. Every time they run past a post, they score a point for their team. The fielding team must stop the throwing team from scoring by getting the ball back to the bowler. If the ball is caught the thrower is out.</p> <p>Vocabulary – rules, rounders, possession, competitive</p> <p>Red pen link – working as a team</p>	<ul style="list-style-type: none"> Keep, adapt and make rules for different games, and play by them fairly. Use and adapt tactics in different situations, individually during a game according to what is happening and with a team during breaks. Communicate effectively with team mates and work as part of a team and lead a team effectively. Play competitively in a mini tournament and show sporting behaviour. <p>Vocab – officiating, rules, pressure, team mates, matches</p> <p>Red pen link – collaboration</p>	<ul style="list-style-type: none"> Know when shooting you need to maintain a good stance with feet shoulder-width apart and knees bent, control the backswing of the stick, and follow through towards the target. keep the shoulder pointed towards the target for accuracy. Practise different shots <ul style="list-style-type: none"> 1v1 – striker vs goalkeeper, striker can dribble the ball as close as they want then either shoot or take it around the goalkeeper. Penalties – Shooter vs goalkeeper from the penalty spot. Long range – 1 child will stand on the edge of the box in a central position with the shooting line directly in front. The shooter must pass it to the child on the edge of the box, they will then pass it back to them and then, the shooter can either take a touch and shoot or shoot first time. Short distance – 1 child will be passing the ball into the box from a wide position. The shooter will be running into the box, they can either take a touch and shoot or shoot first time. <p>Vocab – shooting, target, post/crossbar, accuracy, power</p>	<ul style="list-style-type: none"> Dribble the ball towards and around the goalkeeper changing direction. Strike the ball with increased force and accuracy pointing the supporting foot towards the target and striking with the inside of the foot. Shoot by first stopping the ball with the foot or shoot the moving ball. <p>Vocab – shooting, head up, target, goal, post/crossbar, accuracy, power</p>
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6.		<p><u>I can choose, combine and perform the learnt hockey skills within a game</u></p> <ul style="list-style-type: none"> ● Know: <ul style="list-style-type: none"> ○ Players can only hit the ball with the flat side of their stick. ○ Hockey players (other than the goalkeeper) are not allowed to use their feet, or any other parts of the body, to control the ball at any time. ○ You can only score a goal from inside the 'striking circle' in front of the opponent's goal. If the hockey ball is hit from outside the circle and goes into the goal, it doesn't count. ○ Hockey is a non-contact sport. This means that players are not allowed to push, trip, or physically touch an opponent. If this happens, the opposing team may be given a free hit or a 'penalty corner'. ● Apply the rules of hockey to a match situation. ● Use tactics, communication and anticipation within a match situation. 	<p><u>I can choose, combine and perform the learnt soccer skills within a game</u></p> <ul style="list-style-type: none"> ● Apply the rules of football to a match situation. ● Use tactics, communication and anticipation within a match situation. ● Combine and apply the skills of dribbling, passing and shooting within a game. <p>Vocab – officiating, rules, pressure, team mates, matches</p> <p>Red pen link – keeping cool under pressure</p>
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<h2 style="text-align: center;"><u>Invasion Games 2</u></h2> <p style="text-align: center;">National Curriculum</p> <p style="text-align: center;">- use running, jumping, throwing and catching in isolation and in combination</p> <p style="text-align: center;">- 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</p> <p style="text-align: center;">- compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>			
YEAR 3	YEAR 4	YEAR 5	YEAR 6
	Handball	Netball	Netball
	<p style="text-align: center;">Gonzalo Perez de Vargas</p> <p>Spanish professional handball player</p> <p>Plays as goalkeeper. Won two Olympic bronze medals at Tokyo 2020 and Paris 2024.</p>	<p style="text-align: center;">Serana Gutherie MBE</p> <p>A former netball player from Jersey who played internationally for England. She played in the Centre, Wing Attack and Wing Defence positions. She was a dynamic player, known for her speed and athleticism.</p>	<p style="text-align: center;">Laura Langman</p> <p>A former captain and vice-captain of the New Zealand national netball team</p> <p>Primarily a midcourt player.</p>
1.	<p><u>I can dribble a ball with increasing control</u></p> <ul style="list-style-type: none"> Players stand with feet shoulder-width apart, slightly flexed knees, and a straight back, keeping their head up and looking forward. 	<p><u>I can pass the ball using the three types of passes in netball</u></p> <ul style="list-style-type: none"> Introduce the rules of the game, know the 7 key positions and their roles and responsibilities 	<p><u>I can accurately pass the ball selecting the best kind of pass</u></p> <ul style="list-style-type: none"> Recap the rules of the game, know the 7 key positions and their roles and responsibilities.

	<ul style="list-style-type: none"> Push the ball downwards with fingertips, using only one hand, using a wrist flex, and keep the ball at waist level, absorbing the bounce with their fingertips. Be aware of their surroundings and maintain a good body position to protect the ball and avoid tripping. Increase difficulty by dribbling on the move, around obstacles, maintaining control within a time limit. <p>Vocab – handball, dribbling, flexed, surroundings</p>	<ul style="list-style-type: none"> Introduce the different passes which can be used in netball Bounce pass - a short pass where the ball is pushed down towards the ground and allowed to bounce before reaching the receiver Chest pass - a flat, two-handed pass where the ball is held at chest height and pushed forward by extending the arms and wrists Shoulder pass - a one-handed pass, with the ball held at shoulder height and released with a strong, controlled motion. <p>Vocab – passing, possession, chest pass, bounce pass, shoulder pass</p>	<ul style="list-style-type: none"> Select the most appropriate pass and pass the ball accurately to a team member <ul style="list-style-type: none"> Bounce pass – in crowded places Chest pass – closer distance, quick and accurate Shoulder pass – longer distance to a player in a space <p>Vocab – rules, communication, teamwork, passing, possession, chest pass, bounce pass, shoulder pass</p>
2.	<p><u>I can pass and receive a ball maintaining possession</u></p> <ul style="list-style-type: none"> Maintain a strong grip, aim the ball accurately, and use a powerful throwing motion. Practise different passing techniques Chest pass - hold the ball at chest level and push it towards the receiver using both hands, with a step forward for power. Bounce pass - throw so the ball bounces once on the ground before reaching the target Hip pass - a quick, one-handed pass from the hip position 	<p><u>I know what a pivot is and can use it in a game of netball</u></p> <ul style="list-style-type: none"> A pivot is a spin on one foot which must not move position in order to change direction Pass the ball, performing the pivot, rotating 180 degrees <p>Vocab – pivot, rotate, direction</p>	<p><u>I can use a pivot to change direction in a game of netball</u></p> <ul style="list-style-type: none"> A pivot is a rotational movement where a player with the ball swivels on one fixed foot (the pivot foot) to change direction while maintaining contact with the ground. A pivot allows the player to move, pass, or shoot without violating the footwork rule. Receive, pivot and pass the ball in a different direction more accurately. <p>Vocab – pivot , rotate, direction</p>

		<ul style="list-style-type: none"> Over-the-head pass – start with the ball behind the head and throw it over towards the intended target. Know why/when to use these passes in a game scenario – short pass, in crowded spaces, making space on the move, tight spaces, under pressure. <p>Vocab – passing, hip pass, chest pass, bounce pass, pressure, overhead pass</p>		
3.		<p>I can use movement and passes to lose a defender and mark and intercept to gain play</p> <ul style="list-style-type: none"> Practise losing a defender using fakes (deceptive movements), quick changes of direction, rapid changes in pace and direction and well-executed passes. Mark players, intercept passes, and block shots maintaining a low defensive stance, staying close to the opponent, and using your body to guide them away from the goal. <p>Vocab – pass, evasion, defend, intercept, block, opponent, stance</p>	<p>I understand and can apply the footwork rules into a game of netball</p> <ul style="list-style-type: none"> Both feet can land at the same time (optional which foot moves during pivot) One foot lands before the other (second foot down must be used to pivot) Receive and pass the ball using the 2 foot rules <p>Vocab – footwork rule, landing foot</p>	<p>I understand and can apply the footwork rule accurately into a game of netball</p> <ul style="list-style-type: none"> The footwork rule dictates that when a player catches the ball, the foot that lands first is the "landing foot" and cannot be moved before releasing the ball, except to pivot. The other foot can be used to step in any direction. A violation occurs if the landing foot is moved, hopped, or dragged before the ball is released, resulting in a free pass to the opposing team. Receive, land, fix the foot, pivot and pass the ball. <p>Vocab – footwork rule, landing foot, free pass</p>
4.		<p>I can shoot with accuracy in handball</p> <ul style="list-style-type: none"> Know there is a standing shot and a jump shot in handball. 	<p>I understand the rules of defending and can begin to use them in a game of netball</p> <p>Skill development – defending</p>	<p>I know the rules of defending and how to use them in netball</p> <ul style="list-style-type: none"> Defend by pressuring players, marking space and intercepting,

	<ul style="list-style-type: none"> Standing shot - use a three-step approach, plant your feet, transfer weight and release the ball at the highest point with a strong arm action. Jump shot - jump high and release the ball at the peak of the jump with a powerful arm movement. Ensure a good follow-through to improve accuracy and timing. <p>Vocab – shooting, accuracy, target, plant, release, accuracy</p>	<ul style="list-style-type: none"> The key components of defending include pressuring players, marking space, intercepting, no contact, and 3ft away from player in possession <p>Vocab – defend, contact, mark, pressure, possession</p>	<ul style="list-style-type: none"> there must be no contact, and you must be 3ft away from player in possession. <p>Vocab – defend, mark, intercept, pressure, contact, possession</p>
5.	<p><u>I can apply the rules of handball to a game situation whilst using taught skills</u></p> <ul style="list-style-type: none"> Two teams of seven players compete. Score by throwing the ball into the opposing team's goal. Players can move with the ball by dribbling (bouncing) or passing. A player can take a maximum of three steps with the ball before passing or shooting. A player can hold the ball for a maximum of three seconds before passing or shooting. Players can dribble continuously, but can only take three steps before and after the dribble (no "double dribble"). 	<p><u>I can use the shooting action</u></p> <ul style="list-style-type: none"> Apply the correct shooting technique – one hand (dominant hand) with the other hand supporting. Push the ball forward and up. Feet shoulder width apart, bending the knees. <p>Vocab – shoot, dominant, technique</p>	<p><u>I can use the shooting action under pressure</u></p> <ul style="list-style-type: none"> Apply the correct shooting technique – one hand (dominant hand) with the other hand supporting. Push the ball forward and up. Feet shoulder width apart, bending the knees. <p>Vocab – shoot, dominant, technique</p>

		<ul style="list-style-type: none"> Attacking players cannot enter the goal area (the "D"), which is marked by a line in front of the goal and semi-circles extending from the goalposts. If an attacking player enters the goal area, the goalkeeper gains possession of the ball. <p>Vocabulary: as above</p>		
6.		<p>I can apply the rules of netball to a game situation whilst using taught skills</p> <ul style="list-style-type: none"> A non-contact sport played by two teams of seven players. The main objective is to score by shooting a ball through a hoop. Key rules include restrictions on player movement (no traveling with the ball, footwork rules), passing within three seconds, and maintaining a three-foot distance when defending. Players also cannot snatch or hit the ball from another player, and must stay within their designated areas <p>Vocabulary: As above</p>	<p>I can play a competitive game using the skills I have learnt</p> <ul style="list-style-type: none"> Recap the rules of netball. Play competitive tournaments applying the taught skills whilst focussing on teamwork and fair play <p>Vocabulary: competitive, tournament</p>	

Striking and Fielding

National Curriculum

- 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
- compare their performances with previous ones and demonstrate improvement to achieve their personal best

	YEAR 3	YEAR 4	YEAR 5	YEAR 6
		Cricket	Cricket	Rounders
		Jimmy Anderson Sir James Michael "Jimmy" Anderson is an English cricketer who played for England from 2002 to 2024. He is currently serving as the fast-bowling mentor of the England cricket team Heather Knight Heather Clare Knight OBE is an English international cricketer and former captain of the England women's cricket team. She is a right-handed batter and right arm off spin bowler. Knight played in her 100th Women's One Day International match for England in December 2019.	Sir Ian Botham Known as one of England's greatest all-rounders, he was knighted in 2007 for his services to charity and cricket	
1.		I know how to use the correct technique to catch the ball <ul style="list-style-type: none">• Recap and practice the techniques from Y3 fundamental skills• Children move around in the space, using a variety of movement types and changing directions (e.g. walk, run, skip etc.). Call out "Ready" –	I can consistently catch the ball at different heights and distances <ul style="list-style-type: none">• Recap and practice the techniques from Y4 cricket• With a partner practice catching a ball in more challenging situations e.g. catch high/low, catch to the	I can throw (underarm and overarm) and catch a ball at different heights <ul style="list-style-type: none">• Recap skills taught in previous years to throw a ball under and over arm• In pairs throw a tennis ball underarm to a partner who should be in the ready position when receiving the ball (ready position –

	<p>children take up the catch ready position for balls coming from different heights</p> <ul style="list-style-type: none"> With a partner, practise throwing and catching a ball Introduce challenges such as catching a set number between them, including different size balls, 1 hand, 2 balls, standing on 1 leg, how many in 30 seconds? <p>Vocabulary: technique, challenges, directions</p>	<p>left/right, catch 2 hands, left hand/right hand</p> <ul style="list-style-type: none"> Add challenges – speed, distance, pace <p>Vocabulary: technique, challenge, directions, heights, distances</p>	<p>knees slightly bent, feet shoulder width apart, eyes on the ball, hands together flat making them as big as you can)</p> <ul style="list-style-type: none"> In pairs throw a tennis ball overarm to a partner who should be in the ready position when receiving the ball (ready position – Move quickly underneath the ball keeping head steady, little fingers are touching, hands are in line with the flight of the ball just above the eye level. Catch the ball at eye level Increase the difficulty throwing the ball so the receiver catches the ball from different places <p>Vocabulary: receive, ready position, underarm, overarm</p>
2.	<p><u>I understand and can use an under/overarm throw</u></p> <p>Explain and demonstrate:</p> <ul style="list-style-type: none"> Underarm Throw: Good for accuracy, short distances e.g. bowling, target games Overarm Throw: Good for power, longer distances e.g. throwing a ball in cricket <p>Emphasize:</p> <ul style="list-style-type: none"> Body Position: Side-on stance for overarm; front-on for underarm Aiming and Follow Through: Look where you're throwing, follow through with your arm and body 	<p><u>I can apply under/overarm throws at the correct time under pressure</u></p> <p>Recap and demonstrate:</p> <ul style="list-style-type: none"> Underarm Throw: Good for accuracy, short distances e.g. bowling, target games Overarm Throw: Good for power, longer distances e.g. throwing a ball in cricket <p>Emphasize:</p> <ul style="list-style-type: none"> Body Position: Side-on stance for overarm; front-on for underarm Aiming and Follow Through: Look where you're throwing, follow through with your arm and body. 	<p><u>I can apply the correct positioning for striking the ball when batting</u></p> <ul style="list-style-type: none"> When batting, shoulders and feet should be sideways to the bowler. Keep the weight on your back foot, the bat slightly behind your head at eye level, and your elbow bent. As the bowler releases the ball, step forward, transfer your weight to your front foot, extend your arm, and hit the ball while keeping both feet within the batting square

	<p>Practise Target Throw (Underarm) Beanbags or soft balls, Targets like hoops or buckets, practise accuracy using underarm throw</p> <p>Distance Throw (Overarm) Use soft foam balls or tennis balls, Throw for distance (can be measured). Focus on technique and power</p> <p>Accuracy Challenge (Mixed) Different-sized targets at varying distances, Choose whether underarm or overarm is best, Encourage decision-making</p> <p>Game - Some children are throwers (underarm/overarm with foam balls), others are dodgers, Must throw accurately (not hard), aiming for legs below the knee</p> <p>Vocabulary: underarm, overarm, accuracy</p>	<p>Practise</p> <ul style="list-style-type: none"> Target throws for underarm, distance throws for overarm Challenge – how many underarm throws can you carry out in one minute hitting a target, how many overarm throws can you get past a line in one minute <p>Vocabulary: underarm, overarm, accuracy, distance</p>	<ul style="list-style-type: none"> When bowling the ball cannot bounce and must be between shoulders and knees of the batter Practise and refine technique in pairs. One bowl and the other hit the ball back to the bowler In fours critique another pair to help improve technique <p>Vocabulary: striking, bowler, batting square, refine</p>
3.	<p>I can bowl a ball using a straight arm</p> <p>Explain the role of a bowler in cricket.</p> <ul style="list-style-type: none"> Demonstrate Overarm Bowling: Emphasize a straight arm, high release, and follow-through Practice The technique as demonstrated Step with opposite foot, Arm goes over the shoulder, Keep arm straight, Aim for a target Partner advise on ways to improve 	<p>I can bowl the ball with speed and accuracy</p> <ul style="list-style-type: none"> Recap the technique_Emphazize a straight arm, high release, and follow-through Practice the motion: Step with opposite foot, Arm goes over the shoulder, Keep arm straight Aim for a target (cone/stump) to improve accuracy Focus on increasing speed 	<p>I can use different techniques to stop the ball when fielding</p> <ul style="list-style-type: none"> Barrier - When fielding, use the body as a barrier to shield the ball by getting behind its path with 2 hands together Pick up - Crouch low and scoop up the ball with a cupped hand Different techniques are used depending on where the fielder is

	<p>Practise bowling at stumps Increase the distance away focussing on accuracy Use a variety of small targets (cones, hoops, wickets), award points for hitting the target Vocabulary: stumps, wicket, bowler</p>	<ul style="list-style-type: none"> Play mini game with bowler, batter and fielders. Bowler aims for the stumps <p>Vocabulary: speed, accuracy</p>	<p>based and how fast/high the ball is travelling</p> <ul style="list-style-type: none"> Use good footwork to move quickly and efficiently Practise and refine techniques Devise mini games including fielding and throwing techniques. Create a scoring system <p>Vocabulary: deep fielder, close fielder, side on position, barrier, scoop</p>
4.	<p>I understand and can use the correct batting stance and grip on the bat</p> <ul style="list-style-type: none"> Demonstrate Grip: "V" shape grip, top hand near top of handle, bottom hand lower Stance: Side-on to bowler, knees slightly bent, bat grounded behind back foot Eyes on the ball at all times Batting practise in pairs One player bowls (underarm), the other bats. Aim: Make contact and hit the ball into a space How many hits can you do with 10 balls? Rotate roles Vocabulary: batting stance, grip 	<p>I can strike the ball with consistency and accuracy while batting</p> <ul style="list-style-type: none"> Demonstrate and recap Grip: "V" shape grip, top hand near top of handle, bottom hand lower Stance: Side-on to bowler, knees slightly bent, bat grounded behind back foot Eyes on the ball at all times Batting practise in pairs One player bowls, the other bats. Aim: make contact and direct the ball through a goal made from cones. Extend by making the space smaller and distance longer. Rotate roles Add fielders to encourage shot placement Mini Cricket Game 4–6 per team, bat in pairs for 12 balls. Score runs by hitting and running between two cones. Rotate fielding and batting teams. Emphasise teamwork and communication between batters. 	<p>I understand the rules and scoring in rounders and can work as a team x2</p> <ul style="list-style-type: none"> Rounders is a bat-and-ball game played by two teams, one batting, the other fielding. The batter hits the ball and runs around four bases, scoring points by reaching bases. A full "rounder" is scored by completing the run around all four bases. A batter is "out" if a fielder catches the ball before it hits the ground or touches the post a batter is running to with the ball. The team with the most points at the end of two innings wins Incorporate the skills and knowledge learnt and work as a team in a competitive game <p>Vocabulary: communication, collaboration, innings</p> <p>Red pen link: what makes good teamwork?</p>

			<p>Vocabulary: consistency, accuracy Red pen link: Responsibility – how my efforts affect my team</p>	
5.	<p>I can apply the skills that I have learnt into a small game</p> <ul style="list-style-type: none"> Introduce some of the rules within a game of cricket <p>One team bats and tries to score runs while the other team fields and tries to get the batters out</p> <p>A run is scored by hitting the ball and running between the two wickets, with extra runs awarded for hitting the ball to the boundary.</p> <p>Batters get out in several ways, such as being caught by a fielder or having their wicket knocked over by the bowler</p> <ul style="list-style-type: none"> Play a game of Kwik Cricket <p>Batting: Pairs bat for two overs (6 balls each) before swapping. Every two overs, a new pair takes the bat</p> <p>Bowling: Each player bowls one over, so everyone gets a turn bowling</p> <p>Fielding: All fielders, including the wicket-keeper, rotate positions after each over</p> <p>Key focus: Ensure all children have a chance to bat, bowl, and field to get a full understanding of the game's roles</p> <p>Vocabulary: as above</p> <p>Red pen link: getting the best from my team – encouragement, praise, recognition</p>	<p>I can apply cricket skills consistently and use tactics in a small game</p> <ul style="list-style-type: none"> Recap the rules for a game of cricket <p>One team bats and tries to score runs while the other team fields and tries to get the batters out</p> <p>A run is scored by hitting the ball and running between the two wickets, with extra runs awarded for hitting the ball to the boundary</p> <p>Batters get out in several ways, such as being caught by a fielder or having their wicket knocked over by the bowler</p> <ul style="list-style-type: none"> Play a game of cricket <p>Batters face 5 balls each, (max 40 balls per team)</p> <p>Bowler feeds to batter, who faces one delivery and attempts to hit it to score a run</p> <p>Batter can hit ball past boundary to score 4 or 6 runs</p> <p>Batter runs to end of batting line after their delivery, with next batter running to stumps to face the next ball</p> <p>Player who faced the delivery, will pass their bat to the next player in the queue as they run back</p> <p>Every time a wicket is lost, the team loses a bat – if all bats are lost before</p>		

		<p>the max balls are faced, the innings ends early</p> <ul style="list-style-type: none"> Teams discuss their performance in the game and identify areas to improve and develop tactics <p>Vocabulary: As above</p>	
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Net Games

National Curriculum

- play competitive games, modified where appropriate

compare their performances with previous ones and demonstrate improvement to achieve their personal best

	YEAR 3	YEAR 4	YEAR 5	YEAR 6
		Tennis	Tennis	Badminton
		<p>Sir Andy Murray A British former professional tennis player and coach. Ranked as the world No. 1 in men's singles for 41 weeks. Won 3 grand slams.</p>	<p>Serena Williams An American former professional tennis player. Ranked as the world No. 1 in women's singles for 319 weeks. Won 23 grand slams.</p> <p>Roger Federer A Swiss former professional tennis player. Ranked as the world No. 1 in men's singles for 310 weeks. Won 20 grand slams.</p>	<p>Marcus Ellis A British badminton player. He was the men's doubles champion in the English National Championships.</p> <p>Chris Langridge He is a retired British badminton player. He competed for England at the 2014 Commonwealth Games where he won three medals</p> <p>Ellis and Chris Langridge won a bronze medal in the men's doubles at the 2016 Summer Olympics in Rio de Janeiro, also gold medal at the 2018 Commonwealth Games in Gold Coast, Australia.</p>

1.	<p><u>I can hit the ball with control using a tennis racket</u></p> <ul style="list-style-type: none"> • Hit the ball in the air keeping control • Hit the ball on the ground keeping control • Hit the ball against a surface (a wall) keeping control • Hit the ball to a partner keeping control • Improve performance and increase challenge by increasing speed, height, width apart. <p>Vocabulary: tennis, racket, control, performance, challenge</p> <p>Red pen link: LP resilience</p>	<p><u>I can develop my forehand and backhand shots increasing accuracy and pace</u></p> <ul style="list-style-type: none"> • Recap the techniques learnt for hitting the ball using forehand and backhand shots • In pairs one child will throw the ball to their partner who will have a racket, they have to return the ball with the forehand shot. (Trying to return the ball to their partner). Both children to practise. • Repeat practising the backhand shot. • Both have a racket using forehand/backhand attempting to get the highest rally. <p>Vocabulary: technique, forehand, backhand, rally</p> <p>Red pen link: LP collaboration</p>	<p><u>I can return the shuttlecock using an underarm clear</u></p> <ul style="list-style-type: none"> • An underarm clear is a defensive shot played from the front or midcourt to send the shuttle high and deep into the opponent's backcourt • Hit the shuttlecock up with control independently 5 times on the 5th hit strike the shuttlecock into the air ready for you partner to do the same and take over • In pairs standing face to face either side of the net, one feed the shuttlecock over (without a racket) the other attempt to hit the shuttlecock with an underarm forehand return send the shuttle high and deep into the opponent's backcourt • Put a hoop/marker towards the back of the court. Attempt to hit the fed shuttlecock as close as possible (add in competition – which is the closest?) • In pairs work on a rally. How many can they get it a row? <p>Vocabulary: badminton, racket, shuttlecock</p>
2.	<p><u>I can hit the ball using the forehand shot</u></p> <ul style="list-style-type: none"> • Hold the racket as if you are shaking hands with it. 	<p><u>I can perform a volley and know when to use it</u></p> <ul style="list-style-type: none"> • As the ball approaches, step forward with the foot on the same 	<p><u>I can return the shuttlecock using an overhead clear, smash or drop shot</u></p>

	<ul style="list-style-type: none"> Start with a balanced ready position, feet shoulder-width apart, knees slightly bent. Hold the racket and turn sideways, so your hitting shoulder faces the net. Bring the racket back, with the racket head up. Drop the racket head under the ball and swing forward and up, making contact in front of your body. Let the racket swing through and finish high, with your body weight transferring forward. Hit a forehand shot when the ball is thrown to you. Hit a forehand shot in a rally with a partner. <p>Vocabulary: racket, forehand, rally, ready position, transfer</p>	<p>side as your hitting arm (right foot for right-handed players).</p> <ul style="list-style-type: none"> Make contact with the ball out in front of your body, not directly in front of you. Use a short, punchy motion, like a block or a push, rather than a full swing. Maintain a firm wrist to control the ball and direct it towards your target. Follow through very slightly, pointing the racket towards the intended target. Transfer your weight forward as you make contact. Get back to the ready position quickly after hitting the volley <p>Vocabulary: volley</p>	<ul style="list-style-type: none"> A drop shot is a gentle, controlled shot that just clears the net and lands in the opponent's forecourt An overhead clear is a high, arcing shot hit intended to send the shuttle to the opponent's back boundary A smash is a powerful, shot hit from a high point in front of you aiming to end the rally In pairs one either side of the net practise the different shots with one feeding the shuttlecock and within a rally. Work on a rally. How many shots can be hit consecutively? <p>Vocabulary, drop shot, smash, overhead clear, consecutive</p> <p>Red pen link: LPs needed when learning something new</p>
3.	<p>I can perform a backhand shot</p> <ul style="list-style-type: none"> Hold the racket with 2 hands with the dominant hand at the bottom. Turn the body sideways. Swing the racquet across the body and follow through towards the target. Transfer the weight from the back foot to the front. 	<p>I can serve underarm developing accuracy and consistency</p> <ul style="list-style-type: none"> A tennis serve initiates a point by hitting a tossed ball over the net into the diagonally opposite service box. Demonstrate - throw ball up around head height then strike the ball underarm on the volley). Practise serve, aiming for the ball to clear the net. 	<p>I can use a variety of shots to keep a continuous rally going</p> <ul style="list-style-type: none"> Recap shots learnt 2v2 rally working as a team of 4 how many shots can you get in a row? Around the world - Split the group in half each side of the net. One side will start with a serve they will then run around and join the back of the other line. The receiver is

	<ul style="list-style-type: none"> Hit a backhand shot when the ball is thrown to you. Hit a backhand shot in a rally with a partner. Build up a rally using forehand and backhand shots. <p>Vocabulary: backhand, dominant, follow through</p>	<ul style="list-style-type: none"> Practice serve, aiming for the ball to bounce within a boxed area. between. Practice height, speed, direction in pairs. Offer each other feedback. Progression –score points against other (point for every time it lands in the target area) if the child on the non-serving side returns the ball to their partner also award a point. <p>Vocabulary – serve (underarm), diagonally, service box</p>	aiming to continue the rally, they will then run and join the other line.
4.	<p>I can rally with a partner building up control and accuracy</p> <ul style="list-style-type: none"> In pairs hit the ball to each other building up control and accuracy with and without the ball bouncing Build up control and accuracy working at a short distance. How many times can you rally the ball? Keep scores Increase challenge by increasing the distance between players and hitting it to the forehand and backhand <p>Vocabulary: scoring, rally, control, accuracy,</p>	<p>I can employ tactics when playing with a partner</p> <ul style="list-style-type: none"> Watch clips of doubles matches. Discuss positions and tactics 2 doubles teams play against each other for 3 minutes then rotate round within their court. Focus on positions on the court and where to aim the ball. <p>Vocabulary – doubles, scoring, court</p>	<p>I can serve and receive understanding and applying the rules</p> <ul style="list-style-type: none"> A serve is the shot that starts a point, where the server hits the shuttlecock from behind the service line into the diagonally opposite service box of the opponent. A correct serve must include the shuttle being struck below the waist and the feet must remain in contact with the floor. Practise striking the shuttlecock cork first, ensuring it lands past the service line In pairs one child serves the shuttlecock and the opponent returns it. Try to aim it strategically

				<ul style="list-style-type: none"> • In 4s have 1v1 game with first to 5 points take in turns serving. The other 2 players act as umpires and must explain how a point has been won and critique the shots. • Specifically identify the parts of others performances which need developing. • Suggest practices to improve play. <p>Vocabulary: serve, cork, strategic, critique</p>
5.		<p>I can accuracy and consistently carry out an underarm serve</p> <ul style="list-style-type: none"> • A game of tennis starts with a serve aiming for the opponent's diagonally opposite service box • Use the underarm technique to serve (throw ball up around head height then strike the ball underarm after the bounce. Follow through with the racket pointing towards where the ball needs to go) • Practice consistency and accuracy scoring points (point for every time it lands in the target area) • Opponent return the serve with a forehand shot • Children to offer feedback to help the server refine and improve their technique 	<p>I can apply the rules and skills to play against an opponent using the scoring system</p> <ul style="list-style-type: none"> • Points are called 15, 30, 40, and Game. • A player needs four points to win a game, and they must be at least two points ahead to win. • If both players reach 40 (deuce), they must win two consecutive points to win the game. • Games are grouped into sets, and the first player to win 6 games wins the set. <p>Vocabulary: opponent, score, points, deuce, consecutive, sets</p>	<p>I can employ tactics to play against an opponent and with a partner</p> <ul style="list-style-type: none"> • Discuss tactics, why might you do a particular shot in a game or aim to hit the shuttlecock to various areas of the court • Discuss positions on the court when playing doubles – side by side, front and back • Small games 2 minutes long whoever has the most after that time will win the game <p>Vocabulary: tactics, doubles</p>

		Vocabulary: serve (underarm), opponent, service box, consistency, accuracy, refine, technique		
6.		<p>I can apply the rules and skills to play against an opponent</p> <ul style="list-style-type: none"> Children devise and play mini games applying the skills learnt. Create rules for the games and score points <p>Vocabulary: as above</p>		<p>I can apply rules, skills and tactics to play against an opponent</p> <ul style="list-style-type: none"> Organise and play a mini tournament <p>Vocabulary: tournament</p>

Dance				
National Curriculum				
Pupils should be taught to:				
<ul style="list-style-type: none"> - perform dances using a range of movement patterns - 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. 				
YEAR 3	YEAR 4	YEAR 5	YEAR 6	
Disney Theme	Body Combat	Rock n Roll	Street	
<p>Walt Disney Walt Disney animated films include some iconic dance routines e.g. Aladdin, Little Mermaid</p>	<p>Diversity – street dance Originated in the US, primarily among African-American and Latino communities in the 1970s Formed in 2007. Won Britain's got talent by 2009, led by Ashley Banjo</p>	<p>Elvis Presley – Rock and Roll A popular music genre that emerged in the United States in the 1950s, with roots in blues, rhythm and blues, and country music. It became popular with artists like Elvis Presley</p>	<p>Oti Mabuse - African dancing Otlile "Oti" Mabuse is a South African talent show judge, presenter, dancer and Latin dance champion currently based in the United Kingdom. She is best known for being a professional dancer on the British television series Strictly Come Dancing, which she won in 2019 and 2020.</p>	

<p>Listening to music Music is a stimulus for dance and rhythm is used to keep in time with the music.</p> <p>Planning and Rehearsing A dance phrase has a beginning, middle and end and actions are linked to make dance phrases. Dances can be individual, with a partner or in a group.</p> <p>Performing Dances should be performed with an awareness of rhythmic, dynamic and expressive qualities with good control.</p> <p>Evaluating Dances can be improved and changed through self and peer evaluation.</p> <p>Vocabulary: warm-up, rhythm, cool-down, improve, stimulus, collaborate, dance phrases, expression, improvise, evaluate</p>	<p>Listening to music Respond imaginatively to a range of musical stimuli recognising rhythm and the thumping beat.</p> <p>Planning and Rehearsing Create ideas and movement phrases, combining phrases and patterns using different speeds and levels. Use simple choreographic principles (unison and canon) with a partner/group.</p> <p>Performing Perform dances using a range of fluent, accurate movement patterns. Develop flexibility, strength, technique, control and balance whilst changing speed and levels. Take on different roles leading and following instructions when working with a partner or in a group Perform in unison (at the same time) and canon (one after another).</p> <p>Evaluating Compare performances with previous ones, demonstrating improvement to achieve their personal best.</p> <p>Vocabulary: fluency, imagination, accuracy, dance style, choreography, evaluate, communication</p>	<p>Listening to music Recognise and respond to strong beats, fast tempos, simple melodies and harmonies.</p> <p>Planning and Rehearsing Explore and improvise ideas individually, with a partner and with a group, expressing themselves clearly and fluently. Compose planned dances by using, adapting and developing steps, formations and patterning from rock and roll style.</p> <p>Know that to improvise means to dance spontaneously, without preparation.</p> <p>Performing Perform expressively using the strong, accented beat, with a fast tempo and rhythm. Experiment with a wide range of actions, speeds, levels and varying patterns which could include a middle eight rhythm.</p> <p>Evaluating Describe, analyse, interpret and evaluate dances, showing an understanding of some aspects of style and context.</p> <p>Vocabulary: tension, adapting, formations, analyse, style, content</p>	<p>Listening to music Respond to a range of African music, focussing on the short, simple repetitions and rhythmic layers.</p> <p>Planning and Rehearsing Work individually and in groups. Compose planned dances by incorporating moves from African dances which feature distinctive formations (group performances, free-flow patterns, circles or lines) and emphasizes complex body articulation where different body parts move independently.</p> <p>Performing Experiment with a wide range of actions to develop flexibility, strength, technique, control and balance. Perform expressively using the short repetitions and rhythms.</p> <p>Evaluating *Understand and talk about how a dance is formed and performed. Evaluate, refine and develop their own work and others work using an appropriate criteria relating to the style of dance.</p> <p>Vocabulary: flexibility, strength, technique, control, balance, repetition, rhythms, expressive, formations</p>
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GYMNASICS – floor

National Curriculum

Pupils should be taught to:

- develop flexibility, strength, technique, control and balance

- compare their performances with previous ones and demonstrate improvement to achieve their personal best

	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	<p>Beth Tweddle A gymnast who was the first British woman to win a European medal.</p>	<p>Louis Smith A British gymnast who won Olympic medals on the pommel horse at the 2008, 2012 and 2016 Olympics.</p>	<p>Olga Korbut A Russian gymnast who made the world take notice of the sport because of her popularity.</p>	<p>Nadia Comaneci A Romanian gymnast who scored the first ever perfect 10.</p>
1.	<p><u>I can create a range of point and patch balances transitioning smoothly into and out of the balance</u></p> <ul style="list-style-type: none"> • A good balance needs to be held still for at least 5 seconds with body tension, focusing on something still and maintaining concentration • Carry out point and patch balances Point balance – e.g. hands, feet, knees, elbows Patch balance – e.g. bottom, back, stomach • Link balances showing control and coordinated movement that minimizes the risk of falling or losing balance • Create a routine linking together what they have just practiced focusing on smooth transitions. 	<p><u>I can perform a range of individual and partner balances using different points</u></p> <ul style="list-style-type: none"> • A good balance needs to be held for at least 5 seconds, body tension and focus • A partner balance usually involves two gymnasts working together, where one acts as the base, providing support and stability, and bears the weight of the other partner • Create a routine linking together the practiced partner balances focusing on smooth transitions and control <p>Vocabulary: balance, partner balances, shapes, smooth transition, routine, sequence, control</p>	<p><u>I can perform a range of symmetrical and asymmetrical balances individually and with a partner</u></p> <ul style="list-style-type: none"> • Symmetrical balance - technique where elements are arranged equally on either side of a central axis • Asymmetrical balance - technique where elements on either side of a central axis are different, yet still create a balanced and harmonious feeling • Create a routine with symmetrical and asymmetrical balances focusing on stability, stillness and smooth transitions. <p>Vocab – symmetrical, asymmetrical, body tension, balance</p>	<p><u>I can perform a range of counter balances with a partner</u></p> <ul style="list-style-type: none"> • A counterbalance is a technique where two people work together to maintain balance by pushing or pulling against each other, creating opposing forces. • Perform various counter balances - hand to hand, foot to foot, seated, back-to-back • Create and refine own counter balances with a partner and link together to create a short routine focusing on stability, stillness and smooth transitions. <p>Vocabulary: counter balance, tension, teamwork, communication</p>

	<p>Vocabulary: balance, shapes, point balance, patch balance, linking, sequence</p>			
2.	<p>I know there are different ways to jump and can perform these with balance and timing</p> <ul style="list-style-type: none"> Hop: A jump from one foot and landing on the same foot Leap: A jump from one foot and landing on the other foot Basic Jump: Jumping from and landing on two feet Bounce: Repeatedly jumping on a surface. Step: A jump where you land on the other foot <p>Vocabulary: hop, leap, bounce, step</p>	<p>I can perform jumps with a strong take-off and body position and control the landing</p> <ul style="list-style-type: none"> Know there are different kinds of jumps – straight, star, tuck and practise these, focusing on take-off, momentum, body position in the air, and a controlled landing Add jumps to the balance sequence and practise to perfect <p>Vocabulary: tuck, star, straight jumps, control, power, landing, take-off, momentum</p>	<p>I can perform jumps with a strong take-off and body position and control the landing</p> <ul style="list-style-type: none"> Know there are different kinds of jumps – straddle, pike and practise these, focusing on take-off, momentum, body position in the air, and a controlled landing Add jumps to the balance sequence and practise to perfect <p>Vocabulary: straddle, pike jumps, control, power, landing, take-off, momentum</p>	<p>I can develop control when performing and landing rotation jumps</p> <ul style="list-style-type: none"> To complete a rotational jump, start in a tall standing position with your feet shoulder width apart. All in one motion, bend your knees, hinge forward at the waist, bring your arms down back for momentum, push into the ground and jump straight up. As you are jumping up rotate your body and land facing a different way. Progression to quarter/half/full turns, clockwise, anticlockwise Adapt and improve jumps adding height and travel <p>Vocabulary: rotational jumps, quarter/half/full turn, clockwise, anticlockwise, level, travel</p>
3.	<p>I can perform a straight, barrel and forward roll</p> <ul style="list-style-type: none"> Barrel roll - arms and legs tucked in Straight log roll - lying down, front to back Forward roll - start from a standing position, crouch down, place hands shoulder width apart and hands facing forward, roll on the back of head in a tucked position 	<p>I can perform a straight, barrel and forward roll using the correct techniques</p> <ul style="list-style-type: none"> Barrel roll - arms and legs tucked in Straight log roll - lying down, front to back Forward roll - start from a standing position, crouch down, place hands shoulder width apart and hands facing forward, roll on the back of head in a tucked position 	<p>I can perform a forward and straddle roll using the correct techniques</p> <ul style="list-style-type: none"> Forward roll - start from a standing position, crouch down, place hands shoulder width apart and hands facing forward, roll on the back of head in a tucked position Straddle roll - roll forward keeping the legs straight and open throughout the roll 	<p>I can perform a straddle and forward roll with increased precision and fluency</p> <ul style="list-style-type: none"> Forward roll - start from a standing position, crouch down, place hands shoulder width apart and hands facing forward, roll on the back of head in a tucked position

	<ul style="list-style-type: none"> Develop a sequence linking rolls, balances and jumps <p>Vocabulary: barrel/forward/straight roll, tuck, link</p>	<ul style="list-style-type: none"> Develop a sequence linking rolls, balances and jumps <p>Vocabulary: barrel/forward/straight roll, tuck, link, technique</p>	<ul style="list-style-type: none"> Develop a sequence linking rolls, balances and jumps finishing in different shapes and positions <p>Vocabulary: straddle</p>	<ul style="list-style-type: none"> Straddle roll - roll forward keeping the legs straight and open throughout the roll Develop a sequence linking rolls, balances and jumps working at different heights and including travel <p>Vocabulary: precision, fluency</p>
4.	<p>I can link actions to make a sequence with a partner</p> <ul style="list-style-type: none"> Explore jumping, balancing and rolling and link them with other actions Work with a partner sharing ideas and creating a simple sequence Work with a partner to create a matching sequence - a sequence when everyone does the same <p>Vocabulary: sequence, match</p>	<p>I can link actions to make a sequence with a partner</p> <ul style="list-style-type: none"> Explore jumping, balancing and rolling and link them with smooth, controlled transitions Work with a partner sharing ideas and creating a simple sequence Work with a partner to create a mirror routine - when you face someone and use the opposite arm/leg <p>Vocabulary: smooth transition, levels, routine, mirror</p>	<p>I can explore and perform different travelling actions using both canon and unison sequences</p> <ul style="list-style-type: none"> Canon - when performers move one after the other Unison - when performers perform at the same time Choreograph, practice and adapt a canon or unison sequence in pairs Perform a sequence for others to watch <p>Vocabulary: canon, unison, choreograph, perform, synchronise</p>	<p>I can choreograph and perform a sequence to music showing flexibility, tension and balance</p> <ul style="list-style-type: none"> Choreograph a gymnastic sequence showing a range of skills, speed, levels direction and control Set sequences to specific timings (music) Perfect and preform sequences which flow combining actions effectively <p>Vocabulary: flexibility, tension, balance, timing/tempo</p>
5.	<p>I can talk about the quality of my performance and how it has been improved</p> <ul style="list-style-type: none"> Evaluating improves the quality of a performance and helps identify changes that can be made Describe and evaluate the effectiveness and quality of a performance commenting on technique 	<p>I can develop strength and control in inverted movements and shapes</p> <ul style="list-style-type: none"> An inverted movement is when the hips come above the head e.g. touching toes, a shoulder stand, a bridge Create own inverted movements and shapes Adapt and refine sequences adding in an inverted shape/movement 	<p>I can perform sequences including inverted movements with accuracy and consistency, showing good body tension and extensions</p> <ul style="list-style-type: none"> Further inverted movements, when the hips come above the head, are a shoulder stand, a supported bridge/full bridge, a cartwheel, handstand, downward dog 	<p>I can adapt and make improvements to a gymnastic sequence</p> <ul style="list-style-type: none"> Self-critique and evaluate personal performances with an aim of making improvements Practise and refine skills developing precision, body tension, posture, balance, timing and flexibility

<ul style="list-style-type: none"> • Talk about how performances have improved <p>Vocabulary: quality, evaluate, performance, technique, improvements</p>	<p>Vocabulary: inverted movement, balance symmetrical, asymmetrical, accuracy, repeat, phase, combination, composition</p>	<ul style="list-style-type: none"> • Perfect canon and unison sequences including an inverted movement focussing on accuracy and consistency, showing good body tension and extensions <p>Vocabulary: – inverted movement fluency, consistency, refine, incorporate, smooth transitions, canon, unison, flexibility, bridging</p>	<p>Vocabulary: flexibility, tension, balance, timing/tempo, precision, refine, posture</p>
<p>I can talk about the quality of my performance and how it has been improved</p> <ul style="list-style-type: none"> • Evaluating improves the quality of a performance and helps identify changes that can be made • Describe and evaluate the effectiveness and quality of a performance commenting on technique • Talk about how performances have improved <p>Vocabulary: quality, evaluate, performance, technique, improvements</p>	<p>I can make simple judgements about the quality of a performance and suggest ways in which it can be improved</p> <ul style="list-style-type: none"> • Describe and evaluate the effectiveness and quality of a performance • Comment on similarities and differences in sequences and make comparisons • Talk about how their own performances have improved and what was adapted <p>Vocabulary: judgments, performance, sequences, comparisons, improvements, adaptations</p>	<p>I can follow a success-criteria to evaluate a performance and suggest ways in which it can be improved</p> <ul style="list-style-type: none"> • Use a success-criteria to evaluate own and other's work • Use the success criteria to assess what skills have been included e.g. a roll, a jump • Use the success criteria to evaluate the quality of the performance e.g. body tension, balance, stability, posture, smooth transition <p>Vocabulary: success-criteria, body tension, balance, stability, posture, smooth transition</p>	<p>I can evaluate my own and others work and use this to make adaptations to improve</p> <ul style="list-style-type: none"> • Make fair judgements and offer appropriate tips to improve • Use technical vocabulary during a critique • Adapt and refine work acting on the critique given with regards to content and execution <p>Vocabulary: fair judgement, adapt, refine, technical vocabulary</p>

GYMNASICS – Apparatus

National Curriculum

- develop flexibility, strength, technique, control and balance

- compare their performances with previous ones and demonstrate improvement to achieve their personal best

	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	<p>Beth Tweddle A gymnast who was the first British woman to win a European medal.</p>	<p>Louis Smith A British gymnast who won Olympic medals on the pommel horse at the 2008, 2012 and 2016 Olympics.</p>	<p>Olga Korbut A Russian gymnast who made the world take notice of the sport because of her popularity.</p>	<p>Nadia Comaneci A Romanian gymnast who scored the first ever perfect 10.</p>
1.	<p><u>I can travel across the apparatus in different ways eg walk, hop, jump, bounce and step</u></p> <ul style="list-style-type: none"> • Hop, leap, basic jump, bounce and step to travel along the apparatus. • Maintain balance and control using arms and eyes to help • Make judgements about where on the apparatus these moves can be made <p>Vocabulary: travel, apparatus, walk, hop, jump, bounce, step, control, balance</p>	<p><u>I can travel across the apparatus in different ways forwards, backwards and sideways</u></p> <ul style="list-style-type: none"> • Travel in a variety of ways in different directions along the apparatus • Maintain balance and control using arms and eyes to help • Make judgements about where on the apparatus these moves can be made <p>Vocabulary: directions, forwards, backwards, sideways</p>	<p><u>I can travel across the apparatus in different ways on different points and use controlled transitions</u></p> <ul style="list-style-type: none"> • Travel in a variety of ways with different points on the apparatus – use feet, hands, toes, stomach, back • Maintain balance and increasing control especially through transitions • Make judgements about where on the apparatus these moves can be best made <p>Vocabulary: control, transitions, points</p>	<p><u>I can travel across the apparatus in different ways at different heights and use controlled transitions</u></p> <ul style="list-style-type: none"> • Travel in a variety of ways at different heights along the apparatus using different points – stretch, crouch, stomach, back • Maintain balance and increasing control to execute skills accurately, especially when changing levels • Make judgements about where on the apparatus these moves can be best made <p>Vocabulary: control, transitions</p>
2.	<p><u>I can perform a variety of point and patch balances on the apparatus</u></p> <ul style="list-style-type: none"> • A good balance needs to be held still for at least 5 seconds with body tension, focusing on something still and maintaining concentration • Carry out point and patch balances 	<p><u>I can include an individual and partner balance on the apparatus</u></p> <ul style="list-style-type: none"> • A good balance needs to be held for at least 5 seconds, body tension and focus • A partner balance usually involves two gymnasts working together, 	<p><u>I can perform symmetrical and asymmetrical balances in my apparatus routine</u></p> <ul style="list-style-type: none"> • Symmetrical balance - technique where elements are arranged equally on either side of a central axis 	<p><u>I can perform a counter balance in my apparatus routine</u></p> <ul style="list-style-type: none"> • A counterbalance is a technique where two people work together to maintain balance by pushing or pulling against each other, creating opposing forces.

	<p>Point balance – e.g. hands, feet, knees, elbows Patch balance – e.g. bottom, back, stomach</p> <ul style="list-style-type: none"> Link balances showing control and coordinated movement that minimizes the risk of falling or losing balance <p>Vocabulary: balance, shapes, point balance, patch balance, smooth transition, linking, sequence</p>	<p>where one acts as the base, providing support and stability, and bears the weight of the other partner</p> <ul style="list-style-type: none"> Link balances and travel with smooth transitions into and out of balances showing control that minimizes the risk of falling or losing balance <p>Vocabulary: balance, partner balances, shapes, smooth transition, routine, sequence, control</p>	<ul style="list-style-type: none"> Asymmetrical balance - technique where elements on either side of a central axis are different, yet still create a balanced and harmonious feeling Travel along the apparatus including symmetrical and asymmetrical balances focusing on stability, stillness, posture and smooth transitions <p>Vocab – symmetrical, asymmetrical, body tension, balance, stability, posture, smooth transition</p>	<ul style="list-style-type: none"> Perform various counter balances Hand to hand, foot to foot, seated, back-to-back Create and refine own counter balances with a partner focusing on stability, stillness, posture and smooth transitions <p>Vocabulary: counter balance, teamwork, communication, body tension, balance, stability, posture, smooth transition</p>
3.	<p>I can jump and land safely when dismounting the apparatus</p> <ul style="list-style-type: none"> When dismounting equipment, take off and land on both feet, bending your knees before jumping and on landing. <p>Vocabulary: dismount, land</p>	<p>I can include a variety of jumps in my routine e.g straight, tuck, star</p> <ul style="list-style-type: none"> Know there are different kinds of jumps – straight, star, tuck and practise these, focusing on take-off, momentum, body position in the air, and a controlled landing Select equipment where a jump may be performed safely Perform jumps with control and stability <p>Vocabulary: tuck, star, straight jumps, control, power, landing, take-off, momentum, control, stability</p>	<p>I can include a variety of jumps in my routine e.g straddle, pike</p> <ul style="list-style-type: none"> Know there are different kinds of jumps – straddle, pike and practise these, focusing on take-off, momentum, body position in the air, and a controlled landing Select equipment where a jump may be performed safely <p>Vocabulary: straddle, pike jumps, control, power, landing, take-off, momentum</p>	<p>I can include a rotational jump into my apparatus routine</p> <ul style="list-style-type: none"> To complete a rotational jump, start in a tall standing position with your feet shoulder width apart. All in one motion, bend your knees, hinge forward at the waist, bring your arms down back for momentum, push into the ground and jump straight up. As you are jumping up rotate your body and land facing a different way. Progression – quarter/half/full turns, clockwise, anticlockwise Select equipment where a jump may be performed safely <p>Vocabulary: rotational jumps, quarter/half/full turn, clockwise, anticlockwise</p>

4.	<p>I can create and perform a routine using the apparatus</p> <ul style="list-style-type: none"> Link moves with smooth controlled transitions Adapt basic sequences to suit different types of apparatus- use music Understand the importance of suppleness and strength <p>Vocabulary: link, smooth, control, transition, suppleness, strength</p>	<p>I can link actions to make a sequence on the apparatus</p> <ul style="list-style-type: none"> Explore jumping, balancing and rolling and link them with smooth, controlled transitions Adapt basic sequences to suit different types of apparatus- use music Understand the importance of suppleness and strength <p>Vocabulary: smooth transition, levels, routine, mirror</p>	<p>I can follow a success-criteria to evaluate a performance and suggest ways in which it can be improved</p> <ul style="list-style-type: none"> Use a success-criteria to evaluate own and other's work Use the success criteria to assess what skills have been included e.g. a roll, a jump Use the success criteria to evaluate the quality of the performance e.g. body tension, balance, stability, posture, smooth transition <p>Vocabulary: success-criteria, body tension, balance, stability, posture, smooth transition</p>	<p>I can evaluate my own and others work and use this to make adaptations to improve</p> <ul style="list-style-type: none"> Make fair judgements and offer appropriate tips to improve Use technical vocabulary during a critique Adapt and refine work acting on the critique given with regards to content and execution <p>Vocabulary: fair judgement, adapt, refine, technical vocabulary</p>
5.	<p>I can talk about the quality of my performance and how it has been improved</p> <ul style="list-style-type: none"> Evaluating improves the quality of a performance and helps identify changes that can be made Describe and evaluate the effectiveness and quality of a performance commenting on technique Talk about how performances have improved <p>Vocabulary: quality, evaluate, performance, technique, improvements</p>	<p>I can make simple judgements about the quality of a performance and suggest ways in which it can be improved</p> <ul style="list-style-type: none"> Describe and evaluate the effectiveness and quality of a performance Comment on similarities and differences in sequences and make comparisons Talk about how their own performances have improved and what was adapted <p>Vocabulary: judgments, performance, sequences, comparisons, improvements, adaptations</p>		

Outdoor and Adventurous – Orienteering

National Curriculum

- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	Orienteering	Orienteering	Orienteering	Orienteering
	Ernst Killander A major in WW1, was one of the first people to make orienteering popular in Scandinavia.	Olav Lundanes Has won 10 gold medals in the World Orienteering Championships.	Tove Alexandersson A Swedish foot orienteer, ski orienteer, skyrunner, trail runner, ski mountaineer and skysnow runner.	Karen Drake A British wheelchair user in the British orienteering team who promotes the development of inclusive outdoor sport.
1.	<u>I can follow clues to orienteer around a course</u> <ul style="list-style-type: none"> Orienteate themselves with increasing confidence around a short trail Begin to identify and use equipment that is appropriate for an activity Vocabulary: orienteering, trail, equipment Red pen link: LP confidence and resilience	<u>I can use equipment to navigate a course</u> <ul style="list-style-type: none"> Orienteate themselves with increasing confidence and accuracy around a trail Try a range of equipment for best completing the trail Vocabulary: orienteering, trail, equipment	<u>I can complete an orienteering course using the fastest route</u> <ul style="list-style-type: none"> Plot different routes on a map Identify the quickest route to accurately complete an orienteering course Vocab – route	<u>I can use navigational equipment correctly to orientate around a trail</u> <ul style="list-style-type: none"> Use navigation equipment (maps, compasses) to improve performance on the route Use a compass for navigation including NW, NE, SW, SE Use a range of map styles and make an informed decision on the most effective Vocab: navigation Red pen link:
2.	<u>I know a key explains the symbols on a map and I can use these to follow a course</u> <ul style="list-style-type: none"> Identify symbols on a map using the key Use the map to navigate a short course Vocabulary: symbols, key, navigate Red pen link: LP positivity	<u>I can complete an orienteering course working in a team taking on different roles</u> <ul style="list-style-type: none"> Communicate clearly with others – directing and listening Have experience of a range of roles within a team and begin to identify the key skills required Vocabulary: communicate, teamwork, roles, skills	<u>I know that maps and compasses are equipment used in orienteering and can use these to complete a course</u> <ul style="list-style-type: none"> Use navigational equipment to orientate around a trail e.g. map, compass Use the 4 compass points are N S E W to orientate a course Use the control cones or markers located on a map to provide clues 	<u>I can complete a course as part of a group communicating, collaborating and showing effective teamwork</u> <ul style="list-style-type: none"> Use clear communication to effectively complete a particular role in a team Communicate clearly and effectively with others Work effectively as part of a team showing resilience, speed, strength, stamina and cooperation

			Vocabulary: controls, compass, navigate, compass	Vocabulary: teamwork, communication, collaboration, stamina Red pen link:
3.	<p><u>I can complete an orienteering course working in a team communicating and cooperating</u></p> <ul style="list-style-type: none"> • Use effective communication to begin to work as a team sharing ideas and listening to others • Make adaptations following discussions as a team <p>Vocabulary: teamwork, communication, cooperation Red pen link: LP collaboration</p>	<p><u>I can improve my performance through speed and map reading skills</u></p> <ul style="list-style-type: none"> • Complete an orienteering course more than once and begin to identify ways of improving completion time - equipment, route, speed <p>Vocabulary: performance</p>	<p><u>I can complete an orienteering course working in a team sharing ideas and listening to others</u></p> <ul style="list-style-type: none"> • Use clear communication to effectively complete a particular role in a team • Communicate clearly and effectively with others • Work effectively as part of a team showing resilience, speed, strength, stamina and cooperation and collaboration <p>Vocabulary: stamina, collaboration</p>	<p><u>I can improve my performance through speed, map reading skills, route planning and teamwork</u></p> <ul style="list-style-type: none"> • Complete an orienteering course on multiple occasions, in a quicker time due to improved technique and use of equipment • Orientate themselves with confidence and accuracy around an orienteering course when under pressure e.g. time • Communicate clearly and effectively with others when under pressure <p>Vocabulary: evaluate, technique, pressure, accuracy</p>
4.	<p><u>I can improve my performance through speed</u></p> <ul style="list-style-type: none"> • begin to complete activities in a set period of time • plan different routes comparing which will take the shortest amount of time <p>Vocabulary: personal performance, route Red pen link: LP Competitive</p>	<p><u>I can plan a trail for others focussing on the map, equipment and route</u></p> <ul style="list-style-type: none"> • Plan and create a short trail for others with physical challenge • Make an informed decision about the best equipment to use for an activity <p>Vocabulary: route, equipment, challenge</p>	<p><u>I can improve my performance through speed, map reading skills and route planning</u></p> <ul style="list-style-type: none"> • Complete an orienteering course on multiple occasions, in a quicker time due to improved technique, speed, map reading skills and use of equipment <p>Vocabulary: technique, multiple</p>	<p><u>I can design and prepare an orienteering course that is clear to follow and offers challenges to others</u></p> <ul style="list-style-type: none"> • When planning a course for others to follow you need to plan, prepare a map, organise the controls, decide on activities, organise equipment and prepare answers • Design an orienteering course that is clear to follow and offers challenges to others • Select and organise the best equipment for an outdoor-activities • Manage an orienteering event for others to compete in. <p>Vocabulary: challenge, controls</p>
5.	<p><u>I can evaluate a performance and a course saying what went well</u></p>	<p><u>I can evaluate a performance and a course looking at the good points and thinking how they can be improved</u></p>	<p><u>I can select and organise the best equipment to plan an outdoor activity</u></p>	<p><u>I can evaluate a performance and a course and make adaptations</u></p>

	<ul style="list-style-type: none"> Begin to offer an evaluation of personal performances Describe how their own performance has improved over time Watch, describe and evaluate the effectiveness of a performance from others <p>Vocabulary: evaluate, performance, improvements</p> <p>Red pen link: LP make improvements and refine performance</p>	<ul style="list-style-type: none"> Evaluate personal performances and set goals for improvements Modify and improve skills or techniques to achieve more efficient results Modify trails to increase challenge as performance improves Watch, describe and evaluate the effectiveness of others performance giving ideas for improvement <p>Vocabulary: evaluate, performance, challenge, goals, modify</p>	<ul style="list-style-type: none"> Create an outdoor activity that challenges others Create a plan/map of a route for others to follow Design an orienteering course that can be followed and offers some challenge to others Improve trails to increase the challenge of the course <p>Vocabulary: challenge</p>	<ul style="list-style-type: none"> Offer a detailed and effective evaluation of both personal performances and activities with an aim of increasing challenge and improving performance. Listen to feedback and improve an orienteering course and performance from it. <p>Vocabulary: adaptations, feedback</p>
6.			<p><u>I can evaluate a performance and a course and offer suggestions for improvement</u></p> <ul style="list-style-type: none"> Evaluate the performance of others involving positive comments but also advice on how to improve Choose and use criteria to evaluate own and others' performances Evaluate own performance and explain why they have used particular skills and techniques and the effect they have had on their performance <p>Vocabulary: evaluate, modify adapt, technique</p>	

Outdoor and Adventurous – Teambuilding

National Curriculum

- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best

	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	Teambuilding	Teambuilding	Teambuilding	Teambuilding
<u>1.</u>	<p>I can work cooperatively in a team</p> <ul style="list-style-type: none"> • Work with others as a team taking turns and sharing <p>Vocabulary: team, cooperation, collaboration Red pen link: LP cooperation</p>	<p>I can collaborate with others in a team</p> <ul style="list-style-type: none"> • Guide and be guided by others <p>Vocabulary: cooperation, collaboration, relationships Red pen link: LP collaboration</p>	<p>I can recognise the skills and needs of my team members</p> <ul style="list-style-type: none"> • Help others out when needed • Show respect towards team members <p>Vocabulary: cooperation, collaboration, relationships, respect Red pen link: Respect</p>	<p>I understand how everyone in a team reflects the performance</p> <ul style="list-style-type: none"> • Support and encourage others • Understand a lack of effort will also let team members down <p>Vocabulary: cooperation, collaboration, relationships, encouragement, abstinence, bothered Red pen link: Respect</p>
<u>2.</u>	<p>I can communicate with my team members</p> <ul style="list-style-type: none"> • Suggest ideas about how to solve a problem <p>Vocabulary: communicate Red pen link: Communication</p>	<p>I can communicate confidently with my team members talking and listening</p> <ul style="list-style-type: none"> • Suggest ideas confidently about how to solve a problem and listen to others <p>Vocabulary: confidently, communicate Red pen link: Communication</p>	<p>I can share and combine ideas to come up with the best solution</p> <ul style="list-style-type: none"> • Listen to other's ideas and take these on board to help solve a problem • Pool ideas and agree on the best options to try or not try <p>Vocabulary: options, pool Red pen link: LP reasoning</p>	<p>I can coordinate the ideas of everyone in the group to create a plan</p> <ul style="list-style-type: none"> • Organise and combine thoughts and suggestions to create a cohesive plan or solution as a team <p>Vocabulary: reciprocity, cohesive Red pen link: LP reciprocity</p>
<u>3.</u>	<p>I can work as part of a team</p> <ul style="list-style-type: none"> • Celebrate shared success as a team • Ask for help when needed and support others within a team <p>Vocabulary: teamwork</p>	<p>I understand that everyone on a team has a role to play</p> <ul style="list-style-type: none"> • Show cooperation and collaboration skills • Ensure everyone is involved and feels part of the team 	<p>I can take on different roles within a team</p> <ul style="list-style-type: none"> • Be tolerant of the abilities of others and show encouragement • Take on the leadership role as well as follow directions from others 	<p>I understand a successful team encourages each other to be the best they can</p> <ul style="list-style-type: none"> • Be generous with praise and encouragement to all team members

	<p>Red pen link: Share resources and listen to others</p>	<p>Vocabulary: cooperation, collaboration, involved</p> <p>Red pen link: LP collaboration</p>	<p>Vocabulary: tolerant, leadership, directions</p> <p>Red pen link: tolerance</p>	<ul style="list-style-type: none"> • Show trust in other team member <p>Vocabulary: encouragement, trust</p> <p>Red pen link: Positivity</p>
4.	<p><u>I know it is important to not give up when facing challenges</u></p> <ul style="list-style-type: none"> • Show resilience and do not give in after the first attempt • Failure is important for learning <p>Vocabulary: resilience, failure, challenges</p> <p>Red pen link: LP resilience</p>	<p><u>I know I can learn from my mistakes and need to persevere</u></p> <ul style="list-style-type: none"> • Persevere to overcome obstacles and keep trying • Learn from mistakes and know it is ok for things not to be right the first time <p>Vocabulary: resilience, perseverance</p> <p>Red pen link: learn from mistakes</p>	<p><u>I can make links to previous learning and stay focussed when challenged</u></p> <ul style="list-style-type: none"> • Remain calm and focussed during a challenge • Be courageous and take risks • Make links to previous knowledge <p>Vocabulary: courageous, risks, links</p> <p>Red pen link: LP make links</p>	<p><u>I can make links between learning in order to come up with a solution</u></p> <ul style="list-style-type: none"> • Brainstorm different ideas and consider various approaches to tackle the problem • Weigh up the pros and cons of each potential solution and choosing the most effective one to try first <p>Vocabulary: solution, effective</p> <p>Red pen link: LP make links</p>
5.	<p><u>I can evaluate plans and recognize successes</u></p> <ul style="list-style-type: none"> • Recognise when a plan is working well or not working <p>Vocabulary: recognise, evaluate</p> <p>Red pen link: Evaluation is a way to improve and is not a criticism</p>	<p><u>I can make adaptations to plans within a team</u></p> <ul style="list-style-type: none"> • Make changes to a plan if things are not working as predicted <p>Vocabulary: adapt</p> <p>Red pen link: LP revising</p>	<p><u>I can reflect on learning and ask questions to help solve a problem</u></p> <ul style="list-style-type: none"> • As a team, reflect on what is working/not working and make alterations • Ask questions to trigger new lines of thinking and planning <p>Vocabulary: reflect, alterations</p> <p>Red pen link: LP ask questions</p>	<p><u>I can reflect on learning and ask questions to help make adaptations</u></p> <ul style="list-style-type: none"> • As a team, reflect on what is working/not working and make adaptations/alterations as you go along • Ask questions to trigger deeper thinking and planning <p>Vocabulary: adaptations, alterations</p> <p>Red pen link: LP ask questions</p>

Swimming

National Curriculum

In particular, pupils should be taught to:

- 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.

Charlotte Henshaw MBE is from Mansfield and is a Paralympic athlete, her legs were amputated above the knee when she was 15 months old, originally a swimmer, she then changed to canoeing, won 2 Olympic medals.

Oliver Hynd MBE is from Mansfield, he competed in the Paralympics having neuromuscular myopathy and associated limb deformities, won 5 Olympic medals

Rebecca Addlington is from Mansfield and won 2 gold and 2 bronze medals at the Olympics.

Skills Beginners (Non-swimmers and developing swimmers)	Skills Developing and competent swimmers
<p>*Work with confidence in the water.</p> <p>*Explore and use skills, actions and ideas individually and in combination. i.e. use arms to pull and push the water; use legs in kicking actions; hold their breathe under water.</p> <p>*Remember to repeat and link skills learnt.</p> <p>*Know how to choose and use skills for different swimming tasks. i.e. using arms to stay balanced; knowing how to push against the water to move in a particular direction.</p> <p>Improve the control and co-ordination of their bodies in the water.</p> <p>*Swim up to 25m unaided, co-ordinating stroke and breathing.</p> <p>*Watch, copy and describe what they and others have done and use the information to improve their work.</p> <p>*Name the different swimming strokes – breast stroke, front crawl, backstroke.</p>	<p>*Consolidate and develop the quality of their skills. i.e. front crawl, back crawl, breaststroke, floating, survival skills.</p> <p>*Improve linking movements and actions together more fluently.</p> <p>*Choose and use a variety of strokes and skills, according to the task and the challenge. i.e. swimming without aids, distance and time challenges.</p> <p>*Swim up to 50m unaided, co-ordinating stroke and breathing.</p> <p>*Describe and evaluate the quality of swimming and recognise what needs improving.</p>

Vocabulary: control, co-ordination, backstroke, floats, front crawl, breast-stroke, safety

Red pen link: Water safety and lifesaving are important life skills due to the dangers around water. Swimming builds muscle strength, fitness and endurance and is a good exercise for a healthy lifestyle