



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
3	Indoor	<p>Yoga PE 3 develop flexibility, strength, technique, control and balance</p>	<p>Dance PE.4 perform dances using a range of movement patterns</p>	<p>Gymnastics PE 3 de effectively develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] PE 1 use running, jumping, throwing in combination</p>	<p>Gymnastics PE 3 de effectively develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] PE 1 use running, jumping, throwing in combination</p> <p>Athletics PE 1 use running, jumping, throwing in combination PE 3 flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p>	<p>Athletics PE 1 use running, jumping, throwing in combination PE 3 flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p>	<p>Golf PE 2 play competitive games, modified where appropriate</p>
	Outdoor	<p>Fundamentals PE 3 develop flexibility, strength, technique, control and balance</p>	<p>Football PE 2 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>Handball PE 2 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>Ball Skills PE 2 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>Cricket PE 2 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>Tennis PE 2 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>

Skills

Yoga

- My body is balanced and my shapes are controlled.
- I work on improving strength and flexibility by practicing stretches and shapes.
- I can describe how my body feels during different activities, using parts of the body to describe the effects.
- I can balance on different points of my body.
- I move with coordination and care.

Fundamentals

- I am able to jump and turn a skipping rope.
- I can change direction quickly.
- I can identify when I was successful.
- I can link hopping and jumping actions.
- Demonstrate balance when performing other fundamental skills.
- I understand how the body moves differently at different speeds.
- I understand why it is important to warm up.

Dance

- I perform my dance actions with control and co-ordination.
- I link two or more actions together to make a sequence.
- I remember and repeat dance movements.
- I choose the best movements to communicate a mood or feeling.
- I plan sequences of movements.
- I can show contrasts such as small/tall, straight/curved and wide/narrow.
- My movements are controlled.

Football

- I am beginning to use simple tactics
- I am learning the rules of the game and I am beginning to use them to play honestly and fairly.
- I can dribble, pass, receive and shoot the ball with some control.
- I can find space away from others and near to my goal.
- I can move with a ball towards goal with increasing control.
- I can track an opponent to slow them down.
- I understand my role as an attacker and as a defender.
- I understand the benefits of exercise.
- I work cooperatively with my group to self-manage games.

Handball

- I choose appropriate tactics to cause problems for opposition
- I follow rules in a game.
- I have a range of throwing techniques
- I throw with accuracy to hit a target

Gymnastics

- My body is balanced and my shapes are controlled
- I plan perform and repeat sequences
- I work on improving strength and flexibility by practising stretches and shapes.
- I can link 2 or more actions together to make a sequence
- I plan sequences of movement

Gymnastics

- My body is balanced and my shapes are controlled
- I plan perform and repeat sequences
- I work on improving strength and flexibility by practising stretches and shapes.
- I can link 2 or more actions together to make a sequence
- I plan sequences of movement

Athletics

- I can sprint over a short distance
- I have a range of throwing techniques
- I can jump in in a number of ways sometimes with a run up
- I can identify how a performance can be improved.
- I can describe how my body feels during different activities, using parts of the body to describe the effects.
- I know how to exercise safely by looking for space, others' and by warming up properly.

Balls Skills

- I can catch different sized objects with increasing consistency with two hands.
- I can dribble a ball with control.
- I can persevere when learning a new skill.
- I can provide feedback using key words.

Cricket

- I throw and catch a ball with control and accuracy
- I strike a ball and field with control
- I follow rules of a game

Athletics

- I can sprint over a short distance
- I have a range of throwing techniques
- I can jump in in a number of ways sometimes with a run up
- I can identify how a performance can be improved.
- I can describe how my body feels during different activities, using parts of the body to describe the effects.
- I know how to exercise safely by looking for space, others' and by warming up properly.

Tennis

- I follow rules of a game
- I decide on the best position to be in during a game
- I have developed some tactics for the game I am playing.
- I use forehand and backhand when playing racquet games

Golf

- I can hold all equipment correctly.
- I can provide feedback using key words.
- I can strike the ball with some accuracy.
- I can work on my own, with a partner and as a team.
- I mostly have the correct stance for putting.
- I show balance when striking the ball.
- I understand the aim of the game.

					<ul style="list-style-type: none"> • I can show a variety of throwing techniques • I can throw with accuracy and increasing consistency to a target • I can track the path of a ball that is not sent directly to me. 		
Key vocabulary/concepts							
	<p>Yoga Flexibility, Balance, coordination, control, breath, relax, stretch, muscle tension</p> <p>Fundamentals Co-ordination, Balance, Accelerate Control,</p>	<p>Dance Partner, copy, follow lead Unison, canon, repeat, motif, explore</p> <p>Football Opponent, possession , tackle, dribble, position</p>	<p>Gymnastics Sequence, Balance, roll, weight transfer, shapes, perform</p> <p>Handball Possession, attack, tactics, positions, goal line area, interception</p>	<p>Gymnastics Sequence, Balance, roll, weight transfer, shapes, perform</p> <p>Athletics Technique, Coordinate stride, accuracy, distance, jump, throw, sprint, run for distance</p> <p>Ball skills Dribble Throw Retrieve Cushion Target Accuracy</p>	<p>Athletics Technique, Coordinate stride, accuracy, distance, jump, throw, sprint, run for distance</p> <p>Cricket Throw, catch, strike, bowling, barrier, bowler,</p>	<p>Golf, Club, Tee, Rules, Distance, Course, Par</p> <p>Tennis Forehand, Backhand, rallying, receive, return</p>	
Prior Learning – skills progression							
	The children followed fundamental skills across KS1 for all subjects.						

	Indoor	Tag Rugby PE 2 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	Gymnastics PE 3 de effectively develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] PE 1 use running, jumping, throwing in combination	Dodgeball PE 2 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	Basketball PE 2 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	Dance PE.4 perform dances using a range of movement patterns	Fitness PE 6 compare their performances with previous ones and demonstrate improvement to achieve their personal best
	Outdoor	Forest Schools PE 5 take part in outdoor and adventurous activity challenges both individually and within a team	Netball PE 2 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	Hockey PE 2 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	OAA PE 5 take part in outdoor and adventurous activity challenges both individually and within a team	Athletics PE 3 de effectively develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] PE 1 use running, jumping, throwing in combination	Rounders PE 2 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
Skills							
4		Tag Rugby <ul style="list-style-type: none"> • I understand the rules of the game and I can use them often and honestly. • I can delay an opponent and help prevent the other team from scoring • I can explain what happens to my body when I exercise and how this helps to make me healthy • I can help my team keep possession and score tries when I play in attack. • I can pass and receive the ball with increasing control. • I can provide feedback using key terminology and understand what I need to do to improve. 	Gymnastics <ul style="list-style-type: none"> • My body is balanced and my shapes are controlled. • I plan, perform and repeat sequences. • My sequences include changes in speed and level. • I work on improving strength and flexibility by practicing stretches and shapes. Netball <ul style="list-style-type: none"> • I keep possession of a ball • I throw with accuracy to hit a target. • I use a variety of techniques to pass. • I use the terms 'opponent' and 'team-mate' when playing games. 	Hockey <ul style="list-style-type: none"> • I keep possession of a ball (feet, hockey stick, hands) • I choose the most appropriate tactics in a game • I work with my team or alone to gain possession of the ball Dodgeball <ul style="list-style-type: none"> • I understand the rules of the game and I can use them often and honestly. • I can catch with increasing consistency. • I can communicate with my teammates to apply simple tactics. • I can provide feedback using key terminology and understand what I need to do to improve. • I can return to the ready position to defend myself. • I can throw with some accuracy at a target. • I share ideas and work with others to manage our game. 	<ul style="list-style-type: none"> • Basketball • I can delay an opponent and help to prevent the other team from scoring. • I can dribble, pass, receive and shoot the ball with increasing control. • I can move to space to help my team to keep possession and score goals. • I can provide feedback using key terminology and understand what I need to do to improve. • I can use simple tactics to help my team score or gain possession. <ul style="list-style-type: none"> • OAA • I enjoy problem solving or challenges outside • I can use plans to help get from one place to another. • I can accurately follow and give instructions • I can reflect on when and why I was successful at solving challenges 	Dance <ul style="list-style-type: none"> • I say how my work is similar to and different from others' • I use this understanding to improve my own performance • I prepare and perform to an audience Athletics <ul style="list-style-type: none"> • I can sprint over a short distance • I can run over a longer distance, conserving energy • I have a range of throwing techniques • I throw with accuracy to hit a target • I can jump in a number of ways, sometimes using a run-up 	Fitness <ul style="list-style-type: none"> • I can collect and record my scores and identify areas I need to improve • I can use key points to help me to improve my sprinting techniques • I show balance when changing direction at speed. • I share ideas and work with others to manage activities • I show control when completing activities to improve balance. • I show determination to continue working over a period of time Rounders <ul style="list-style-type: none"> • I throw and catch a ball with control and accuracy • I strike a ball and field with control • I follow rules in a game

Key vocabulary/concepts						
Tag rugby Try, Accurately, Attack, Possession, Forward pass, Possession, Defend	Gymnastics Sequence, Balance, roll, weight transfer, shapes, perform Netball Landing, Pivot, chest pass, controlled movement, shoot, team work.	Dodgeball Competitive, Block, Opposition, Catch, Dodge, Dead ball, Head shot Hockey Dribble, stick down, defend, control, bend knees, attack	Basketball Chest pass, Bounce pass, Dribble, Intercept, Foul, Possession . OAA: Orientate, challenges, problem solving, team work, planned route, orienteering,	Dance: Partner, copy, follow lead Unison, canon, repeat Motif Explore, perform Athletics Throw, javelin, shot –putt, jump, landing, sprint, stamina, endurance	Rounders Catch, field, bowl, rounder, strike, base. Fitness Stability, Distance, Balance, Stride, Pace, Co-ordination, Strength	
Prior Learning – skills progression						
Tag rugby No previous experience.	Gymnastics- Children have covered basic shapes and rolls, they also have covered types of jumps. <ul style="list-style-type: none"> • My body is balanced and my shapes are controlled • I plan perform and repeat sequences • I work on improving strength and flexibility by practising stretches and shapes. • I can link 2 or more actions together to make a sequence • I plan sequences of movement Netball Children haven't covered netball before, however, they have been taught chest pass and bounce pass techniques and catching.	Hockey Children haven't done any hockey previously. Dodgeball No previous experience.	OAA Children completed basic maps and problem solving. <ul style="list-style-type: none"> • I can jump in in a number of ways sometimes with a run up • I can identify how a performance can be improved. • I can describe how my body feels during different activities, using parts of the body to describe the effects. • I know how to exercise safely by looking for space, others' and by warming up properly. Basketball Children haven't had any lessons on Basketball.	Dance Children have followed last year's dance plans to form a dance with their previous teacher, they also covered dance in ks1. In year 3 we taught dance remotely. Athletics - Children have covered techniques on how to run for speed using the basic techniques and how to over arm throw. <ul style="list-style-type: none"> • I can sprint over a short distance • I have a range of throwing techniques 	Rounders Children learned the basic skills in rounders, they used a variety of bats to try strike the ball. <ul style="list-style-type: none"> • I throw and catch a ball with control and accuracy • I strike a ball and field with control • I follow rules of a game • I work and behave sensibly 	

5	Indoor	Swimming PE 7 swim competently, confidently and proficiently over a distance of at least 25 metres PE 8 use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] PE 9 perform safe self-rescue in different water-based situations	Swimming PE 7 swim competently, confidently and proficiently over a distance of at least 25 metres PE 8 use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] PE 9 perform safe self-rescue in different water-based situations	Swimming PE 7 swim competently, confidently and proficiently over a distance of at least 25 metres PE 8 use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] PE 9 perform safe self-rescue in different water-based situations PE 3 effectively develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] PE 1 use running, jumping, throwing in combination	Swimming PE 7 swim competently, confidently and proficiently over a distance of at least 25 metres PE 8 use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] PE 9 perform safe self-rescue in different water-based situations PE.4 perform dances using a range of movement patterns	Athletics PE 3 effectively develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] PE 1 use running, jumping, throwing in combination	OAA PE 5 take part in outdoor and adventurous activity challenges both individually and within a team
	Outdoor	Yoga PE 3 develop flexibility, strength, technique, control and balance	Football PE 2 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	Dodgeball PE 2 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	Badminton PE 2 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	Move and learn project (MK Dons) PE 2 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	Dance PE.4 perform dances using a range of movement patterns
	Skills						
	Yoga <ul style="list-style-type: none"> I am confident to lead others through poses and flows. I can create a yoga flow working safely with a partner. I can identify how different activities can benefit my physical health. I can move with control from one pose to another demonstrating good balance. I can provide feedback to others using key terminology. Swimming <ul style="list-style-type: none"> I use a range of swimming stroke effectively 	Swimming <ul style="list-style-type: none"> I can swim competently, confidently and proficiently over a distance of at least 25 metres I can perform safe self-rescue in different water-based situations Football <ul style="list-style-type: none"> I am controlled and skilful in my actions and movements. I use a variety of techniques to pass. I work with my team or alone to gain possession of the ball. 	Dodgeball <ul style="list-style-type: none"> I work with my team or alone to gain possession of the ball. I choose the most appropriate tactics in a game. I apply my skills, techniques and ideas accurately, appropriately and consistently. Swimming <ul style="list-style-type: none"> I use a range of swimming stroke effectively I can perform safe self-rescue in different water-based situations 	Badminton <ul style="list-style-type: none"> I use forehand and backhand when playing racquet games. I choose the most appropriate tactics in a game. I use tactics and follow rules. Swimming <ul style="list-style-type: none"> I use a range of swimming stroke effectively I can perform safe self-rescue in different water-based situations 	Move and Learn <ul style="list-style-type: none"> I choose the most appropriate tactics in a game I link skills, techniques and ideas and apply them accurately and appropriately. I am controlled and skilful in my actions and movements. Athletics <ul style="list-style-type: none"> I choose the best pace for running. I am controlled in take-off and landing when jumping. I am accurate when throwing for distance. I combine running and jumping well. 	OAA <ul style="list-style-type: none"> I use maps and diagrams to orientate myself. I can adapt my actions to changing situations With others, I plan careful responses to challenges or problems. Dance <ul style="list-style-type: none"> My movements are clear, accurate and consistent. I prepare and perform to an audience. 	

- I can communicate with my team and move into space to keep possession and score
- I can dribble, pass, receive and shoot the ball with some control under pressure.

Key vocabulary/concepts

<p>Yoga Breathing, Flexibility, Pose, Mindfulness, Co-ordination, Transition</p> <p>Swimming Back stroke, front crawl, breast stroke, water confidence, treading water, rescue, streamline, surface dive, kick, float, scull</p>	<p>Swimming Back stroke, front crawl, breast stroke, water confidence, treading water, rescue, streamline, surface dive, kick, float, scull</p> <p>Football Keeping possession, passing, dribbling, shooting, support, marking, opposition.</p>	<p>Swimming Back stroke, front crawl, breast stroke, water confidence, treading water, rescue, streamline, surface dive, kick, float, scull</p> <p>Dodgeball- no experience Possession, repossession, attackers, defenders, supporting, team play, team positions, catch.</p>	<p>Swimming Back stroke, front crawl, breast stroke, water confidence, treading water, rescue, streamline, surface dive, kick, float, scull</p> <p>Badminton Rally, Drop shot, Rally, doubles, singles, forehand, backhand, volley, overhead, changing directions, using width, using depth, defending court</p>	<p>Athletics Race, Run Up, Position of feet on last stride, Pacing, stamina, strength + speed =power, suppleness, safety and rules, relay take over area, time, measure, record, set targets</p> <p>Move and Learn Being healthy, hydrated, active, team work.</p>	<p>OAA Maps, diagrams, orienteering, planning a journey, problem solving, challenges, plan-strategies and approach, team work, collaborate.</p> <p>Dance Dance, style, technique, formation, pattern gesture, rhythm, language specific eg. Haka, motif, variation</p>
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Prior Learning – skills progression

<p>Swimming Children swam in ks1 working on water confidence.</p> <p>Swimming for 4 terms will help children to achieve 25m by the end of year 6.</p>	<p>Football Children have basics of football, they have covered passing and dribbling in PE – some play for club therefore some are more advance</p>	<p>Dodgeball Children haven't had any previous experience on dodgeball.</p>	<p>Badminton Children should be able to return the shuttle over the net, beginning to play a rally.</p> <ul style="list-style-type: none"> • I use forehand and backhand when playing racquet games. • I choose the most appropriate tactics in a game. • I choose appropriate tactics to cause problems for opposition • I follow rules in a game. 	<p>Move and Learn This is an outside agent who runs these sessions, they look at healthy lifestyles and cover a range of activities. This is a year 5 programme.</p> <p>Athletics Children have covered athletics across LKS1 they know the basic techniques on how to jump and run.</p> <ul style="list-style-type: none"> • I can sprint over a short distance • I can run over a longer distance, conserving energy • I have a range of throwing techniques • I throw with accuracy to hit a target • I can jump in a number of ways, sometimes using a run-up <p>Year 4 began looking at how to improve techniques to improve performances.</p>	<p>OAA Year 4 used simple maps to originate around courses, they worked in small teams to complete team challenges and problem solve.</p> <ul style="list-style-type: none"> • I enjoy problem solving or challenges outside • I can use plans to help get from one place to another. <p>Dance Children can perform simple dance moves both adult lead and using motifs</p>
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6	Indoor	Badminton PE 2 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	Dance PE.4 perform dances using a range of movement patterns	Gymnastics PE 3 de effectively develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] PE 1 use running, jumping, throwing in combination	Tennis PE 2 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	Swimming PE 7 swim competently, confidently and proficiently over a distance of at least 25 metres PE 8 use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] PE 9 perform safe self-rescue in different water-based situations	Swimming PE 7 swim competently, confidently and proficiently over a distance of at least 25 metres PE 8 use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] PE 9 perform safe self-rescue in different water-based situations
	Outdoor	Cross country (3weeks) PE 6 compare their performances with previous ones and demonstrate improvement to achieve their personal best Tag Rugby (4Weeks) PE 2 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	Basketball PE 2 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	Hockey PE 2 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	Athletics PE 3 de effectively develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] PE 1 use running, jumping, throwing in combination	Cricket PE 2 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	Rounders PE 2 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
	Skills						
		Badminton <ul style="list-style-type: none"> • I am controlled and skilful in my actions and movements. • I use forehand and backhand when playing racquet games. • I use a range of shots and strokes to strike a shuttlecock Cross country <ul style="list-style-type: none"> • I explain and apply basic safety principles in preparing for exercise. • I describe the effects exercise has on my body 	Dance <ul style="list-style-type: none"> • My movements are clear, accurate and consistent. • I prepare and perform to an audience. • I practice and perform with control. • I link and adapt actions together into a well-timed sequence. Basketball <ul style="list-style-type: none"> • I can create and use space to help my team. 	Gymnastics <ul style="list-style-type: none"> • I make complex sequences that include changes in direction, level and speed. • I combine actions, shapes and balances in my gymnastic performance. • My movements are clear, accurate and consistent. • I prepare and perform to an audience. • I practice and perform with control. 	Tennis <ul style="list-style-type: none"> • I use forehand and backhand when playing racquet games • I choose the most appropriate tactics in a game • I apply my skills, techniques and ideas accurately, appropriately and consistently • I use a range of shots and strokes to strike a ball Athletics <ul style="list-style-type: none"> • I choose the best pace for running • I am controlled in take-off and landing when jumping 	Cricket <ul style="list-style-type: none"> • I can select the appropriate action for the situation. • I can strike a bowled ball with increasing consistency and accuracy. • I can use a wider range of fielding skills with increasing control under pressure. • I can use the rules of the game consistently to play fairly. • I can work in collaboration with others so that games run smoothly. • I recognise my own and others strengths and areas for 	Swimming <ul style="list-style-type: none"> • I use a range of swimming stroke effectively • I perform safe, self-rescue in different water-based situations • I can swim 25m Rounders <ul style="list-style-type: none"> • I can strike a bowled ball with increasing consistency. • I can use a wider range of skills with increasing control under pressure.

	<ul style="list-style-type: none"> • I warm up and cool down in ways that suit the activity. I describe why regular, safe exercise is good for my fitness and health. <p>Tag Rugby</p> <ul style="list-style-type: none"> • I can create and use space to help my team. • I can pass and receive the ball with increasing control under pressure. • I can select the appropriate action for the situation and make this decision quickly. • I can tag opponents individually and when working within a unit. I can use the rules of the game consistently to play honestly and fairly. • I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. • I can work in collaboration with others so that games run smoothly. • I recognise my own and others strengths and areas for development and can suggest ways to improve 	<ul style="list-style-type: none"> • I can dribble, pass, receive and shoot the ball with increasing control under pressure • I can select the appropriate action for the situation and make this decision quickly. • I can work collaboratively to create tactics with my team and evaluate the effectiveness of these • I can use the rules of the game honestly and consistently. 	<ul style="list-style-type: none"> • My movements include very controlled balances, shapes, levels and actions. • I link and adapt actions together into a well-timed sequence. <p>Hockey</p> <ul style="list-style-type: none"> • I use a variety of techniques to pass. • I work with my team or alone to gain possession of the ball. • I choose the most appropriate tactics in a game. • I use a range of shots and strokes to strike a ball. • I use tactics and follow rules. • I plan my approach to attacking and defending. 	<ul style="list-style-type: none"> • I am accurate when throwing for distance • I combine running and jumping well • I show accurate control, speed, strength and stamina in my athletics 	<p>development and can suggest ways to improve.</p> <ul style="list-style-type: none"> • I understand and can apply some tactics in the game as a batter, bowler and fielder. <p>Swimming</p> <ul style="list-style-type: none"> • I use a range of swimming stroke effectively • I perform safe, self-rescue in different water-based situations 	<ul style="list-style-type: none"> • I can use the rules of the game consistently to play fairly. • I can work collaboratively with others to get batters out. I can work in collaboration with others so that games run smoothly. • I recognise my own and others strengths and areas for development and can suggest ways to improve. • I understand and can apply some tactics in the game as a batter, bowler.
Key vocabulary/concepts						
	<p>Badminton Rally, doubles, singles, forehand, backhand, volley, overhead, changing directions, using width, using depth, defending court</p> <p>Cross country Stamina, performance, regulating breathing, long term effects, improving, setting goals</p>	<p>Dance Improvisation, unison, canon, action, reaction, motif, phrase, section, form, artistic intention, exploration, dance framework, interpret.</p> <p>Basketball Jump Track Push Pivot Opposition Consecutive Barrier Conceding Throw Travel Foul Double dribble Jump stop Chest</p>	<p>Gymnastics Counter balance, counter tension, obstacles, straddle over, aesthetics, judgement</p> <p>Hockey Possession, repossession, attackers, defenders, marking, covering, supporting, team play, team positions</p>	<p>Tennis Rally, doubles, singles, forehand, backhand, volley, overhead, changing directions, using width, using depth, defending court</p> <p>Athletics Race, Run Up, Position of feet on last stride, Pacing, stamina, strength + speed =power, suppleness, safety and</p>	<p>Cricket Stance, the crease of batting point, leg-side, offside, pitch, over, innings, long barrier, short barrier.</p> <p>Swimming Back stroke, front crawl, breast stroke, water confidence, treading water, rescue, streamline, surface dive, kick, float, scull</p>	<p>Rounders Space Roll Track Consecutive Base Two handed pick up Backstop Opponent Stump Post Overarm Accuracy Long barrier Short barrier Fielder Retrieve Collect Cushion Receive Bowler Consistency No ball Underarm Batter Grip Strike Control Pitch Release</p>

<p>Tag Rugby Ball carrier Conceding Swing pass Control Tag Send Forward pass Try Free pass Accurately Attack Opposition Dodge Defend Intercept Offside Knock on Draw TAG RUGBY Onside Possession Track Receive Tactic Prevent</p>	<p>pass Dodge Defend Prevent Jump shot Control Rebound Attack Bounce pass Catch Tactic Set shot Intercept Dribble Protective dribbling</p>		<p>rules, relay take over area, time, measure, record, set targets.</p>		<p>Swimming Back stroke, front crawl, breast stroke, water confidence, treading water, rescue, streamline, surface dive, kick, float, scull</p>
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Prior Learning – skills progression

<p>Badminton Children should have covered the following skills: <ul style="list-style-type: none"> • I use forehand and backhand when playing racquet games. • I choose the most appropriate tactics in a game. • I use tactics and follow rules. They also should be able to begin to hold a rally with a partner (being able to receive and return the shuttle)</p> <p>Cross country <ul style="list-style-type: none"> • I explain and apply basic safety principles • In preparing for exercise. • I describe the effects exercise has on my body • I warm up and cool down in ways that suit the activity. • I choose the best pace for running. </p>	<p>Dance <ul style="list-style-type: none"> • My movements are clear, accurate and consistent. • I prepare and perform to an audience. Children should be able to move to the music and can independently create dance as well as follow and perform teacher lead dance.</p> <p>Basketball Children should all be able to bounce pass and chest pass.</p>	<p>Gymnastics <ul style="list-style-type: none"> • I make complex sequences that include changes in direction, level and speed. • I combine actions, shapes and balances in my gymnastic performance. • My movements are clear, accurate and consistent. • I prepare and perform to an audience. <p>Hockey <ul style="list-style-type: none"> • I keep possession of a ball (feet, hockey stick, hands) • I choose the most appropriate tactics in a game I work with my team or alone to gain possession of the ball</p> <p>Children have been taught how to control the ball and to pass. They have had small sided games not covering positions in depth.</p> </p>	<p>Tennis Tennis was taught in year 3 and the children would have covered the skills : <ul style="list-style-type: none"> • I follow rules of a game • I decide on the best position to be in during a game • I have developed some tactics for the game I am playing. • I use forehand and backhand when playing racquet games <p>Athletics <ul style="list-style-type: none"> • I choose the best pace for running. • I am controlled in take-off and landing when jumping. • I am accurate when throwing for distance. • I combine running and jumping well. Children have been taught techniques and styles of the aspects in Athletics.</p> </p>	<p>Cricket No previous experience.</p> <p>Swimming Children swam in year 4 improving on water confidence and some reaching the target of 25m, some may have developed different strokes.</p>	<p>Rounders Children have learned basic rounders skills batting from a batting tee.</p> <p>Swimming Children swam in year 4 improving on water confidence and some reaching the target of 25m, some may have developed different strokes.</p>
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