

The Craylands School S.T.A.R. KS1 Long term subject: PE

Aims <ul style="list-style-type: none"> • develop competence to excel in a broad range of physical activities • are physically active for sustained periods of time • engage in competitive sports and activities 			
Skills <ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns. 		Knowledge <ul style="list-style-type: none"> ○ lead healthy, active lives. 	
		Term 1	
Early Years	Work will be planned around the following 7 areas of learning: Personal Social and Emotional Development, Physical Development, Communication and Language, Literacy, Mathematics, Understanding of the World and Expressive Arts and Design.		
Year 1 Term 1	Ball skills		
Link to prior learning	EYFS		
Vocabulary	Far, aim, safely, direction, balance, send		
Learning objectives	Context	Skills	Knowledge
To develop control and co-ordination when dribbling a ball with your hands	Can you dribble a ball	Social: To communicate with other pupils in my class. Emotional: To persevere in the challenges I am set. Thinking: To explore actions.	<ul style="list-style-type: none"> •Use soft touches with your hands to keep good control. •Use wide fingers to move the ball.
To explore accuracy when rolling a ball.	To roll a ball accurately	Social: To support others.	<ul style="list-style-type: none"> •Keep your eyes on the target. •Keep your knees bent and body low.

		<p>Emotional: To show honesty in the games I play.</p> <p>Thinking: To explore actions.</p>	<ul style="list-style-type: none"> •Release the ball when your fingertips are pointing at your target. •Stand with your legs split (one in front of the other). •Use wide fingers to control the ball.
To explore throwing with accuracy towards a target.	Throw objects towards a target.	<p>Social: To co-operate with other children in my class.</p> <p>Emotional: To challenge myself in the tasks I am set.</p> <p>Thinking: To make my own decisions in the games I play.</p>	<ul style="list-style-type: none"> •Face your body and target arm towards the target. •Opposite hand to point at the target, keep your eyes on the target. •Release the ball when your fingertips are pointing at your target. •Stand with your legs split (one in front of the other).
To explore catching with two hands.	To be able to catch with 2 hands	<p>Social: To support others in my class.</p> <p>Emotional: To challenge myself in the tasks I am set.</p> <p>Thinking: To recognise changes in my body when I exercise.</p>	<ul style="list-style-type: none"> •Keep your eyes on the ball. •Use a ready position with knees bent, feet shoulder width apart, on your toes. •Use wide fingers with little fingers together (hands-down position).
To explore control and co-ordination when dribbling a ball with your feet.	To be able to dribble a ball using correct techniques.	<p>Social: To co-operate with other pupils in my class.</p> <p>Emotional: To challenge myself in the tasks I am set.</p> <p>Thinking: To use simple tactics.</p>	<ul style="list-style-type: none"> •Keep the ball close to you (under your nose). •Keep your head up. •Use both feet to move the ball. •Use different parts of your foot (sole, toe, heel, inside, outside).
To explore tracking a ball that is coming towards me.	To catch a ball carefully	<p>Social: To communicate with other children in my class.</p> <p>Emotional: To challenge myself.</p> <p>Thinking: To understand the teaching points and how they can help me to improve.</p>	<ul style="list-style-type: none"> •Adjust your body, so that it is in line with the ball. •Keep your eyes on the ball.

Year 1 Term 2	Fundamentals		
Links to prior learning	EYFS		
Vocabulary	Fast, hop, slow, direction, land, safely		
Learning objectives	Context	Skills	Knowledge
To explore balance, stability and landing safely.	To jump and land using the correct technique	Social: To interact with other pupils in the class. Emotional: To challenge myself. Thinking: To use the teaching points to help me to improve.	<ul style="list-style-type: none"> •Look ahead when you land. •Show hopping and jumping movements with soft bent knees.
To explore how the body moves differently when running at different speeds	To be aware of our body and surroundings when running at different speeds	Social: To show an awareness of others when moving around the space. Emotional: To control my emotions. Thinking: To identify the difference between walking, jogging, and sprinting.	<ul style="list-style-type: none"> •Keep a steady breath. •Move your arms faster to help you to move forward quickly. •Run on the balls of your feet.
To explore changing direction and dodging	To move around an area using agility and awareness	Social: To move around whilst keeping myself and others safe. Emotional: To play honestly and abide by the rules. Thinking: To listen to the instructions and understand what to do.	<ul style="list-style-type: none"> •Decide which direction you are going to move into.. •Move your feet to change direction. •Push off in a new direction, staying on balance.
To explore jumping, hopping and skipping actions	To be able to do a variety of jumps	Social: To support and encourage others. Emotional: To challenge myself to get the best score for me. Thinking: To identify what movement to choose to succeed in the task.	<ul style="list-style-type: none"> •Land on the balls of your feet to stay balanced. •Move from one foot to another with soft bent knees. •Swing your arms to help you move forwards.
To explore co-ordination and combining jumps	To be able to combine different jumps	Social: To help others with the task. Emotional: To persevere when learning something new.	<ul style="list-style-type: none"> •Bend your knees to jump and land. •Count in time to the beat 1,2,3,4. •Keep your body upright.

		Thinking: To listen to and follow instructions accurately.	
To explore combination jumping and skipping in an individual rope	To use their own skipping rope correctly	Social: To praise others in the class. Emotional: To take my time and not give up when I am struggling. Thinking: To use the teaching points to help me to improve.	<ul style="list-style-type: none"> •Keep your body upright. •Lift the rope over your head to your feet. •Turn the rope from your wrists.
Year 1 Term 3	Sending and receiving		
Links to prior learning	Year 1 term 1 and EYFS		
Vocabulary	Far, Aim, Safely, Direction, Balance, Send		
Learning objectives	Context	Skills	Knowledge
To develop rolling and throwing a ball towards a target	To be able to roll a ball towards a target	Social: To support other people in my class. Emotional: To challenge myself. Thinking: To understand what to do to aim at a target that is further away.	<ul style="list-style-type: none"> •Bend down low, opposite foot to the arm you release with steps forward. •Finish with your hand where you want the ball to go.
To develop receiving a rolling ball and tracking skills	To receive a ball, additionally being able to track it	Social: To identify when my partner is ready to receive the ball. Emotional: To be honest in the games I play. Thinking: To listen to the instructions and understand what to do with my body to control my movements.	<ul style="list-style-type: none"> •Check the receiver is looking at you before passing. •Move from the ready position to track the ball. •Watch the ball and get your body behind it by moving your feet as it comes towards you.
To be able to send and receive a ball with your feet	To kick and receive a ball with your foot	Social: To use kind words when working with others. Emotional: To play honestly. Thinking: To keep the score.	<ul style="list-style-type: none"> •Place your foot behind the ball to cushion it. •Watch the ball as it comes towards you.

To develop throwing and catching skills over a short distance	To throw and catch over a small distance	Social: To communicate with others and recognise when they are ready to receive a pass. Emotional: To explore skills independently. Thinking: To select the best action for the ball I am using.	<ul style="list-style-type: none"> •Check the receiver is looking at you before passing. •Use two hands and wide fingers to catch the ball. •Watch the ball as it comes towards you.
To develop throwing and catching skills over a longer distance	To throw and catch over a longer distance	Social: To support and encourage others. Emotional: To be honest in the games I play. Thinking: To identify what movements to choose to send the ball a longer distance.	<ul style="list-style-type: none"> •Let go of the ball when your hand is pointing at the target. •Use two hands and wide fingers to catch the ball.
To apply sending and receiving skills to small games	To play games	Social: To be supportive of others in my group. Emotional: To be honest in the games I play. Thinking: To select the appropriate pass for the situation.	<ul style="list-style-type: none"> •After you have passed the ball move to a new space. •Send the ball into space away from fielders.
Year 1 Term 5	Striking and Fielding		
Links to prior learning	Year 1 term 1, Year 1 term 4		
Vocabulary	Hit, Points, Target, Throw, Score, Catch		
Learning objectives	Context	Skills	Knowledge
To develop underarm throwing and catching and put this into small sided games	To throw using under arms in small sided games	Social: To interact with other pupils in the class. Emotional: To manage my emotions. Thinking: To listen to the instructions and understand what to do.	<ul style="list-style-type: none"> •Point your hand where you want the ball to go. •Step forward with your opposite foot to your throwing arm. •Use two hands to collect the ball. •Watch the ball when it is coming towards you.

To develop overarm throwing	To throw using overarm	<p>Social: To communicate with the other fielders in my team to effectively field the beanbag.</p> <p>Emotional: To play games honestly and abide by the rules.</p> <p>Thinking: To try to tactically place the beanbag away from others to score more points.</p>	<ul style="list-style-type: none"> •Point your hand where you want the ball to go. •Step forwards with your opposite foot to throwing hand.
To develop striking a ball with my hand and equipment	To hit a ball using equipment	<p>Social: To work with others in my group to organise our game.</p> <p>Emotional: To keep trying if I find striking the ball difficult.</p> <p>Thinking: To try to tactically hit the ball away from others to score more points.</p>	<ul style="list-style-type: none"> •Strike the ball using the centre of the racket. •Watch the ball as it is coming towards you.
To retrieve a ball when fielding	To field correctly	<p>Social: To support and encourage others to keep trying.</p> <p>Emotional: To show honesty when playing against others.</p> <p>Thinking: To understand the role of the fielder.</p>	<ul style="list-style-type: none"> •Get in front of the ball. •Use two hands to collect the ball.
To understand how to get a batter out	To understand the rules of the games	<p>Social: To show kind and considerate behaviour towards others when playing competitively.</p> <p>Emotional: To try my best.</p> <p>Thinking: To understand the roles of a batter, bowler and fielder.</p>	<ul style="list-style-type: none"> •When batting, bat away from the fielders. •When fielding, retrieve the ball and send it to the bowler.
To develop decision making and understand how to score points	To use decision making when playing games	<p>Social: To show kind and considerate behaviour towards others when playing competitively.</p>	<ul style="list-style-type: none"> •Make decisions about when to run by looking at the ball and fielders.

		Emotional: To show honesty and fair play when batting. Thinking: To understand the rules of the game.	•Run around the outside of the bases after you have hit the ball.
Year 1 Term 6	Target Games		
Links to prior learning	Year 1 term 1, 3 and 4		
Vocabulary	Points, Throw, Far, Distance, Score, Partner		
Learning objectives	Context	Skills	Knowledge
To develop underarm throwing towards a target	To throw underarm towards a target	Social: To work well with others. Emotional: To persevere in the tasks I am set. Thinking: To make decisions to select and apply the correct technique.	•Keep your eyes on the target. •Opposite hand to point at the target. •Stand with your legs split, opposite leg to throwing arm forwards.
To develop throwing for accuracy	To understand better techniques for throwing	Social: To be a good teammate and work well with others. Emotional: To persevere in the games that I play. Thinking: To select and apply the correct technique to the task.	•Keep your eyes on the target. •Opposite hand to point at the target. •Stand with your legs split, opposite leg to throwing arm forwards. •Time the release of the throw.
To develop underarm and overarm throwing for accuracy	To use both underarm and overarm throwing	Social: To develop my leadership skills. Emotional: To play honestly and abide by the rules. Thinking: To select and apply the correct technique.	•Face your body and target arm towards the target (underarm). •Face your body side-on (overarm). •High-5 the sky to 'stick' the throw. •The beanbag starts by your ear (overarm).
To develop throwing for accuracy using distance using underarm and overarm	To use both underarm and overarm to increase distance	Social: To safely lead others. Emotional: To work honestly abiding by the rules.	•Face your body and target arm towards the target. •Face your body side-on (overarm).

		Thinking: To be creative and adapt the rules.	<ul style="list-style-type: none"> •Stand with your legs split, opposite leg to throwing arm forwards.
To select the correct technique for the situation	To use the correct throw in different situations	<p>Social: To work well with others and encourage my peers.</p> <p>Emotional: To persevere in the tasks I am set.</p> <p>Thinking: To be creative in my approach.</p>	<ul style="list-style-type: none"> •Face your body and target arm towards the target. •Face your body side-on (overarm). •Stand with your legs split, opposite leg to throwing arm forwards. •The beanbag starts by your ear (overarm).
To develop throwing for accuracy and distance	To throw accurately from longer distances	<p>Social: To work safely with and around others.</p> <p>Emotional: To persevere in the tasks I am set.</p> <p>Thinking: To select and apply the correct technique.</p>	<ul style="list-style-type: none"> •Face your body and target arm towards the target. •Face your body side-on (overarm). •Stand with your legs split, opposite leg to throwing arm forwards. •Time the release of the throw.
Year 2 Term 1	Sending and Receiving		
Link to prior learning	Year 1 term 3		
Vocabulary	Fielder, Send, Teammate, runs, batter, received, bowler		
Learning objectives	Context	Skills	Knowledge
To roll a ball towards a target	To throw a ball towards a target	<p>Social: To communicate with my partner, deciding where to move to and how to improve.</p> <p>Emotional: To show honesty when trying to hit the cones.</p> <p>Thinking: To identify what I can do to improve./9+</p>	<ul style="list-style-type: none"> •Bend down low, opposite foot to the arm you release with steps forward. •Let go of the ball when your hand is pointing at the target.
To be able to track and receive a rolling ball	To be able to watch and receive a ball	Social: To communicate with my partner to let them know when and where I want to receive the ball.	<ul style="list-style-type: none"> •Make eye contact before sending the ball. •Watch the ball and get your body behind it by moving your feet as it comes towards you.

		<p>Emotional: To try my best.</p> <p>Thinking: To identify what I can do to improve.</p>	
To be able to stop, send and receive a ball with your feet	To be able to watch, send and receive a ball with your feet.	<p>Social: To communicate with others to let them know when I am ready to receive the ball.</p> <p>Emotional: To play games honestly and abide by the rules.</p> <p>Thinking: To understand who to pass to, to score points.</p>	<ul style="list-style-type: none"> •Place your foot behind the ball to cushion it. •Use the inside of your foot to pass the ball.
To develop throwing and catching skills	To be able to catch effectively	<p>Social: To encourage others to keep going in the warm up challenges.</p> <p>Emotional: To try my best not to stop when completing the warm up challenges.</p> <p>Thinking: To discuss what I can do to improve and use this to increase my score.</p>	<ul style="list-style-type: none"> • Finish with your hand where you want the ball to go. •Move your feet to the ball. •Use two hands and wide fingers to catch the ball. •Watch the ball as it comes towards you.
To develop throwing and catching skills	To be able to catch effectively	<p>Social: To congratulate others when they try hard or do something well.</p> <p>Emotional: To try my best.</p> <p>Thinking: To understand who to pass to, to help my team to score.</p>	<ul style="list-style-type: none"> •Push the ball with two hands. •Release the ball when your hands are pointing at your target. •Use two hands and wide fingers to catch the ball.
To send and receive a ball using a racket	To receive and send a ball using a racket	<p>Social: To work with others to organise our playing space.</p> <p>Emotional: To persevere when learning something new.</p> <p>Thinking: To identify what is the same when sending and receiving any object.</p>	<ul style="list-style-type: none"> •Move from the ready position to track the ball. •Point your hand in the direction you want the ball to go in.

Year 2 Term 2	Net and Wall		
Links to prior learning	Year 1 term 5 and 6		
Vocabulary	Receive, Quickly, Trap, Defend, Return, Collect, Against		
Learning objectives	Context	Skills	Knowledge
To develop racket familiarisation	To become familiar with a tennis racket	Social: To support other pupils in their learning. Emotional: To persevere in the challenges I am set. Thinking: To recognise when to catch the ball.	<ul style="list-style-type: none"> •Begin in the ready position to prepare for a ball coming towards you. •Hold the racket on the grip with a relaxed wrist.
To develop placing an object	To be able to hit a ball using the correct technique	Social: To be supportive of my teammates. Emotional: To be honest in the games I play. Thinking: To recognise where the best space to send the ball is.	<ul style="list-style-type: none"> •Make contact with the ball when your racket is facing your target. •Send the ball into spaces away from your opponents.
To use the ready position to defend space on a court	To be able to return a ball	Social: To work co-operatively with others. Emotional: To be honest in the games I play. Thinking: To recognise the best position and space to stand in to defend my side of the court.	<ul style="list-style-type: none"> •Return to the centre of your space each time. •Use the ready position to defend a space.
To develop returning a ball with hands	To develop returning a ball	Social: To be respectful of others when playing games. Emotional: To persevere when learning something new.	<ul style="list-style-type: none"> •Move quickly from the ready position to meet the ball. •Watch the ball carefully as it comes towards you.

		Thinking: To reflect on my learning and choose the right skill for me.	
To develop returning a ball using a racket	To return a ball using a racket	Social: To work co-operatively with others. Emotional: To persevere when learning something new. Thinking: To understand when to make contact with the ball.	<ul style="list-style-type: none"> •Begin in the ready position and watch the ball as it comes towards you. •Make contact with the ball when your racket is facing your target.
To move an opponent to win a point	To play games that involve tactics to win points.	Social: To be supportive of other people's success. Emotional: To be honest in the games I play. Thinking: To recognise where the space is and send the ball away from my opponent.	<ul style="list-style-type: none"> •Send the ball around the court to create space. •Send the ball to the far sides of the court.
Year 2 Term 3	Invasion		
Link to prior learning	Year 1 term 1		
Vocabulary	Received, Send, Teammate, Chest Pass, Possession, Goal, Dodge, Bounce		
Learning objectives	Context	Skills	Knowledge
To understand what being in possession means and support a teammate to do this	To keep a ball close to you, being aware of possession	Social: To communicate well with teammate to keep possession of the ball. Emotional: To show empathy for teammates to give them time to succeed. Thinking: To use creativity to keep possession of the ball.	<ul style="list-style-type: none"> •Keep the ball close to your body to keep possession. •Look up and around you to see your teammate, space and any defenders.
To use a variety of skills to score a goal	To score goals	Social: To show kindness towards all of my teammates while they are practicing specific skills.	<ul style="list-style-type: none"> •Control of the ball during shooting action. •Travel at speed when performing a shot.

		<p>Emotional: To develop perseverance if I do not succeed the first time when shooting at goal.</p> <p>Thinking: To develop decision making when in attack; should I shoot or pass?</p>	
To develop stopping goals	To stop goals	<p>Social: To be positive and supportive towards my teammates when they are in goal.</p> <p>Emotional: To develop determination to keep improving in defence.</p> <p>Thinking: To understand why it is important to keep arms up and be ready when being a goalkeeper and defender.</p>	<ul style="list-style-type: none"> •Be ready and react quickly when someone is about to shoot. •Do not be afraid of the ball. •Keep your eyes on the ball.
To learn how to gain possession of the ball	To regain possession of a ball	<p>Social: To co-operate with my teammates in both defence and attack.</p> <p>Emotional: To develop integrity through fair play when playing invasion games.</p> <p>Thinking: To develop problem solving skills to help my team gain possession of the ball.</p>	<ul style="list-style-type: none"> •Do not be afraid of intercepting a pass. •Stand so you can see the attacker and the ball.
To develop an understanding of marking a player	To understand the importance of marking a player	<p>Social: To respect my opponent and the rules that are set.</p> <p>Emotional: To work independently and make decisions to gain possession of the ball.</p> <p>Thinking: To provide constructive feedback to my teammates.</p>	<ul style="list-style-type: none"> •Stand sideways so you can see your attacker and the ball. •Stay close to your attacker and always be ready to intercept the ball.
To learn to apply simple tactics for	Use simple tactics in attack vs defend games.	Social: To develop leadership skills when managing our own games.	<ul style="list-style-type: none"> •Apply skills learned in the game situations. •Communicate with your teammates.

attacking and defending		Emotional: To play games honestly and follow the rules. Thinking: To select and apply correct techniques and skills in a variety of situations.	
Year 2 Term 5	Strike and Field		
Links to prior learning	Year 1 term 5		
Vocabulary	Fielder, Send, Teammate, Runs, Batter, Received, Bowler		
Learning objectives	Context	Skills	Knowledge
To be able to track a rolling ball and collect it	To pick up and track a rolling ball	Social: To communicate with others to complete challenges. Emotional: To be honest when keeping my own score. Thinking: To use simple tactics when playing games.	<ul style="list-style-type: none"> •Move your feet to get in line with the ball.
To develop accuracy in underarm throwing and consistency in catching when fielding a ball	To field effectively	Social: To encourage my teammate as they are working. Emotional: To try my best. Thinking: To understand that there are different roles in the game and to know how to play my part.	<ul style="list-style-type: none"> •Bring the ball in to your body. •Finish with your hand pointing towards your target. •Look at the ball. •Meet the ball with hands out ready to catch. •Step forward with your opposite foot to throwing hand.
To develop accuracy with overarm throwing to send a ball over a greater distance and limit a batter's score.	To field effectively	Social: To communicate with teammates to decide together what to do. Emotional: To play honestly when keeping score. Thinking: To select the appropriate action for the situation.	<ul style="list-style-type: none"> •Finish with your hand pointing towards your target. •Keep your elbow high in line with your shoulder.

To develop striking for distance and accuracy.	To bat effectively	Social: To make decisions with others. Emotional: To challenge myself to beat my own score. Thinking: To identify which piece of equipment to use to allow me to hit the furthest and most accurately.	<ul style="list-style-type: none"> •Follow through with your piece of equipment or hand/foot to help you to get power. •Look at where the fielders are standing before deciding where to hit.
To develop decision making to get a batter out.	To field, use tactics and teamwork effectively	Social: To communicate with my team to limit a batters score. Emotional: To show honesty when keeping score. Thinking: To make quick decisions.	<ul style="list-style-type: none"> •Look at where the batter is before making a decision about where to send the ball. •Make sure the person you are throwing to is looking at you.
To develop decision making when under pressure.	To make effective decisions in games	Social: To communicate with others to make decisions for our team. Emotional: To be accepting and can control my emotions when playing competitively. Thinking: To make decisions based on the situation.	<ul style="list-style-type: none"> •Look at where the ball is before deciding to run on to the next base. •Look at where the batter is before making a decision about where to send the ball.
Year 2 Term 6	Target games		
Links to prior learning	Year 1 Term 6		
Vocabulary	Accurate, Send, Teammate, Against, Overarm, Release, Target, Underarm		
Learning objectives	Context	Skills	Knowledge
To develop an understanding of target games and consider how much power to apply when aiming at a target.	To hit targets	Social: To congratulate others. Emotional: To manage my emotions regardless of results. Thinking: To be able to identify my own and others' success.	<ul style="list-style-type: none"> •Point your arm in the direction of the target as the object is released.

<p>To understand how to score in different target games using overarm throwing.</p>	<p>To use overarm throwing to hit targets</p>	<p>Social: To be supportive towards others. Emotional: To show honesty when playing competitively. Thinking: To select the appropriate skill for the situation.</p>	<ul style="list-style-type: none"> •Keep your elbow high. •Step forward as you throw.
<p>To develop understanding of different target games using the skill of kicking.</p>	<p>Use different skills to hit targets</p>	<p>Social: To show kindness, support and encouragement towards others. Emotional: To persevere when challenges are tricky. Thinking: To consider the power put on an object and the effect this has on the distance.</p>	<ul style="list-style-type: none"> •Step next to the ball and kick with the inside of your foot.
<p>To develop striking to a target.</p>	<p>To hit a target using specific force</p>	<p>Social: To congratulate others. Emotional: To manage my emotions when playing games. Thinking: To comprehend how power affects distance.</p>	<ul style="list-style-type: none"> •Use less force if the target is close and more force when the target is further away.
<p>To develop hitting a moving target.</p>	<p>To hit moving targets</p>	<p>Social: To work co-operatively with others. Emotional: To show honesty when keeping score. Thinking: To make appropriate decisions in different challenges.</p>	<ul style="list-style-type: none"> •Aim slightly ahead of where the target is moving. •Consider the speed or height of the moving target.
<p>To select an appropriate skill to play a game.</p>	<p>To play games using effective skills</p>	<p>Social: To decide together how to play each game. Emotional: To show honesty when playing games. Thinking: To consider how much power to use for each activity.</p>	<ul style="list-style-type: none"> •Listen to each other's ideas and decide together how to play. •Point your hand/foot or object where you want the ball to go as you release or strike it.

--	--	--	--

The Craylands School KS2 Long term subject: PE Games

Aims <ul style="list-style-type: none"> • develop competence to excel in a broad range of physical activities • are physically active for sustained periods of time • engage in competitive sports and activities 			
Skills <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best 		Skills <ul style="list-style-type: none"> • lead healthy, active lives. 	
Year 3 Term 1	Tag Rugby		
Link to prior learning	Year 2 term 3		
Vocabulary	Receiver, Footwork, Rebound, Tracking, Interception, Mark, Travelling, Playing area		
Learning objectives	Context	Skills	Knowledge
To develop throwing, catching and running with the ball.	To throw and run with a rugby ball	Social: To be supportive of my teammates when they are attacking. Emotional: To try my best.	<ul style="list-style-type: none"> •Run into space when you receive the ball. •Watch the ball as it is coming towards you.

		Thinking: To make decisions about when to run and when to pass.	
To develop an understanding of tagging rules.	To protect your tag	Social: To be inclusive of others. Emotional: To play games honestly and abide by the rules. Thinking: To decide when to run and when to pass.	<ul style="list-style-type: none"> •Do not block or protect your tags. •Pass the ball if you have been tagged.
To begin to use the 'forward pass' and 'off side' rule.	To understand positioning	Social: To communicate with my teammates when I want to receive the ball. Emotional: To play games honestly and within the rules. Thinking: To understand the rules of the game.	<ul style="list-style-type: none"> •Get into a position behind or to the side of the ball carrier to support them.
To dodge a defender and move into space when running towards the goal.	To move into space to attack effectively	Social: To work with others to self-manage games. Emotional: To play games honestly and abide by the rules. Thinking: To identify when to pass and when to dodge.	<ul style="list-style-type: none"> •Push off your outside foot to change direction. •Run to space where there are no defenders.
To develop defending skills and use them in a game situation.	To use defending techniques	Social: To work collaboratively in a group to self-manage games. Emotional: To be proud of my performance, attitude and / or behaviour. Thinking: To reflect on my performance and areas to improve.	<ul style="list-style-type: none"> •Use small steps to be able to change direction quickly and track the attacker.
To apply the rules and skills you have learnt	To play games	Social: To be respectful and congratulate others.	<ul style="list-style-type: none"> •In between matches discuss with your team how you can improve for your next match.

and play in a tag rugby tournament.		Emotional: To show determination and perseverance in the games I play. Thinking: To reflect on my performance and areas to improve.	•Use the rules you have learnt to play fairly.
Year 3 Term 2	Hockey		
Links to prior learning	Year 2 term 3 and year 3 term 1		
Vocabulary	Receiver, Footwork, Rebound, Tracking, Interception, Mark, Travelling, Playing area		
Learning objectives	Context	Skills	Knowledge
To develop sending the ball with a push pass.	To use the push pass	Social: To communicate with my teammates when I am free. Emotional: To play honestly and within the rules. Thinking: To identify which gates are undefended and choose to move to them.	•Step forward with your opposite foot to push the ball when passing.
To develop receiving the ball.	To receive the ball using the barrier technique	Social: To help my team know when and where to shoot. Emotional: To play to the rules. Thinking: To make decisions about who to pass to depending on where the defender is.	•To trap the ball, keep your stick low to the ground to create a barrier.
To develop dribbling using the reverse stick (Indian dribble).	To dribble using the flat side only whilst rotating the stick.	Social: To communicate with my teammate. Emotional: To play games honestly and within the rules. Thinking: To make decide when to use a reverse stick dribble.	•Rotate the stick fully over the ball.

To develop moving into space after passing the ball.	To understand positioning	Social: To support my teammates and congratulate others. Emotional: To play to the rules. Thinking: To make decisions about when to dribble and when to pass based on where the defender is.	<ul style="list-style-type: none"> •Dribble towards your goal if you have the space to. •Move into space away from defenders.
To use an open stick tackle to gain possession.	To practice using 'an open stick' to tackle opponents	Social: To work collaboratively in a group to self-manage games. Emotional: To be aware of my partners feelings and can help change the task so that we both experience success. Thinking: To reflect on my performance and identify things I can do to improve.	<ul style="list-style-type: none"> •Be careful not to place the hockey stick on the floor too soon.
To apply defending and attacking principles and skills in a hockey tournament.	To play competitive games.	Social: To be respectful and congratulate others. Emotional: To show determination and perseverance in the games I play. Thinking: To discuss ways to improve in the games I play.	<ul style="list-style-type: none"> •Discuss with your team how to improve for your next match. •Keep to the rules, be honest and play fairly.
Year 3 Term 3	Football		
Link to prior learning	Year 1 term 1, Year 2 term 3, year 3 terms 1 and 2		
Vocabulary	Receiver, Footwork, Rebound, Tracking, Interception, Mark, Travelling, Playing area		
Learning objectives	Context	Skills	Knowledge
To develop controlling the ball and dribbling under pressure.	To dribble with a ball	Social: To play co-operatively with others to manage our own game. Emotional: To try my best. Thinking: To make decisions about when to pass and when to dribble.	<ul style="list-style-type: none"> •Send the ball ahead of you whilst dribbling so that you can run with it. •Use all parts of your feet to control the ball.

To develop passing to a teammate.	To pass a ball	Social: To make quick decisions by communicating with my partner. Emotional: To persevere when learning a new skill. Thinking: To understand the teaching points and apply them to my learning.	<ul style="list-style-type: none"> •Finish with the inside of your kicking foot pointing towards your target. •The ball should start slightly in front of you. •Use your arms to balance your body when trying to kick.
To be able to control the ball with different parts of the body.	To control and receive a ball	Social: To move safely around others. Emotional: To persevere when learning a new skill. Thinking: To understand and apply the teaching points to my learning.	<ul style="list-style-type: none"> •Use the first touch to cushion the ball and take the power out of it.
To develop changing direction with the ball using an inside and outside hook.	To use different techniques to change direction	Social: To show respect towards others. Emotional: To play games honestly and fairly keeping to the rules of the game. Thinking: To make decisions about what type of turn to use.	<ul style="list-style-type: none"> •Accelerate out of the change of direction into space.
To jockey / track an opponent.	To defend using the jockey technique	Social: To respect towards others. Emotional: To try my best. Thinking: To understand why it is important to shut down an attacker's space.	<ul style="list-style-type: none"> •Try to slow down your opponent down by moving slowly backwards in the direction that they are moving.
To be able to apply the rules and tactics you have learnt to play in a football tournament.	To play competitive matches.	Social: To be respectful and congratulate others. Emotional: To show determination and perseverance in the games I play. Thinking: To select and apply tactics to the games I play.	<ul style="list-style-type: none"> •Encourage others in your team and congratulate your opponents. •In between matches discuss with your team how to improve for your next match.
Year 3 Term 5	Cricket		

Links to prior learning	Year 2 term 5		
Vocabulary	Strike, Grip, Rounder, Backstop, Bowl, Post, Wicket, Batting, Wicket keeper, Fielding		
Learning objectives	Context	Skills	Knowledge
To develop overarm throwing and catching.	To throw and catch from an overarm throw	<p>Social: To use communication skills within a group challenge.</p> <p>Emotional: To persevere if I find something difficult.</p> <p>Thinking: To explore overarm throwing and decide the best technique.</p>	<ul style="list-style-type: none"> •Point your throwing hand in the direction of your target after release. •Step forward with the opposite foot to throwing arm.
To develop underarm bowling.	To bowl underarm	<p>Social: To communicate with my teammates.</p> <p>Emotional: To persevere when learning a new skill.</p> <p>Thinking: To observe my partner's technique and provide them with feedback.</p>	<ul style="list-style-type: none"> •Step forward with your opposite foot to your bowling arm.
To learn how to grip the bat and develop batting technique.	To use the correct technique when batting	<p>Social: To congratulate and encourage a partner.</p> <p>Emotional: To persevere when learning a new skill.</p> <p>Thinking: To recognise where the fielders are and attempt to hit the ball away from them applying simple tactics.</p>	<ul style="list-style-type: none"> •Make a 'V' using thumb and forefinger in line with the spine of the bat.
To be able to field a ball using a two handed pick up and a short barrier.	To field a ball using the short barrier technique	<p>Social: To support and congratulate others.</p> <p>Emotional: To show good sportsmanship regardless of result.</p> <p>Thinking: To make decisions about which fielding technique to use.</p>	<ul style="list-style-type: none"> •Move to stay in line with the ball as it comes towards you.

To develop overarm bowling technique.	To practice overarm bowling	Social: To work as a group, making decisions to manage our activity. Emotional: To play to the rules. Thinking: To observe and provide feedback.	•Draw a number 6 with the ball when preparing to bowl.
To play apply skills learnt to mini cricket.	To play matches.	Social:To show respect towards others and congratulate others. Emotional: To show determination and perseverance in the games I play. Thinking: To select and apply skills under pressure.	•Be respectful to other teams. •Play the game honestly and fairly.
Year 3 Term 6	Athletics		
Link to prior learning	Year 1 term 2, Year 2 Term 6		
Vocabulary	Speed, Power, Strength, Accurately, Higher, Pace, Control, Faster, Further		
Learning objectives	Context	Skills	Knowledge
To develop the sprinting technique and improve on your personal best.	To sprint	Social: To support and congratulate others. Emotional: To show determination to achieve my best. Thinking: To understand that leaning slightly forwards helps to increase speed. Leaning my body in the opposite direction to travel helps to slow down.	•Sprint on the balls of your feet moving your hands from pocket to mouth.
To develop changeover in relay events.	To use correct technique in relay races	Social: To support and congratulate others. Emotional: To be confident to lead others. Thinking: To provide feedback to my team to help us achieve a shared goal.	•Communicate with your team to let them know if they need to hold the baton higher. •Hold the bottom of the relay baton for smooth changeovers. •Run to the receiving side of your teammate when passing the baton on.

			<ul style="list-style-type: none"> •Sprint on the balls of your feet moving your hands from pocket to mouth.
<p>To develop jumping technique in a range of approaches and take off positions.</p> <p>To develop throwing for distance and accuracy.</p>	To jump effectively	<p>Social: To collaborate with a partner to jump our furthest distance.</p> <p>Emotional: To show perseverance and determination to achieve my best whether I win or lose.</p> <p>Thinking: To understand that if I jump and land in quick succession, momentum will help me to jump further.</p>	<ul style="list-style-type: none"> •Jump with balance and control by bending your knees at take off and landing. •Keep looking straight ahead when you jump.
To develop throwing for distance and accuracy	To throw effectively	<p>Social: To show respect towards opponents and congratulate others when competing.</p> <p>Emotional: To be able to control my emotions regardless of result.</p> <p>Thinking: To know that the speed of the movement helps to create power.</p>	<ul style="list-style-type: none"> •Step forward as you throw to create power. •Transfer your weight from your back to your front leg.
To develop throwing for distance in a pull throw	To throw effectively	<p>Social: To congratulate my partner for working hard and for using a good technique.</p> <p>Emotional: To show determination to improve on my previous throw.</p> <p>Thinking: To explore and identify good technique.</p>	<ul style="list-style-type: none"> •Release the beanbag as your hand moves past your head. •Throw from a balanced stance. •Transfer your weight from your back to your front leg.
To develop officiating and performing skills.	To perform in events	<p>Social: To work with my group to ensure that we are ready for the activity.</p> <p>Emotional: To show determination to achieve my best at each station.</p>	<ul style="list-style-type: none"> •Hold the bottom of the relay baton for smooth changeovers. •Jump with balance and control by bending your knees at take off and landing.

		Thinking: To identify personal areas of strength.	•Sprint on the balls of your feet moving your hands from pocket to mouth.
Year 4 Term 1	Tennis		
Links to prior learning	Year 2 Term 5, Year 3 term 5		
Vocabulary	Receiver, Backhand, Outwit, Court, Forehand		
Learning objectives	Context	Skills	Knowledge
To develop hitting the ball using a forehand.	To use the forehand stroke	Social: To work cooperatively with others. Emotional: To persevere when learning a new skill. Thinking: To identify areas for improvement and provide feedback to others.	<ul style="list-style-type: none"> •Hit the ball when the racket face is facing your partner. •The racket starts low with one hand and finishes high over your opposite shoulder with two hands.
To develop returning the ball using a forehand.	To return a ball	Social: To work cooperatively with others to self-manage games. Emotional: To persevere when learning a new skill. Thinking: To identify what I do well and what I need to do to improve.	<ul style="list-style-type: none"> •As the ball approaches, move your feet to get in line with it. •Start in the ready position.
To develop the backhand and understand when to use it.	To develop back hand shots	Social: To support and encourage a partner to achieve a collective goal. Emotional: To persevere when learning a new skill. Thinking: To identify when to use a backhand and when to use a forehand.	<ul style="list-style-type: none"> •Make contact with the ball when your racket face is facing your target. •Turn sideways so that your dominant arm is closest to the net.
To work co-operatively with a partner to keep a continuous rally going.	To play rallies effectively	Social: To work with others to self-manage games.	•Hit the ball away from your opponent to make it hard for them to return it.

		Emotional: To play honestly and abide by the rules. Thinking: To understand where to hit the ball so that my partner can return it.	•Move your feet to the ball and then return to the ready position.
To use simple tactics in a game to outwit an opponent.	To play specific shots depending on your opponents position	Social: To be respectful and congratulate others. Emotional: To be honest and play by the rules. Thinking: To select and apply tactics to try to outwit my opponents.	•Cover space on the court between you and your partner. •Hit the ball away from your opponent to make it hard for them to return it.
To demonstrate honesty and fair play when competing against others.	To play competitively	Social: To be supportive and encourage others. Emotional: To show determination and perseverance in the games I play. Thinking: To reflect on my performance and areas to improve.	•Agree the score after each point. •Shake hands with your opponent at the end of each game.
Year 4 Term 2	Netball		
Links to prior learning	Year 2 term 3, Year 3 terms 1,2 and 3		
Vocabulary	Outwit, Opposition, Opponent, Contact, Pivot, Court, Field, Pitch		
Learning objectives	Context	Skills	Knowledge
To develop passing and moving and play within the footwork rule.	To pass using correct footwork	Social: To communicate with my teammates when I am free. Emotional: To play games honestly and within the rules. Thinking: To understand the rules of the game.	•Do not lift your landing foot and place it back down. This is known as footwork.
To develop passing and moving towards a goal.	Passing to score	Social: To communicate with my partner about which goal we are moving to.	•Pass and then move towards your goal.

		<p>Emotional: To play to the rules.</p> <p>Thinking: To make decisions about what type of pass to use.</p>	<ul style="list-style-type: none"> •Use a shoulder pass to pass over longer distances.
To develop movement skills to lose a defender.	To get into better positions by moving away from opponent	<p>Social: To self-manage when working in a group.</p> <p>Emotional: To persevere if I do not succeed the first time.</p> <p>Thinking: To recognise when an attacker is free.</p>	<ul style="list-style-type: none"> •Change direction and speed to lose the defender. •Move again if you have not lost the defender.
To be able to defend an opponent and try to win the ball.	To defend effectively	<p>Social: To work collaboratively with others.</p> <p>Emotional: To have the confidence to try to win the ball.</p> <p>Thinking: To identify cues that help me know when my attacker is changing direction.</p>	<ul style="list-style-type: none"> •Ensure you can see the attacker and the ball. •Stay close to the attacker. •Stay in between the attacker and the ball.
To develop the shooting action.	To practice shooting	<p>Social: To support and congratulate others.</p> <p>Emotional: To persevere when I find something hard.</p> <p>Thinking: To observe my partners shooting technique and provide them with feedback.</p>	<ul style="list-style-type: none"> •Begin with your feet shoulder width apart. •Hold the ball high above your head.
To develop playing using netball rules.	To play competitive matches	<p>Social: To work collaboratively in a group to self-manage games.</p> <p>Emotional: To persevere even when my team may be losing.</p> <p>Thinking: To make decisions on who to pass to and where to move.</p>	<ul style="list-style-type: none"> •Call when you are free to receive a pass. •Move into space near to your goal. •Use the netball rules: Contact, obstruction, held ball, footwork.

Year 4 Term 4	Handball		
Link to prior learning	Year 2 term 5, Year 3 terms 1,2 and 3, Year 4 term 2		
Vocabulary	Outwit, Opposition, Opponent, Contact, Pivot, Court, Field, Pitch		
Learning objectives	Context	Skills	Knowledge
To begin to throw and catch while on the move.	To throw and dribble the ball using correct rules	Social: To show kindness to my teammates when we practise a new skill. Emotional: To be honest if I break a rule. Thinking: To decide which type of pass to use in different situations.	<ul style="list-style-type: none"> •Make sure the person you are throwing to is looking at you before passing. •Point your hand where you want the ball to go. •Use soft hands when catching.
To learn how to move towards goal or away from a defender.	To change direction effectively when dribbling	Social: To communicate with my teammates in game situations. Emotional: To play honestly within the rules. Thinking: To use decision making skills to decide which direction I should move in to benefit my team.	<ul style="list-style-type: none"> •Dribbling the ball at waist height with soft hands gives you more control. •Use changes of speed and change direction whilst moving with the ball.
To develop accuracy when shooting.	To shoot the ball using correct rules	Social: To use my co-operation skills to help my team advance in the game Emotional: To be determined to improve my shooting accuracy. Thinking: To select and apply different types of shots depending on the situation I am in.	<ul style="list-style-type: none"> •Point your hand where you want the ball to go. •Use your steps to help you to generate power.
To be able to apply individual and team defending skills	To defend as a team and individually	Social: To discuss my ideas with my teammates deciding together what to do. Emotional: To show honesty when playing.	<ul style="list-style-type: none"> •Communicate with your teammates. •Consider where the attacker is running. •Run on to the ball to intercept.

		Thinking: To use problem solving to come up with a tactic to stop the attacking team.	
To use a change of direction and speed to lose a defender and move into space.	To change speed to get away from defenders	Social: To communicate with other defenders to challenge the attacker. Emotional: To persevere when I find something challenging. Thinking: To understand why it is important to get away from defenders and into space.	•Turn your hips and shoulders to face the new direction you want to move in.
To maintain possession when in attack.	To play games using effective team skills	Social: To communicate with my teammates to help our team to keep possession. Emotional: To show confidence to referee a game and make decisions. Thinking: To understand and can use the rules to referee a game.	•Dribble away from defenders to create yourself space or move towards goal. •Find space to be an option for your teammate.
Year 4 Term 5	Athletics		
Links to prior learning	Year 1 term 2, Year 2 Term 6, Year 3 Term 6		
Vocabulary	Power, Stamina, Officiate, Perseverance, Determination, Accuracy, Personal best		
Learning objectives	Context	Skills	Knowledge
To develop stamina and an understanding of	To run long distances	Social: To work with my partner to decide on a set pace.	•Run at a pace that you can maintain. •Run faster at the end of the race.

speed and pace in relation to distance.		Emotional: To show perseverance to complete the run. Thinking: To reflect on activities and identify success and areas for improvement.	•Run with fluency and coordination alternating your arms and legs.
To develop power and speed in the sprinting technique.	To sprint effectively	Social: To help organise my team and encourage them to achieve their best. Emotional: To work to my personal best. Thinking: To provide feedback on my partner's sprinting technique to help them improve.	•Elbows bent at 90 degrees. •Run with fluency and coordination alternating your arms and legs. •Sprint on the balls of your feet moving your hands from pocket to mouth.
To develop technique when jumping for distance.	To jump effectively	Social: To collaborate with a partner to jump our furthest distance. Emotional: To work to my personal best. Thinking: To identify areas for development in my partner's jumps and use this to provide feedback.	•Jump with control and balance by bending your knees. •Keep looking straight ahead when you jump.
To develop power and technique when throwing for distance.	To throw effectively	Social: To work safely in our group to work. Emotional: To show honesty when measuring throws using the rules. Thinking: To identify when I am successful and areas for improvement.	•Create power in your throw by transferring your weight from your back to your front leg. •Strength and speed will produce power.
To develop a pull throw for distance and accuracy.	To throw effectively	Social: To lead others. Emotional: To show determination to improve on my previous throw. Thinking: To explore different throwing techniques and decide on one that achieves the furthest distance.	•Begin with a straight arm. •Create power in your throw by transferring your weight from your back to your front leg. •Point the javelin tip slightly up.

To develop officiating and performing skills.	To perform in events	Social: To work with my group to ensure that we are ready for the activity. Emotional: To show determination to achieve my best at each station. Thinking: To identify areas of strength and areas for development.	•Measure from the start line to where the object or performer first lands.
Year 4 Term 6	Rounders		
Links to prior learning	Year 2 term 5, Year 3 term 5		
Vocabulary	Stance, Retrieve, Opposition, Stumped, Two-handed pick up, Technique, Short barrier		
Learning objectives	Context	Skill	Knowledge
To play different roles in a game and begin to think tactically about each role.	To play different roles within games	Social: To work with others to organise our equipment and group. Emotional: To be confident to take risks. Thinking: To make decisions to help me to score or stop others from scoring.	•Be aware of where other pupils are before making a decision about what to do. •Use an overarm throw for long distances.
To develop the bowling action and learn the rules of bowling.	To practice bowling a ball accurately	Social: To respect the umpire's decisions, even if I don't agree with them. Emotional: To be confident to make decisions. Thinking: To understand how to use the rules to umpire.	•Point your hand at your target after you have thrown the ball. •Step forward with the opposite foot to throwing arm.
To run around the outside of the bases and make decisions about when to stop and when to run.	To understand how scoring works when batting	Social: To work with my group to organise our equipment. Emotional: To show honesty when playing competitively. Thinking: To make quick decisions about where to send the ball.	•Keep the bases on your left hand side. •Watch where the ball is to help you to decide when to stop running.

To field a ball using a two handed pick up and a short barrier.	To field effectively	Social: To work co-operatively with my group, using the rules of the game to play fairly. Emotional: To try my best. Thinking: To identify who fielded well and why.	<ul style="list-style-type: none"> •Move your feet to stay in line with the ball as it comes towards you.
To develop batting technique and an understanding of where to hit the ball.	To bat using correct technique	Social: To work with my group to manage our game. Emotional: To play games fairly using the rules. Thinking: To understand that hitting the ball away from the fielders will help me to score.	<ul style="list-style-type: none"> •Stand sideways on to the bowler. •Watch the ball as it comes towards you.
To apply skills and rules learnt to play rounders.	To play a competitive game	Social: To be respectful of others and show good sportsmanship. Emotional: To play games fairly and honestly. Thinking: To identify others who contribute well to the game and say why.	<ul style="list-style-type: none"> •Play honestly and fairly. •Show respect towards others. •Use the rules to help to manage your game.
Year 5 Term 1	Netball		
Links to prior learning	Year 4 term 2		
Vocabulary	Tactics, Control, Foul, Pressure, Onside, Offside, Support, Obstruction		
Learning objectives	Context	Skills	Knowledge
To develop passing and moving.	To pass and move	Social: To communicate with others when I am ready to receive the ball. Emotional: To play games honestly and within the rules.	<ul style="list-style-type: none"> •Do not lift up and place back down your landing foot, that is called footwork. •Once you have passed the ball move to a new space.

		Thinking: To decide where to move to depending on where the defender is and choose the appropriate pass for the situation.	
To be able to use the attacking principle of creating and using space.	To create spaces when attacking	Social: To work collaboratively with others and communicate with my team. Emotional: To play games fairly abiding by the rules. Thinking: To make quick decisions on who to pass to and the type of pass to use.	<ul style="list-style-type: none"> •Keep moving into space. All movement is helpful, even if you don't receive the ball. •Move into space showing an awareness of your teammates and the defenders.
To be able to change direction and lose a defender.	To lose a defender using agility	Social: To show respect for my teammates and opposition. Emotional: To be proud of my achievements. Thinking: To make quick decisions of when to pass.	<ul style="list-style-type: none"> •Use a change of speed and / or a change of direction to lose a defender.
To be able to defend ball side and know when to go for interceptions.	To be aware of when to intercept and when to mark	Social: To work collaboratively in a team. Emotional: To empathise with other people's feelings and can adapt a task so that everyone experiences success. Thinking: To understand how to mark ball side.	<ul style="list-style-type: none"> •Stay in front of your attacker, between them and the ball (ball side).
To develop the shooting action.	To shoot the ball using correct techniques	Social: To work collaboratively in a group. Emotional: To persevere when learning a new skill. Thinking: To choose to move to space to help my team get the ball closer to the post.	<ul style="list-style-type: none"> •Feet shoulder width apart. •Hold the ball high above your head.

To use and apply skills and tactics to small sided games.	To play competitively	Social: To communicate and collaborate with my team to self manage games. Emotional: To play fairly and abide by the rules. Thinking: To understand where to move to help my team.	•Turn your hips to face the direction you want to run in.
Year 5 Term 2	Basketball		
Links to prior learning	Year 4 term 2, Year 5 term 1		
Vocabulary	Tactics, Control, Foul, Pressure, Onside, Offside, Support, Obstruction		
Learning objectives	Context	Skills	Knowledge
To develop protective dribbling against an opponent.	To dribble against an opponent	Social: To work collaboratively with others. Emotional: To play honestly and within the rules. Thinking: To identify areas of strength and for improvement in mine and my partner's dribbling skills.	•Put your non-dribbling arm out to protect the ball from your opponent. •Turn your body to create a barrier between the defender and the ball.
To be able to move into space to support a teammate.	To find space effectively	Social: To communicate with my teammates. Emotional: To play honestly. Thinking: To make quick decisions under pressure.	•Look to move into space that will make it easier for your team to score. •Use a change of pace and a change of direction to lose your opponent.
To choose when to pass and when to dribble.	To make correct decisions (pass or dribble) during competitive activities	Social: To support and congratulate others. Emotional: To persevere if losing or finding something challenging. Thinking: To select and apply the appropriate skill for the situation.	•Dribble if you have space to do so. •Pass if you can get the ball closer to goal. •Pass if you cannot beat the defender.

To be able to track an opponent and use defensive techniques to win the ball.	To defend using correct techniques	Social: To communicate and collaborate with my team. Emotional: To play fairly and keep to the rules. Thinking: To plan tactics with my team.	<ul style="list-style-type: none"> •Bend your knees so that you can change direction at speed. •Stay between the basket and the person with the ball.
To be able to perform a set shot and a jump shot.	To shoot using different techniques	Social: To work collaboratively in a group. Emotional: To persevere when learning a new skill. Thinking: To observe others and provide them with feedback.	<ul style="list-style-type: none"> •Balance with feet shoulder width apart. •Elbow under the ball. •Eyes look at the target. •Follow through with your hand.
To be able to apply the rules and tactics you have learnt to play in a basketball tournament.	To play competitively	Social: To show respect towards others and congratulate them. Emotional: To show determination and perseverance in the games I play. Thinking: To reflect on my teams' performance and identify areas to improve.	<ul style="list-style-type: none"> •Be clear and fair when refereeing. •Use the rules to play fairly and help the game to flow.
Year 5 Term 3	Football		
Links to prior learning	Year 3 term 3		
Vocabulary	Tactics, Control, Foul, Pressure, Onside, Offside, Support, Obstruction		
Learning objectives	Context	Skills	Knowledge
To be able to dribble the ball under pressure.	To dribble under pressure	Social: To be respectful of other people in the class. Emotional: To play games honestly and fairly, keeping to the rules. Thinking: To make decisions about when to dribble and when to pass.	<ul style="list-style-type: none"> •Use all parts of your foot to control the ball.

<p>To pass the ball accurately to help to maintain possession.</p>	<p>Passing the ball using correct decisions</p>	<p>Social: To work collaboratively with others. Emotional: To play games honestly and fairly, keeping to the rules. Thinking: To make decisions about who to pass to, to help my team keep possession.</p>	<ul style="list-style-type: none"> •Keep the ball close when defenders are near. •Push the ball slightly further in front if you have space from defenders.
<p>To use different turns to keep the ball away from defenders.</p>	<p>Turn away from defenders</p>	<p>Social: To show respect towards those I play with and against. Emotional: To play games honestly and abide by the rules. Thinking: To explore different ways to turn with the ball.</p>	<ul style="list-style-type: none"> •Cushion the ball on your first touch. •Get your body in line with the ball as it comes towards you.
<p>To develop defending skills to gain possession.</p>	<p>To defend effectively</p>	<p>Social: To work co-operatively with others to manage our own games. Emotional: To persevere in the games I play. Thinking: To make decisions about when to jockey and when to tackle.</p>	<ul style="list-style-type: none"> •Move towards the attacker to close down their space. •Readjust your angle as the ball moves.
<p>To develop goalkeeping skills to stop the opposition from scoring.</p>	<p>To develop goalkeeping skills</p>	<p>Social: To collaborate with a partner to lead stretches. Emotional: To persevere when learning something new. Thinking: To make quick decisions about when to dribble, pass or shoot.</p>	<ul style="list-style-type: none"> •Readjust your angle as the ball moves. •Stay on your toes, ready to move. •Watch the ball.
<p>To be able to apply the rules and tactics you have learnt to play in a football tournament.</p>	<p>To play competitive games</p>	<p>Social: To be respectful of others. Emotional: To show determination and perseverance in the games I play. Thinking: To select and apply tactics to the games I play.</p>	<ul style="list-style-type: none"> •Discuss with your team how to improve for your next match. •Encourage and congratulate your teammates and opponents.

Year 5 Term 4	Lacrosse (Using alternative plans – Power of PE)		
Links to prior learning	Year 3 term 2, Year 5 term 1 and 2		
Vocabulary	Tactics, Control, Foul, Pressure, Onside, Offside, Support, Obstruction		
Learning objectives	Context	Skills	Knowledge
To control equipment	How do you hold a Lacrosse stick?	To hold a Lacrosse stick To position a Lacrosse stick	Can they explain how to hold a Lacrosse stick? Can they position the stick in different places depending on the ball being thrown at them?
To throw and catch x 2 lessons	How do you throw a Lacrosse ball? How do you catch a Lacrosse ball?	To hold a Lacrosse stick To throw a ball with a Lacrosse stick To catch with a Lacrosse stick	Can they recognise how to hold the Lacrosse stick when throwing the ball? Can they recognise how to hold the Lacrosse stick when catching the ball?
To pass x 2 lessons	How do you pass a ball in Lacrosse?	To pass a ball using Lacrosse sticks	Can they recognise the importance of positioning when passing in Lacrosse?
To play mini games	How do you win in a game of Lacrosse? What are the rules?	To follow rules of a game	Can they explain the rules of Lacrosse?
Year 5 Term 5	Athletics		
Links to prior learning	Year 3 term 6, Year 4 term 5		
Vocabulary	Technique, Upsweep, Rhythm, Downsweep, Flight, Stride		
Learning objectives	Context	Skills	Knowledge
To be able to apply different speeds over varying distances.	To run long distances	Social: To work collaboratively with my partner to set a pace. Emotional: To show perseverance to complete the run. Thinking: To identify that keeping a steady breath will help me when running longer distances.	<ul style="list-style-type: none"> •Choose the best pace for the running event. •Run at a pace that you can maintain. •Steady your breathing by breathing in through your nose and out through your mouth.

<p>To develop fluency and co-ordination when running for speed.</p>	<p>To sprint effectively</p>	<p>Social: To discuss, negotiate and agree on a running order. Emotional: To be confident to take on different roles. Thinking: To provide feedback on another's sprinting technique to help them improve.</p>	<ul style="list-style-type: none"> •Sprint on the balls of your feet moving your hands from pocket to mouth. •Take big strides.
<p>To develop technique in relay changeovers.</p>	<p>To improve relay changeover technique</p>	<p>Social: I can communicate with my teammates to help create a smooth changeover. Social: I support, congratulate and encourage others when competing.</p>	<ul style="list-style-type: none"> •Choose the best pace for the running event. •Communicate with teammates to exchange the baton smoothly. •Hold the end of the baton. •Run at a slow speed when waiting to receive the baton.
<p>To develop technique and co-ordination in the triple jump. (Don't have to do this lesson)</p>	<p>To try the triple jump</p>	<p>Social: To work with a partner to establish the correct jumping pattern. Emotional: To work to my personal best. Thinking: To identify areas for improvement in my partner's jumps and use this to provide them with feedback.</p>	<ul style="list-style-type: none"> •Hop: One foot to the same foot. •Jump: Land two feet. •Perform a range of jumps showing balance in take off and landing. •Show control at take-off and landing by bending your knees. •Step: One foot to the other foot.
<p>To develop throwing with force for longer distances.</p>	<p>To throw effectively</p>	<p>Social: To support and encourage my teammates to achieve their best. Emotional: To show determination to achieve my best. Thinking: To explore throwing from different start points and use my findings to identify the most effective position.</p>	<ul style="list-style-type: none"> •Finish your throw with your hand high. •Strength and speed will create power. •Transfer your weight from your back to your front leg.

To develop throwing with greater control and technique.	To throw effectively	Social: To work with my group to ensure that we are ready for the activity. Emotional: To work to my personal best. Thinking: To explore using a run up in the javelin throw and identify the effect this has on the distance I achieve.	<ul style="list-style-type: none"> •Begin your throw in a balanced stance. •Point the javelin tip slightly up. •Transfer your weight from your back to your front leg.
Year 5 Term 6	Cricket		
Links to prior learning	Year 4 term 6		
Vocabulary	Pressure, Backing up, Support, Overtake, Tracking, Outwit, Tactics		
Learning objectives	Context	Skills	Knowledge
To develop throwing accuracy and catching skills.	To catch and throw using correct techniques	Social: To use communication skills to improve success when working with a partner. Emotional: To be confident to communicate with others. Thinking: To use simple tactics to outwit an opponent.	<ul style="list-style-type: none"> •Bring the ball into your body when catching to cushion the ball. •Step forward with the opposite foot to your throwing arm.
To develop batting accuracy and directional batting.	To bat effectively using correct techniques	Social: To work collaboratively within a group to self-manage a game. Emotional: To persevere when trying a new challenge. Thinking: To use tactics to improve my performance.	<ul style="list-style-type: none"> •Grip the bat with the dominant hand at the bottom. •Keep your elbow high.
To develop batting accuracy and directional batting.	To bat effectively using correct techniques	Social: To work collaboratively with others to manage our own game. Emotional: To persevere when learning a new skill. Thinking: To select and apply the appropriate skill under pressure.	<ul style="list-style-type: none"> •Bring the ball into your body when catching to cushion the ball.

To develop overarm bowling technique and accuracy.	To bowl using the overarm technique	Social: To support and congratulate others. Emotional: To be accepting of feedback provided. Thinking: To reflect on a performance and suggest ways to improve.	•Draw a number six with the ball when preparing to bowl.
To develop a variety of fielding techniques and to use them within a game.	To field using correct techniques	Social: To work collaboratively in a group to self-manage games. Emotional: To play honestly playing to the rules of the game. Thinking: To select and apply skills under pressure.	•Use a two handed pick up when the ball is coming towards you.
To develop long and short barriers and apply them to a game situation.	To play games using everything learnt	Social: To be respectful and congratulate others. Emotional: To show good sportsmanship regardless of result. Thinking: I understand why and can make decisions about the type of fielding technique to use.	•Track the ball to ensure you are in line with it.
Year 6 Term 1	Handball		
Links to prior learning	Year 4 term 4		
Vocabulary	Consecutive, Consistently, Dictate, Contest, Formation, Conceding, Turnover, Shut down		
Learning objectives	Context	Skills	Knowledge
To develop a variety of passes and know when to use each to help to maintain possession.	To pass effectively	Social: To communicate with a partner and teammate to Emotional: To be confident to try and apply new skills.	•Finish with your hand where you want the ball to go. •Use wide fingers to grip the ball.

		Thinking: To select the appropriate skill for the situation.	
To use stepping, dribbling and passing skills to create space, move towards goal and away from defenders.	To dribble using correct technique	Social: To show kindness towards all of my teammates and opponents. Emotional: To show honesty and fair play when playing in a game situation. Thinking: To make quick decisions when under pressure.	<ul style="list-style-type: none"> •Dribble at waist height. •Use changes of direction and speed whilst dribbling.
To use defending skills to stop an opponent from scoring.	To close down a defender and block angles	Social: To communicate with my class to move a ball within the rules of the game. Emotional: To persevere when learning a new skill. Thinking: To understand how to close down a space to limit an attackers options.	<ul style="list-style-type: none"> •Close down the angle your opponent has. •Use a ready position to react quickly.
To select and apply the appropriate skill to score goals.	To use the correct technique when attacking and scoring	Social: To be respectful of a referee's decision. Emotional: To be confident to implement new skills. Thinking: To use problem solving to figure out which type of shot is best to use from different angles and distances on the handball court.	<ul style="list-style-type: none"> •Jump high into the air to gain a bigger scoring opportunity. •Travel at speed when performing a shot to get more power.
To use defensive skills to gain possession.	To defend effectively	Social: To work collaboratively with other defenders to employ defending skills. Emotional: To be confident to referee a game. Thinking: To select the correct defending technique for the situation.	<ul style="list-style-type: none"> •Communicate with your teammates. •Move on to the ball to intercept.

To maintain possession under pressure.	To make correct decisions to maintain possession	Social: To communicate well with my teammates while under pressure from the opponents. Emotional: To be determined and use that as an advantage to help my team to keep going when we are stuck. Thinking: To reflect on my actions to improve and can learn from others.	<ul style="list-style-type: none"> •Look at where the defence are before making a decision about what to do or who to pass to. •Move to find space and be an option for your teammates.
Year 6 Term 2	Tag Rugby		
Links to prior learning	Year 3 term 1, Year 4 and 5 all invasion games		
Vocabulary	Consecutive, Consistently, Dictate, Contest, Formation, Conceding, Turnover, Shut down		
Learning objectives	Context	Skills	Knowledge
To develop attacking principles, understanding when to run and when to pass.	To attack effectively	Social: To communicate with others when I want to receive the ball. Emotional: To play honestly and within the rules. Thinking: To make decisions about when to pass and when to run.	<ul style="list-style-type: none"> •Look for space between the defence to move through.
To be able to use the 'forward pass' and 'offside' rules.	To pass following correct rules	Social: To support and encourage others. Emotional: To have the confidence to take on a defender. Thinking: To understand the offside and forward pass rule.	<ul style="list-style-type: none"> •To receive a pass from a teammate you must be behind or to the side of them.
To be able to play games using tagging rules.	To understand the tagging rules within gameplay	Social: To support and congratulate others. Emotional: To try my best. Thinking: To make quick decisions of when to pass.	<ul style="list-style-type: none"> •Do not block or protect your tags. •To receive a pass from a teammate you must be behind or to the side of them.

To develop dodging skills to lose a defender.	To use agility to get away from defenders	Social: To work collaboratively in a team. Emotional: To play games honestly and abide by the rules. Thinking: To plan tactics and apply them to a game situation.	<ul style="list-style-type: none"> •Bend down low and push off in a different direction. •Change direction or speed to lose a defender.
To develop drawing defence and understanding when to pass.	To know what to do when a defender is coming close to you	Social: To communicate and collaborate with my team. Emotional: To play fairly and abide by the rules. Thinking: To plan strategies to outwit my opponents.	<ul style="list-style-type: none"> •Pass if the defender comes towards you. •Run if you have space to do so.
To be able to apply the rules and tactics you have learnt to play in a tag rugby tournament.	To play competitively	Social: To be respectful of others and congratulate others. Emotional: To show determination and perseverance in the games I play. Thinking: To reflect on my teams' performance and areas to improve.	<ul style="list-style-type: none"> •Encourage and support in others in your team. •Once you have been tagged you have three seconds to pass the ball. •Place the ball down on the floor over the line using two hands.
Year 6 Term 3	Archery (alternative plans)		
Links to prior learning	Year 5 term 5		
Vocabulary	Arrow rest arrow string bow aim		
Learning objectives	Context	Skills	Knowledge
To control equipment	How do you hold a bow? How do you use it with an arrow?	To position a bow correctly To position an arrow on a bow	Can they recognise the arrow rest on the bow? Can the position an arrow on a bow?
To fire an arrow	How do you fire an arrow?	To fire an arrow	Can the position the bow correctly with the arrow to fire it?
To develop distance	How can we fire an arrow for distance?	To pull a string back further to attain distance of an arrow	Can they recognise how far to pull a string back to get an arrow to travel further?

To develop accuracy	How can we hit the middle of a target?	To develop accuracy when shooting an arrow	Can they recognise how to aim an arrow to hit a target?
To know how to score	How do you score points in archery? What are the colours worth?	To hit a target	Can they state what the colours on an archery board is worth?
Year 6 Term 4	Hockey		
Links to prior learning	Year 3 term 2 and all invasion games throughout years		
Vocabulary	Consecutive, Consistently, Dictate, Contest, Formation, Conceding, Turnover, Shut down		
Learning objectives	Context	Skills	Knowledge
To develop dribbling to beat a defender.	To dribble past players	Social: To work collaboratively with others. Emotional: To play games honestly and within the rules. Thinking: To identify areas of strength and for improvement.	<ul style="list-style-type: none"> •Change direction to move around the defender. •Indian dribble using the reverse of the stick.
To develop sending the ball using a push pass.	To push pass effectively	Social: To work collaboratively and share ideas with a partner on how to improve. Emotional: To be honest and can play to the rules. Thinking: To make quick decisions on who to pass to and when.	<ul style="list-style-type: none"> •Keep your stick lower than waist height. •Step forward as you pass to give you more power.
To develop receiving the ball with control.	To receive the ball using correct technique	Social: To communicate with my teammates and let them know when I am free. Emotional: To try my best. Thinking: To make quick decisions of when to pass.	<ul style="list-style-type: none"> •Forehand receiving: Left hand away from body. •Trapping the ball: Stick low to the ground to create a barrier to stop the ball.

To be able to move into space to support a teammate.	To understand positioning to support your team	Social: To be respectful of my opponents. Emotional: To persevere in the games I play. Thinking: To make decisions about when to move to support my team.	<ul style="list-style-type: none"> •Move into space towards your goal. •Move to space where the defender is not between you and the ball.
To develop using an open stick (block) tackle and jab tackle to gain possession of the ball.	To tackle the ball effectively following the rules	Social: To adapt my play in order to help others learn. Emotional: To play games fairly and keep to the rules. Thinking: To understand when to use a block tackle and when to use a jab tackle.	<ul style="list-style-type: none"> •Jab: move the stick quickly in and out like a snake strike. •Open stick: place the stick low to the ground. •Time your tackle.
To apply the rules and skills you have learnt to play in a hockey tournament.	To play competitively	Social: To be respectful and congratulate others. Emotional: To show determination and perseverance in the games I play. Thinking: To reflect on my teams' performance and areas to improve.	<ul style="list-style-type: none"> •Be honest and play to the rules. •In between matches, discuss with your team how to improve for your next match.
Year 6 Term 5	Athletics		
Links to prior learning	Year 4 term 6, Year 5 term 5		
Vocabulary	Rotation, Trajectory, Continuous pace, Force, Compete, Momentum, Transfer of Weight		
Learning objectives	Context	Skills	Knowledge
To work collaboratively with a partner to set a steady pace.	To run long distances effectively	Social: To work collaboratively and communicate with my partner. Emotional: To show perseverance to complete a six minute run. Thinking: To understand the importance of preparing the body for exercise.	<ul style="list-style-type: none"> •Run at a pace that you can maintain. •Select and apply the best pace for the running event. •Steady your breathing by breathing in through your nose and out through your mouth. •Vary your stride length to match someone else's pace.

<p>To develop your own and others sprinting technique.</p>	<p>To sprint effectively</p>	<p>Social: To discuss, negotiate and agree on a set distance for each of my teammates. Emotional: To show empathy towards others when making decisions. Thinking: To provide feedback on another's sprinting technique to help them improve.</p>	<ul style="list-style-type: none"> •Demonstrate a consistent stride length when sprinting. •Work collaboratively in a team by listening and sharing ideas.
<p>To develop power, control and technique for the triple jump. (Not mandatory)</p>	<p>To triple jump effectively</p>	<p>Social: To work with a partner to establish the correct jumping pattern. Emotional: To persevere if I find something difficult. Thinking: To understand that speed will build momentum and power and therefore allow me to jump further.</p>	<ul style="list-style-type: none"> •Keep a consistent rhythm. •Link jumps showing control and balance. •Perform jumps for distance using good technique.
<p>To develop power, control and technique when throwing for distance.</p>	<p>To throw effectively</p>	<p>Social: To make safe responsible decisions. Emotional: To persevere when learning a new skill. Thinking: To identify areas for development in my partner's throws and use this to provide feedback.</p>	<ul style="list-style-type: none"> •Throw for distance with a balanced stance. •Transfer your weight from your back to your front leg.
<p>To develop throwing with force and accuracy for longer distances.</p>	<p>To throw effectively</p>	<p>Social: To work with my group to ensure that we are ready for the activity. Emotional: To be accepting of feedback. Thinking: To identify areas for development in my partner's throws and use this to provide feedback.</p>	<ul style="list-style-type: none"> •Aim to throw accurately. •Follow through with your hand in the direction of your throw. •Throw for distance with a balanced stance. •Transfer your weight from your back to your front leg.

To work collaboratively in a team to develop the officiating skills of measuring, timing and recording.	To compete and record different events	Social: To discuss, negotiate and agree on an event for each of my teammates to compete in. Emotional: To show determination to achieve my best at each station. Thinking; To identify areas of personal strength.	<ul style="list-style-type: none"> •Be determined to try your best. •Measure to the point nearest to the start line. •Work collaboratively in a team by listening and sharing ideas.
Year 6 Term 6	Tri Golf		
Links to prior learning	Year 6 term 3		
Vocabulary	Tactics, Officiate, Fair Play, Par, Hole, Pressure, Power, Support, Cooperatively, Tournament, Hazard, Consistently, Sportsmanship, Outwit		
Learning objectives	Context	Skills	Knowledge
To develop putting technique and accuracy.	To putt effectively	Social: To be respectful of others. Emotional: To persevere in the games I play. Thinking: To analyse my performance and improve my performance with changes.	<ul style="list-style-type: none"> •Take aim by looking at your target and aligning your body. •Use a tick tock approach to putting.
To develop the technique for chipping.	To chip effectively	Social: To support and encourage others. Emotional: To persevere in the games I play. Thinking: To estimate distances and adjust my technique accordingly.	<ul style="list-style-type: none"> •Aim to brush the grass under the golf ball as you make your shot, if you do this the ball will get up in the air. •The swing should finish with arms straight and hands no higher than waist.
To develop technique for a short game.	To play short game	Social: To encourage and support others. Emotional: To control my emotions when competing. Thinking: To select the appropriate shot for the situation.	<ul style="list-style-type: none"> •Consider the type of shot to play if there is an obstacle. •Control your swing for both types of shot.

<p>To develop the technique for a long game.</p>	<p>To play long game</p>	<p>Social: To help others to improve. Emotional: To take my time and not give up when I am struggling. Thinking: To use the key points to help a partner to improve.</p>	<ul style="list-style-type: none"> •Have feet shoulder width apart to help you to stay balanced. •Turn your head and hips towards your target on your follow through.
<p>To select the appropriate shot for the situation.</p>	<p>Choose correct shots for the situation.</p>	<p>Social: To work collaboratively with and against others. Emotional: To persevere with challenges I find difficult. Thinking: To analyse my performance and change my technique to improve.</p>	<ul style="list-style-type: none"> •Look at the distance and obstacles to help you to decide which shot to use.