

Sutton St James Community Primary School		PE				Upper Key Stage 2 (Year A)	
		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Overarching theme:</b>		<b>We'll Meet Again</b>		<b>To Infinity and Beyond</b>		<b>Living in America</b>	
<b>Year Group Events:</b>		Visit to Synagogue Stibbington Visit		Leicester Space Centre Kingswood			
<b>Suggested Books/Videos:</b>		Goodnight Mr Tom Conrad's War-Andrew Davies Carrie's War		Apollo 13 Stephen Hawkins novel Exploring the Earth-Space Guide series		Gravity film Homeward Bound film Horrible Histories Angry Aztecs-	
<b>Purpose</b>		We aim to inspire all pupils to succeed and excel in competitive sport and other physically-demanding activities. Our scheme of work provides opportunities for pupils to become physically confident in a way which supports their health and fitness. All pupils, regardless of ability will be given opportunities to compete in sport and other activities to build character and help to embed values such as fairness and respect. We offer a broad range of physical activities to help children find ways to move that they enjoy and may want to pursue in later life.					
<b>PE</b>	<b>Knowledge (National Curriculum)</b>	<ul style="list-style-type: none"> <li>• Use running, jumping, throwing and catching in isolation and in combination.</li> <li>• Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</li> <li>• Take part in outdoor and adventurous activity challenges both individually and within a team.</li> <li>• Perform dances using a range of movement patterns.</li> <li>• Develop flexibility, strength, technique, control and balance.</li> <li>• Swim competently, confidently and proficiently over a distance of at least 25m.</li> <li>• Use a range of strokes effectively</li> <li>• Perform safe self-rescue in different water-based situations.</li> <li>• Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<ul style="list-style-type: none"> <li>• Use running, jumping, throwing and catching in isolation and in combination.</li> <li>• Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</li> <li>• Take part in outdoor and adventurous activity challenges both individually and within a team.</li> <li>• Perform dances using a range of movement patterns.</li> <li>• Develop flexibility, strength, technique, control and balance.</li> <li>• Swim competently, confidently and proficiently over a distance of at least 25m.</li> <li>• Use a range of strokes effectively</li> <li>• Perform safe self-rescue in different water-based situations.</li> <li>• Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<ul style="list-style-type: none"> <li>• Use running, jumping, throwing and catching in isolation and in combination.</li> <li>• Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</li> <li>• Take part in outdoor and adventurous activity challenges both individually and within a team.</li> <li>• Perform dances using a range of movement patterns.</li> <li>• Develop flexibility, strength, technique, control and balance.</li> <li>• Swim competently, confidently and proficiently over a distance of at least 25m.</li> <li>• Use a range of strokes effectively</li> <li>• Perform safe self-rescue in different water-based situations.</li> <li>• Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>			
	<b>Knowledge (School Scheme of Work)</b>	<ul style="list-style-type: none"> <li>• Know which techniques to use and how to combine them.</li> <li>• Understand how to work alone or as part of a team.</li> <li>• Understand the need for accuracy and power.</li> <li>• Understand the benefits of different striking and fielding as well as attacking and defending techniques.</li> <li>• Select appropriate tactics for a game and adapt where necessary.</li> <li>• Know how to be respectful to other teams as well as own, behaving as a role model.</li> <li>• Knows how to compose creative and imaginative dance sequences with a clear beginning, middle and end.</li> <li>• Knows how to hold a precise and strong body posture with dynamics, space and relationships.</li> <li>• Knows which muscles are involved in different movements.</li> <li>• Knows how to improve strength and suppleness for a desired outcome.</li> <li>• Knows how to combine strength and stamina gained through gymnastic activities.</li> <li>• Knows the terms and can perform with control: y balance and t balance and apply in sequences.</li> <li>• Knows the terms and can perform: forward rolls and backwards rolls, diving and forward and backwards rolls, cartwheel, headstand, handstand and can demonstrate in a controlled manner.</li> <li>• Can demonstrate and explain a number of balances through control including front and pair support pair/trio balances.</li> <li>• Can create, perform and, evaluate a sequence with balance, movement and flow on and off equipment.</li> <li>• Knows how to climb, traverse and perform 3 points hold on equipment and can explain the risks and how to manage them.</li> <li>• Knows that their skills can be developed through strength, control and technique in a variety of manners (jumping, throwing, running), including demonstrating a positive attitude on how to improve themselves and others.</li> </ul>	<ul style="list-style-type: none"> <li>• Know which techniques to use and how to combine 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<b>Vocabulary</b>		<p><b>Athletics</b> – technique, upsweep, rhythm, down sweep, flight, stride, rotation, trajectory, continuous pace, force, compete, momentum, transfer of weight  <b>Dance</b> – posture, canon, formation, performance, relationships, phrase, structure, choreograph, contrast, fluency, connect  <b>Fitness</b> – technique, momentum, rhythm, agility, drive, power, generate force, continuous, measure, flexibility, analyse, record  <b>Gymnastics</b> – symmetrical, rotation, aesthetics, canon, asymmetrical, synchronisation, progression, momentum, fluently, stability, formation, counter- balance, counter tension  <b>Invasion Games</b> – tactics, control, foul, pressure, onside, offside, support, obstruction, consecutive, consistently, dictate, contest, formation, conceding, turnover, shut down  <b>Net and Wall Games</b> – volley, footwork, set, tactics, co-operatively, continuously, dig, deep, forecourt, defensive, consecutive, consistently, back court, attacking  <b>Outdoor Adventurous Activity</b> – collaborate, collective, navigation, tactical, control card, orienteering, location, symbol, strategy, boundaries, critical thinking, cooperatively  <b>Striking and Fielding Games</b> – pressure, backing up, support, overtake, tracking, outwit, tactics, obstruction, continuous, drive hit, consecutive, consistently, co-operatively, defensive hit  <b>Swimming</b> – exhale, flutter kick, surface, somersault, personal best, inhale, endurance, propel, continuous, streamline, synchronised, retrieve  <b>Target Games</b> – tactics, officiate, fair play, par, hole, pressure, power, support, co-operatively, tournament, hazard, consistently, sportsmanship, outwit, bunker  <b>Yoga</b> – quality, develop, notice, high lunge, calm, fluidity, salutation, collaboratively, transition, practice, aware, connected</p>		
<b>Skills</b>	<b><u>Dance</u></b>	<ul style="list-style-type: none"> <li>• Perform dances confidently and fluently with accuracy and good timing.</li> <li>• Work creatively and imaginatively individually, with a partner and in a group to choreograph longer phrases and structure dance considering actions, space, relationship and dynamics in relation to a theme.</li> <li>• Improvise and combine dynamics demonstrating an awareness of the impact on performance.</li> <li>• Use counts when choreographing and performing to improve the quality of work.</li> </ul>		
	<b><u>Fundamental Movement Skills</u></b>	<ul style="list-style-type: none"> <li>• Demonstrate a controlled running technique using the appropriate speed over longer distances or for longer periods of time.</li> <li>• Link running, jumping and hopping actions with greater control and co-ordination.</li> <li>• Perform jumps for height and distance using good technique.</li> <li>• Show accuracy and good technique when throwing for distance.</li> <li>• Show fluency and control when travelling, landing, stopping and changing direction.</li> <li>• Change direction with a fluent action and can transition smoothly between varying speeds.</li> <li>• Can co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge.</li> </ul>		
	<b><u>Games</u></b>	<ul style="list-style-type: none"> <li>• Use dribbling to change the direction of play with control under pressure.</li> <li>• Use a variety of dribbling techniques to maintain possession under pressure.</li> <li>• Use a variety of throwing techniques including fake passes to outwit an opponent.</li> <li>• Select and apply the appropriate kicking technique with control.</li> <li>• Catch and intercept a ball using one and two hands with increasing success in game situations.</li> <li>• Receive a ball with consideration to the next move.</li> <li>• Strike a ball using a wider range of skills to outwit an opponent. Apply these with increasing control under pressure.</li> <li>• Confidently change direction to successfully outwit an opponent.</li> <li>• Effectively create and use space for self and others to outwit an opponent.</li> <li>• Work collaboratively to create tactics within their team and evaluate the effectiveness of these.</li> </ul>		
	<b><u>Body Management</u></b>	<ul style="list-style-type: none"> <li>• Combine and perform more complex balances with control, technique and fluency.</li> <li>• Demonstrate more complex actions with a good level of strength and technique.</li> <li>• Confidently transition from one action to another showing appropriate control and extension for the complexity of the action.</li> <li>• Plan and perform with precision, control and fluency, a sequence of actions including a wide range of skills.</li> </ul>		
	<b><u>Outdoor Adventurous Activity</u></b>	<ul style="list-style-type: none"> <li>• Communicate with others clearly and effectively when under pressure.</li> <li>• Confident to lead others and show consideration of including all within a group.</li> <li>• Use critical thinking skills to form ideas and strategies selecting and applying the best method to solve a problem.</li> <li>• Confidently and efficiently orientate a map, identifying key features to navigate around a course.</li> <li>• Accurately reflect on when challenges are solved successfully and suggest well thought out improvements.</li> </ul>		
	<b><u>Swimming</u></b>	<ul style="list-style-type: none"> <li>• Confidently combine skills to retrieve an object from greater depth.</li> <li>• Swim at least 25m.</li> <li>• Confidently co-ordinate a smooth and consistent breathing technique with a range of strokes.</li> <li>• Confidently demonstrate good technique in a wider range of strokes over increased distances.</li> <li>• Combine gliding and transitioning into an appropriate stroke with good control.</li> </ul>		

		<ul style="list-style-type: none"> <li>• Confidently link a variety of floating actions together demonstrating good technique and control.</li> <li>• Select and apply the appropriate survival technique to the situation.</li> </ul>			
	<b>Social Skills</b>	<ul style="list-style-type: none"> <li>• Share ideas with others and work together to decide on the best approach to a task.</li> <li>• Lead others and show consideration of including all within a group.</li> <li>• Communicate with others clearly and effectively.</li> </ul>			
	<b>Emotional skills</b>	<ul style="list-style-type: none"> <li>• Understand what maximum effort looks and feels like and show determination to achieve it.</li> <li>• Use different strategies to persevere to achieve personal best.</li> <li>• Compete within the rules showing fair play and honesty when playing independently.</li> <li>• Confident to attempt tasks and challenges outside of their comfort zone.</li> </ul>			
<b>Suggested Activities</b>		<table border="1"> <tr> <td data-bbox="539 421 1093 1479"> <p><b>Netball</b> (H1) (A2) (R1)</p> <ul style="list-style-type: none"> <li>• To develop passing and moving. (C3)</li> <li>• To develop passing and moving towards a goal. (C3)</li> <li>• To be able to use the attacking principle of creating and using space. (R2)</li> <li>• To be able to change direction and lose a defender.</li> <li>• To be able to defend ball side and know when to go for interceptions. (R2) (E4)</li> <li>• To develop the shooting action.</li> <li>• To be able to change direction to get free from a defender and receive a pass. (E4)</li> <li>• To learn the positions of 5-a-side netball.</li> <li>• To play in a 5-a-side netball tournament. (C3) (H5) (E4)</li> </ul> <p><b>Swimming</b> (H1) (A2) (R1) (E1) (E3)</p> <ul style="list-style-type: none"> <li>• To develop gliding, front crawl and backstroke.</li> <li>• To develop rotation, sculling and treading water.</li> <li>• To develop the front crawl stroke and breathing technique.</li> <li>• To develop the technique for backstroke arms and legs.</li> <li>• To develop breaststroke technique.</li> <li>• To develop breaststroke and breathing technique.</li> <li>• To develop basic skills of water safety and floating.</li> <li>• To develop the dolphin kick.</li> <li>• To learn techniques for personal survival. (C3)</li> <li>• To develop water safety skills and an understanding of personal survival. 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(C3)</li> <li>• To develop the straight, forward, straddle and backward roll.</li> <li>• To develop the straight, barrel, forward, straddle and backward roll.</li> <li>• To be able to explore different methods of travelling, linking actions in both canon and synchronisation. (C3) (E4)</li> <li>• To be able to perform progressions of inverted movements.</li> </ul> </td> <td data-bbox="1093 421 1646 1479"> <p><b>Gymnastics 2</b> (H1) (A2) (R1)</p> <ul style="list-style-type: none"> <li>• To be able to develop the straddle, forward and backward roll.</li> <li>• To develop counter balance and counter tension.</li> <li>• To be able to link partner balances into a sequence. (C3) (E4)</li> <li>• To be able to perform inverted movements with control.</li> <li>• To be able to perform the progressions of a headstand and a cartwheel.</li> <li>• To be able to use flight from hands to travel over apparatus.</li> <li>• To develop group balances and sequence work. (C3) (H5) (E4)</li> <li>• To be able to create a group sequence using formations and apparatus. (C3) (R2) (E4)</li> </ul> <p><b>Badminton</b> (H1) (A2) (R1)</p> <ul style="list-style-type: none"> <li>• To demonstrate forehand and backhand grips when holding the racket.</li> <li>• To be introduced to badminton footwork and movement. (C3)</li> <li>• To develop the use of the forehand and backhand grip.</li> <li>• To develop the backhand serve.</li> <li>• To develop rallying using both grips. (E4)</li> <li>• To develop the backhand serve over a net.</li> <li>• To develop rallying using an overhead forehand clear. (E4)</li> <li>• To develop the forehand serve over a net.</li> <li>• To learn how to score points and play in competitive games. (R2)</li> <li>• To develop the backhand clears.</li> <li>• To apply the backhand to game situations. (C3)</li> <li>• To show respect, honesty and fair play when competing against an opponent. (C3) (H5) (E4)</li> </ul> <p><b>Football</b> (H1) (A2) (R1)</p> <ul style="list-style-type: none"> <li>• To develop dribbling the ball with control.</li> <li>• To be able to dribble the ball under pressure. (E4)</li> <li>• To be able to pass the ball accurately to a target.</li> <li>• To develop first touch control.</li> <li>• To be able to turn using a drag back, inside and outside hook.</li> <li>• To develop defending skills.</li> <li>• To develop goalkeeping skills.</li> <li>• To be able to apply the rules and tactics you have learnt to play in a football tournament. (C3) (H5) (R2) (E4)</li> </ul> <p><b>Yoga</b> (H1) (A2) (R1)</p> <ul style="list-style-type: none"> <li>• To develop an understanding of yoga. (C3)</li> <li>• To develop flexibility through the sun salutation flow.</li> <li>• To link actions together to create a yoga flow.</li> <li>• To develop strength through yoga flows.</li> <li>• To create your own flow showing quality in control, balance and technique. (C3)</li> <li>• To develop balance through yoga flows.</li> <li>• To develop strength, balance and control when taking weight</li> </ul> </td> <td data-bbox="1646 421 2197 1479"> <p><b>Athletics 1</b> (H1) (A2) (R1)</p> <ul style="list-style-type: none"> <li>• To be able to apply different speeds over varying distances.</li> <li>• To develop fluency and coordination when running for speed.</li> <li>• To develop technique in relay changeovers. (C3) (E4)</li> <li>• To develop power, control and consistency in jumping for distance. (C3)</li> <li>• To develop technique and coordination in the triple jump.</li> <li>• To develop throwing with force for longer distances.</li> <li>• To develop throwing with greater control and technique.</li> <li>• To develop officiating and performing skills. (C3)</li> </ul> <p><b>Athletics 2</b> (H1) (A2) (R1)</p> <ul style="list-style-type: none"> <li>• To work collaboratively with a partner to set a steady pace. (C3) (E4)</li> <li>• To develop your own and others sprinting technique.</li> <li>• To develop running over obstacles with greater control and co-ordination.</li> <li>• To develop take off position when jumping for height.</li> <li>• To develop power, control and technique for the triple jump.</li> <li>• To develop power, control and technique when throwing for distance.</li> <li>• To develop throwing with force and accuracy for longer distances.</li> <li>• To work collaboratively in a team to develop the officiating skills of measuring, timing and recording. (C3) (H5) (R2) (E4)</li> </ul> <p><b>Cricket</b> (H1) (A2) (R1)</p> <ul style="list-style-type: none"> <li>• To develop throwing accuracy and catching skills. (E4)</li> <li>• To develop underarm bowling accuracy.</li> <li>• To develop batting accuracy and directional batting.</li> <li>• To develop catching skills (close/deep catching and wicket keeping). (C3)</li> <li>• To develop overarm bowling technique and accuracy.</li> <li>• To develop the defensive and driving hitting techniques.</li> <li>• To develop a variety of fielding techniques and to use them within a game. (C3) (R2) (E4)</li> <li>• To develop long and short barriers and apply them to a game situation. (C3) (R2) (E4)</li> </ul> <p><b>Golf</b> (H1) (A2) (R1)</p> <ul style="list-style-type: none"> <li>• To safely explore hitting technique by showing an awareness of others. (C3) (E4)</li> <li>• To develop putting technique and accuracy.</li> <li>• To develop consistency and accuracy in putting.</li> <li>• To develop the technique for chipping.</li> <li>• To develop technique for a short game.</li> <li>• To develop the technique for a long game.</li> <li>• To select the appropriate shot for the situation.</li> <li>• To design a course and select the appropriate shot for the situation. 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(C3) (R2)</li> <li>• To increase endurance in swim challenges.</li> <li>• To identify fastest strokes and personal bests.</li> </ul> <p><b>Volleyball</b> (H1) (A2) (R1)</p> <ul style="list-style-type: none"> <li>• To use the ready position to move to the ball.</li> <li>• To develop the fast catch volley.</li> <li>• To be able to volley the ball using a set shot.</li> <li>• To develop the dig and understand when to use it. (C3)</li> <li>• To keep a continuous rally going over the net. (C3) (E4)</li> <li>• To develop the underarm serve and learn the rules of serving.</li> <li>• To be able use the scoring system and understand when to rotate.</li> <li>• To apply the rules, skills and tactics learnt to play in a volleyball tournament. (C3) (H5) (R2) (E4)</li> </ul> <p><b>Gymnastics 1</b> (H1) (A2) (R1)</p> <ul style="list-style-type: none"> <li>• To be able to perform symmetrical and asymmetrical balances. (C3)</li> <li>• To develop the straight, forward, straddle and backward roll.</li> <li>• To develop the straight, barrel, forward, straddle and backward roll.</li> <li>• To be able to explore different methods of travelling, linking actions in both canon and synchronisation. (C3) (E4)</li> <li>• To be able to perform progressions of inverted movements.</li> </ul>	<p><b>Gymnastics 2</b> (H1) (A2) (R1)</p> <ul style="list-style-type: none"> <li>• To be able to develop the straddle, forward and backward roll.</li> <li>• To develop counter balance and counter tension.</li> <li>• To be able to link partner balances into a sequence. (C3) (E4)</li> <li>• To be able to perform inverted movements with control.</li> <li>• To be able to perform the progressions of a headstand and a cartwheel.</li> <li>• To be able to use flight from hands to travel over apparatus.</li> <li>• To develop group balances and sequence work. (C3) (H5) (E4)</li> <li>• To be able to create a group sequence using formations and apparatus. (C3) (R2) (E4)</li> </ul> <p><b>Badminton</b> (H1) (A2) (R1)</p> <ul style="list-style-type: none"> <li>• To demonstrate forehand and backhand grips when holding the racket.</li> <li>• To be introduced to badminton footwork and movement. (C3)</li> <li>• To develop the use of the forehand and backhand grip.</li> <li>• To develop the backhand serve.</li> <li>• To develop rallying using both grips. (E4)</li> <li>• To develop the backhand serve over a net.</li> <li>• To develop rallying using an overhead forehand clear. (E4)</li> <li>• To develop the forehand serve over a net.</li> <li>• To learn how to score points and play in competitive games. (R2)</li> <li>• To develop the backhand clears.</li> <li>• To apply the backhand to game situations. (C3)</li> <li>• To show respect, honesty and fair play when competing against an opponent. (C3) (H5) (E4)</li> </ul> <p><b>Football</b> (H1) (A2) (R1)</p> <ul style="list-style-type: none"> <li>• To develop dribbling the ball with control.</li> <li>• To be able to dribble the ball under pressure. (E4)</li> <li>• To be able to pass the ball accurately to a target.</li> <li>• To develop first touch control.</li> <li>• To be able to turn using a drag back, inside and outside hook.</li> <li>• To develop defending skills.</li> <li>• To develop goalkeeping skills.</li> <li>• To be able to apply the rules and tactics you have learnt to play in a football tournament. (C3) (H5) (R2) (E4)</li> </ul> <p><b>Yoga</b> (H1) (A2) (R1)</p> <ul style="list-style-type: none"> <li>• To develop an understanding of yoga. (C3)</li> <li>• To develop flexibility through the sun salutation flow.</li> <li>• To link actions together to create a yoga flow.</li> <li>• To develop strength through yoga flows.</li> <li>• To create your own flow showing quality in control, balance and technique. (C3)</li> <li>• To develop balance through yoga flows.</li> <li>• To develop strength, balance and control when taking weight</li> </ul>	<p><b>Athletics 1</b> (H1) (A2) (R1)</p> <ul style="list-style-type: none"> <li>• To be able to apply different speeds over varying distances.</li> <li>• To develop fluency and coordination when running for speed.</li> <li>• To develop technique in relay changeovers. (C3) (E4)</li> <li>• To develop power, control and consistency in jumping for distance. (C3)</li> <li>• To develop technique and coordination in the triple jump.</li> <li>• To develop throwing with force for longer distances.</li> <li>• To develop throwing with greater control and technique.</li> <li>• To develop officiating and performing skills. (C3)</li> </ul> <p><b>Athletics 2</b> (H1) (A2) (R1)</p> <ul style="list-style-type: none"> <li>• To work collaboratively with a partner to set a steady pace. (C3) (E4)</li> <li>• To develop your own and others sprinting technique.</li> <li>• To develop running over obstacles with greater control and co-ordination.</li> <li>• To develop take off position when jumping for height.</li> <li>• To develop power, control and technique for the triple jump.</li> <li>• To develop power, control and technique when throwing for distance.</li> <li>• To develop throwing with force and accuracy for longer distances.</li> <li>• To work collaboratively in a team to develop the officiating skills of measuring, timing and recording. (C3) (H5) (R2) (E4)</li> </ul> <p><b>Cricket</b> (H1) (A2) (R1)</p> <ul style="list-style-type: none"> <li>• To develop throwing accuracy and catching skills. (E4)</li> <li>• To develop underarm bowling accuracy.</li> <li>• To develop batting accuracy and directional batting.</li> <li>• To develop catching skills (close/deep catching and wicket keeping). (C3)</li> <li>• To develop overarm bowling technique and accuracy.</li> <li>• To develop the defensive and driving hitting techniques.</li> <li>• To develop a variety of fielding techniques and to use them within a game. (C3) (R2) (E4)</li> <li>• To develop long and short barriers and apply them to a game situation. (C3) (R2) (E4)</li> </ul> <p><b>Golf</b> (H1) (A2) (R1)</p> <ul style="list-style-type: none"> <li>• To safely explore hitting technique by showing an awareness of others. (C3) (E4)</li> <li>• To develop putting technique and accuracy.</li> <li>• To develop consistency and accuracy in putting.</li> <li>• To develop the technique for chipping.</li> <li>• To develop technique for a short game.</li> <li>• To develop the technique for a long game.</li> <li>• To select the appropriate shot for the situation.</li> <li>• To design a course and select the appropriate shot for the situation. (C3) (R2)</li> </ul>
<p><b>Netball</b> (H1) (A2) (R1)</p> <ul style="list-style-type: none"> <li>• To develop passing and moving. (C3)</li> <li>• To develop passing and moving towards a goal. (C3)</li> <li>• To be able to use the attacking principle of creating and using space. (R2)</li> <li>• To be able to change direction and lose a defender.</li> <li>• To be able to defend ball side and know when to go for interceptions. (R2) (E4)</li> <li>• To develop the shooting action.</li> <li>• To be able to change direction to get free from a defender and receive a pass. (E4)</li> <li>• To learn the positions of 5-a-side netball.</li> <li>• To play in a 5-a-side netball tournament. (C3) (H5) (E4)</li> </ul> <p><b>Swimming</b> (H1) (A2) (R1) (E1) (E3)</p> <ul style="list-style-type: none"> <li>• To develop gliding, front crawl and backstroke.</li> <li>• To develop rotation, sculling and treading water.</li> <li>• To develop the front crawl stroke and breathing technique.</li> <li>• To develop the technique for backstroke arms and legs.</li> <li>• To develop breaststroke technique.</li> <li>• To develop breaststroke and breathing technique.</li> <li>• To develop basic skills of water safety and floating.</li> <li>• To develop the dolphin kick.</li> <li>• To learn techniques for personal survival. (C3)</li> <li>• To develop water safety skills and an understanding of personal survival. (C3) (R2)</li> <li>• To increase endurance in swim challenges.</li> <li>• To identify fastest strokes and personal bests.</li> </ul> <p><b>Volleyball</b> (H1) (A2) (R1)</p> <ul style="list-style-type: none"> <li>• To use the ready position to move to the ball.</li> <li>• To develop the fast catch volley.</li> <li>• To be able to volley the ball using a set shot.</li> <li>• To develop the dig and understand when to use it. (C3)</li> <li>• To keep a continuous rally going over the net. (C3) (E4)</li> <li>• To develop the underarm serve and learn the rules of serving.</li> <li>• To be able use the scoring system and understand when to rotate.</li> <li>• To apply the rules, skills and tactics learnt to play in a volleyball tournament. (C3) (H5) (R2) (E4)</li> </ul> <p><b>Gymnastics 1</b> (H1) (A2) (R1)</p> <ul style="list-style-type: none"> <li>• To be able to perform symmetrical and asymmetrical balances. (C3)</li> <li>• To develop the straight, forward, straddle and backward roll.</li> <li>• To develop the straight, barrel, forward, straddle and backward roll.</li> <li>• To be able to explore different methods of travelling, linking actions in both canon and synchronisation. (C3) (E4)</li> <li>• To be able to perform progressions of inverted movements.</li> </ul>	<p><b>Gymnastics 2</b> (H1) (A2) (R1)</p> <ul style="list-style-type: none"> <li>• To be able to develop the straddle, forward and backward roll.</li> <li>• To develop counter balance and counter tension.</li> <li>• To be able to link partner balances into a sequence. (C3) (E4)</li> <li>• To be able to perform inverted movements with control.</li> <li>• To be able to perform the progressions of a headstand and a cartwheel.</li> <li>• To be able to use flight from hands to travel over apparatus.</li> <li>• To develop group balances and sequence work. (C3) (H5) (E4)</li> <li>• To be able to create a group sequence using formations and apparatus. (C3) (R2) (E4)</li> </ul> <p><b>Badminton</b> (H1) (A2) (R1)</p> <ul style="list-style-type: none"> <li>• To demonstrate forehand and backhand grips when holding the racket.</li> <li>• To be introduced to badminton footwork and movement. (C3)</li> <li>• To develop the use of the forehand and backhand grip.</li> <li>• To develop the backhand serve.</li> <li>• To develop rallying using both grips. (E4)</li> <li>• To develop the backhand serve over a net.</li> <li>• To develop rallying using an overhead forehand clear. (E4)</li> <li>• To develop the forehand serve over a net.</li> <li>• To learn how to score points and play in competitive games. (R2)</li> <li>• To develop the backhand clears.</li> <li>• To apply the backhand to game situations. (C3)</li> <li>• To show respect, honesty and fair play when competing against an opponent. (C3) (H5) (E4)</li> </ul> <p><b>Football</b> (H1) (A2) (R1)</p> <ul style="list-style-type: none"> <li>• To develop dribbling the ball with control.</li> <li>• To be able to dribble the ball under pressure. (E4)</li> <li>• To be able to pass the ball accurately to a target.</li> <li>• To develop first touch control.</li> <li>• To be able to turn using a drag back, inside and outside hook.</li> <li>• To develop defending skills.</li> <li>• To develop goalkeeping skills.</li> <li>• To be able to apply the rules and tactics you have learnt to play in a football tournament. (C3) (H5) (R2) (E4)</li> </ul> <p><b>Yoga</b> (H1) (A2) (R1)</p> <ul style="list-style-type: none"> <li>• To develop an understanding of yoga. (C3)</li> <li>• To develop flexibility through the sun salutation flow.</li> <li>• To link actions together to create a yoga flow.</li> <li>• To develop strength through yoga flows.</li> <li>• To create your own flow showing quality in control, balance and technique. (C3)</li> <li>• To develop balance through yoga flows.</li> <li>• To develop strength, balance and control when taking weight</li> </ul>	<p><b>Athletics 1</b> (H1) (A2) (R1)</p> <ul style="list-style-type: none"> <li>• To be able to apply different speeds over varying distances.</li> <li>• To develop fluency and coordination when running for speed.</li> <li>• To develop technique in relay changeovers. (C3) (E4)</li> <li>• To develop power, control and consistency in jumping for distance. (C3)</li> <li>• To develop technique and coordination in the triple jump.</li> <li>• To develop throwing with force for longer distances.</li> <li>• To develop throwing with greater control and technique.</li> <li>• To develop officiating and performing skills. (C3)</li> </ul> <p><b>Athletics 2</b> (H1) (A2) (R1)</p> <ul style="list-style-type: none"> <li>• To work collaboratively with a partner to set a steady pace. (C3) (E4)</li> <li>• To develop your own and others sprinting technique.</li> <li>• To develop running over obstacles with greater control and co-ordination.</li> <li>• To develop take off position when jumping for height.</li> <li>• To develop power, control and technique for the triple jump.</li> <li>• To develop power, control and technique when throwing for distance.</li> <li>• To develop throwing with force and accuracy for longer distances.</li> <li>• To work collaboratively in a team to develop the officiating skills of measuring, timing and recording. (C3) (H5) (R2) (E4)</li> </ul> <p><b>Cricket</b> (H1) (A2) (R1)</p> <ul style="list-style-type: none"> <li>• To develop throwing accuracy and catching skills. (E4)</li> <li>• To develop underarm bowling accuracy.</li> <li>• To develop batting accuracy and directional batting.</li> <li>• To develop catching skills (close/deep catching and wicket keeping). (C3)</li> <li>• To develop overarm bowling technique and accuracy.</li> <li>• To develop the defensive and driving hitting techniques.</li> <li>• To develop a variety of fielding techniques and to use them within a game. (C3) (R2) (E4)</li> <li>• To develop long and short barriers and apply them to a game situation. (C3) (R2) (E4)</li> </ul> <p><b>Golf</b> (H1) (A2) (R1)</p> <ul style="list-style-type: none"> <li>• To safely explore hitting technique by showing an awareness of others. (C3) (E4)</li> <li>• To develop putting technique and accuracy.</li> <li>• To develop consistency and accuracy in putting.</li> <li>• To develop the technique for chipping.</li> <li>• To develop technique for a short game.</li> <li>• To develop the technique for a long game.</li> <li>• To select the appropriate shot for the situation.</li> <li>• To design a course and select the appropriate shot for the situation. (C3) (R2)</li> </ul>			

		<ul style="list-style-type: none"> <li>• To be able to perform progressions of a handstand.</li> <li>• To explore matching and mirroring using actions both on the floor and on apparatus. (C3) (E4)</li> <li>• To be able to create a partner sequence using apparatus. (C3) (R2) (E4)</li> </ul>	<ul style="list-style-type: none"> <li>• on my hands. (R2)</li> <li>• To work collaboratively to create a controlled paired yoga flow. (C3) (H5) (E4)</li> <li>• To create your own yoga flow that challenges technique, balance and control. (C3)</li> </ul>	
<p><b><u>Knowledge Outcomes</u></b></p>		<p><b><u>Netball</u></b></p> <ul style="list-style-type: none"> <li>• I can pass, receive and shoot the ball with increasing control under pressure.</li> <li>• I can select the appropriate action for the situation and make this decision quickly.</li> <li>• I can create and use space to help my team.</li> <li>• I can use marking, and/or interception to improve my defence.</li> <li>• I understand that there are different areas of fitness and how this helps me in different activities.</li> <li>• I can work in collaboration with others so that games run smoothly.</li> <li>• I recognise my own and others strengths and areas for development and can suggest ways to improve.</li> <li>• I can use feedback provided to improve the quality of my work.</li> <li>• I can use the rules of the game consistently to play honestly and fairly.</li> <li>• I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.</li> </ul> <p><b><u>Swimming</u></b></p> <ul style="list-style-type: none"> <li>• I can swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>• I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>• I can perform safe self-rescue in different water-based situations</li> <li>• I can swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>• I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>• I can perform safe self-rescue in different water-based situations</li> </ul> <p><b><u>Volleyball</u></b></p> <ul style="list-style-type: none"> <li>• I can use a wider range of skills with increasing control under pressure.</li> <li>• I can select the appropriate action for the situation and make this decision quickly.</li> <li>• I can use the rules of the game consistently to play honestly and fairly.</li> <li>• I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.</li> <li>• I understand that there are different areas of fitness and how this helps me in different activities.</li> <li>• I recognise my own and others strengths and areas for development and can suggest ways to improve.</li> <li>• I can use feedback provided to improve the quality of my work</li> </ul> <p><b><u>Gymnastics 1</u></b></p> <ul style="list-style-type: none"> <li>• I can use strength and flexibility to improve the quality of a performance.</li> <li>• I can create and perform sequences using apparatus, individually and with a partner.</li> <li>• I can use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say</li> </ul>	<p><b><u>Gymnastics 2</u></b></p> <ul style="list-style-type: none"> <li>• I can combine and perform gymnastic actions, shapes and balances with control and fluency.</li> <li>• I can create and perform sequences using compositional devices to improve the quality.</li> <li>• I can work collaboratively with others to create a sequence.</li> <li>• I understand what counter balance and counter tension is and can show examples with a partner.</li> <li>• I understand that there are different areas of fitness and how this helps me in different activities.</li> <li>• I can use appropriate language to evaluate and refine my own and others' work.</li> <li>• I can use feedback provided to improve the quality of my work.</li> <li>• I understand how to work safely when learning a new skill.</li> <li>• I can lead a small group through a short warm-up routine</li> </ul> <p><b><u>Badminton</u></b></p> <ul style="list-style-type: none"> <li>• I can select the appropriate action for the situation and make this decision quickly.</li> <li>• I can use a wider range of skills with increasing control under pressure.</li> <li>• I can use feedback provided to improve the quality of my work.</li> <li>• I can use the rules of the game consistently to play honestly and fairly.</li> <li>• I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.</li> <li>• I can work in collaboration with others so that games run smoothly.</li> <li>• I recognise my own and others strengths and areas for development and can suggest ways to improve.</li> <li>• I understand that there are different areas of fitness and how this helps me in different activities.</li> </ul> <p><b><u>Football</u></b></p> <ul style="list-style-type: none"> <li>• can dribble, pass, receive and shoot the ball with increasing control under pressure.</li> <li>• I can select the appropriate action for the situation and make this decision quickly.</li> <li>• I can create and use space to help my team.</li> <li>• I can use marking, tackling and/or interception to improve my defence.</li> <li>• I understand that there are different areas of fitness and how this helps me in different activities.</li> <li>• I recognise my own and others strengths and areas for development and can suggest ways to improve.</li> <li>• I can use feedback provided to improve the quality of my work.</li> <li>• I can use the rules of the game consistently to play honestly and fairly.</li> <li>• I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.</li> </ul> <p><b><u>Yoga</u></b></p> <ul style="list-style-type: none"> <li>• I am confident to lead others, demonstrating poses and teaching them my flow.</li> <li>• I recognise my own and others strengths and areas for</li> </ul>	<p><b><u>Athletics 1</u></b></p> <ul style="list-style-type: none"> <li>• I can choose the best pace for a running event.</li> <li>• I can use feedback to improve my sprinting technique.</li> <li>• I can perform a range of jumps showing some technique.</li> <li>• I can show control at take-off and landing in jumping activities.</li> <li>• I show accuracy and power when throwing for distance.</li> <li>• I can take on the role of coach, official and timer when working in a group.</li> <li>• I can identify good athletic performance and explain why it is good.</li> <li>• I can understand how stamina and power help people to perform well in different athletic activities.</li> </ul> <p><b><u>Athletics 2</u></b></p> <ul style="list-style-type: none"> <li>• I can select and apply the best pace for a running event.</li> <li>• I can perform jumps for height and distance using good technique.</li> <li>• I show accuracy and good technique when throwing for distance.</li> <li>• I can help others to improve their technique using key teaching points.</li> <li>• I can identify my own and others' strengths and areas for development and can suggest ways to improve.</li> <li>• I understand that there are different areas of fitness and how this helps me in different activities.</li> <li>• I use different strategies to persevere to achieve my personal best.</li> <li>• I can compete within the rules showing fair play and honesty.</li> </ul> <p><b><u>Cricket</u></b></p> <ul style="list-style-type: none"> <li>• I can use a wider range of fielding skills with increasing control under pressure.</li> <li>• I can select the appropriate action for the situation.</li> <li>• I can strike a bowled ball with increasing consistency and accuracy.</li> <li>• I can use the rules of the game consistently to play fairly.</li> <li>• I understand and can apply some tactics in the game as a batter, bowler and fielder.</li> <li>• I understand that there are different areas of fitness and how this helps me in different activities.</li> <li>• I recognise my own and others strengths and areas for development and can suggest ways to improve.</li> <li>• I can use feedback provided to improve the quality of my work.</li> <li>• I can work collaboratively with others to score runs and to get batters out.</li> <li>• I can work in collaboration with others so that games run smoothly.</li> </ul> <p><b><u>Golf</u></b></p> <ul style="list-style-type: none"> <li>• I can identify different areas of the golf course.</li> <li>• I can show control of distance when chipping and putting.</li> <li>• I can use a wider range of skills with increasing control under pressure.</li> <li>• I can use feedback provided to improve the quality of my work.</li> <li>• I can use the rules of the game consistently to play honestly and fairly.</li> <li>• I can work in collaboration with others so that games run</li> </ul>

		<p>how it affects the performance.</p> <ul style="list-style-type: none"><li>• I can use set criteria to make simple judgments about performances and suggest ways they could be improved.</li><li>• I can use feedback provided to improve my work.</li><li>• I can work safely when learning a new skill to keep myself and others safe.</li><li>• I can lead a partner through short warm-up routines.</li></ul>	<p>development and can suggest ways to improve.</p> <ul style="list-style-type: none"><li>• I can use feedback provided to improve the quality of my work.</li><li>• I choose poses which link easily from one to the other to help my sequence flow.</li><li>• I can use yoga poses to improve my flexibility, strength and balance.</li><li>• I can use my breath to transition from one pose to another with control.</li><li>• I understand that there are different areas of fitness and how this helps me in different activities.</li></ul>	<p>smoothly.</p> <ul style="list-style-type: none"><li>• I recognise my own and others strengths and areas for development and can suggest ways to improve.</li></ul>
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