



Physical Education (PE) - Curriculum Overview

Year	Subject specific Vocabulary	'The Greats'	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Run Walk Skip Gallop Jump Hop slide Star jump Tuck jump Half turn Roll Balance Ball Catch Throw Aim Hoop Hurdle Cone	N/A	<p><u>Physical Development:</u></p> <p>Gross motor skills:</p> <ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills • Go up steps and stairs, or climb up apparatus, using alternate feet • Skip, hop, stand on one leg and hold a pose for a game like musical statues • Use large-muscle movements to wave flags and streamers, paint and make marks • Start taking part in some group activities which they make up for themselves, or in teams • Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks 					



Reception	Run Walk Skip Gallop Jump Hop slide Star jump Tuck jump Half turn Roll Balance Ball Catch Throw Aim Hoop Hurdle Cone	N/A	<p><u>Physical Development:</u></p> <p>Gross motor skills:</p> <ul style="list-style-type: none">• Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing• Progress towards a more fluent style of moving, with developing control and grace• Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor• Combine different movements with ease and fluency• Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group• Develop overall body-strength, balance, co-ordination and agility• Further develop and refine a range of ball skills including: throwing, catching• Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball <p><u>Expressive Arts & Design:</u></p> <p>Being imaginative and expressive:</p> <ul style="list-style-type: none">• Listen attentively, move to and talk about music, expressing their feelings and responses• Watch and talk about dance and performance art, expressing their feelings and responses• Explore and engage in music making and dance, performing solo or in groups	<p><u>Physical Development:</u></p> <p>Gross motor skills:</p> <ul style="list-style-type: none">• Negotiate space and obstacles safely, with consideration for themselves and others (ELG)• Demonstrate strength, balance and coordination when playing (ELG)• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing (ELG)
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<p>Year 1</p>	<p>Autumn 1: Run, jog, sprint, straight, zigzag, jumping for height, landing, hop, leap, sequence, take-off, track</p> <p>Autumn 2: Travelling, Star, straight, tuck, level, speed, skip, sidestep, hop, leap, gallop, stomach slide, balance</p> <p>Spring 1: Direction, speed, throw, catch, underarm, overarm, receive, underarm sling, quoit</p> <p>Spring 2: Mimic, facial expression, canon, unison, travel, evaluate, personal evaluation, sequence, level, speed, direction, sidestep, pass, under pressure,</p> <p>Summer 1: Scoring, defending, surroundings, successful, accuracy, evaluate, wellbeing</p> <p>Summer 2: Egg roll, log roll, dish roll, front support, movement phrase, apparatus, evaluate</p>	<p>Usain Bolt</p>	<p>Games Explore different ways of moving and using equipment.</p> <p>Master basic movement skills:</p> <ul style="list-style-type: none"> - <u>Running</u> (<i>jog, run, sprint</i>) - <u>Changing Speed and Direction</u> - <u>Hopping</u> (<i>1 foot to same foot</i>) - <u>Jumping</u> (<i>2 feet to 2 feet, 2 feet to 1 foot, 1 foot to 2 feet</i>) - <u>Leaping</u> (<i>1 foot to the other foot</i>) - <u>Rolling</u> <p>Develop agility and co-ordination whilst applying the above skills to a range of activities.</p> <p>Dance Explore movement ideas and respond imaginatively to a range of stimuli (e.g. poetry, pictures, sound, objects)</p> <p>Move confidently, using changes of speed, level and direction</p> <p>Copy, watch and describe dance movement.</p>	<p>Gymnastics Explore gymnastics still shapes (star, straight, tuck) using different body parts and different apparatus</p> <p>Explore different methods of travel at different speeds, levels and on the apparatus (e.g. skip, sidestep, hop, leap, gallop, stomach slide, hands and knees, hands and feet).</p> <p>Experiment with balances (on large body parts) and jumps, incorporating these in to simple sequences.</p>	<p>Games Master basic movement skills:</p> <ul style="list-style-type: none"> - <u>Bouncing</u> - <u>Throwing</u> (underarm/overarm/underarm sling) - <u>Catching</u> (two handed) <p>Develop agility and co-ordination whilst applying the above skills to a range of activities.</p>	<p>Games Develop agility and co-ordination with previously-taught movement skills, whilst applying them to a range of activities.</p> <p>Dance Explore movement ideas and respond imaginatively to a range of stimuli (e.g. poetry, pictures, sound, objects)</p> <p>Move confidently, using changes of speed, level and direction</p> <p>Compose and link movement phrases to make simple dances with clear beginnings, middles and ends</p> <p>Talk about dance ideas inspired by different stimuli.</p> <p>Copy, watch and describe dance movement.</p>	<p>Games Participate in team games, developing their understanding of key concepts:</p> <ul style="list-style-type: none"> - How to score - The need for accuracy - Defending <p>Watch, copy and describe what others are doing</p> <p>Develop their understanding of how physical activity links to health and wellbeing.</p>	<p>Gymnastics Know how to carry and place apparatus</p> <p>Explore different rolls (e.g. log roll, dish roll)</p> <p>Copy or create basic movement phrases with beginnings, middles and ends, performing them using a range of body actions and body parts</p> <p>Watch, copy and describe their own and others' performances.</p>
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<p>Year 2</p>	<p>Autumn 1: Force, track, heart rate, hop, leap, evade, aim, quoit, expressive,</p> <p>Autumn 2: Star, straight, tuck, straddle, pike, dish, arch, balance, control, precision, element, sequence</p> <p>Spring 1: Dodge, intercept, release, tactics, alert, space, heart rate, possession</p> <p>Spring 2: Warm up, cool down, ringmaster, exaggeration, travelling movements, experiment, improve, mood, perform, skill, space, dodge, eye contact, marking</p> <p>Summer 1: Dribble, evaluate, control, chest pass, bounce pass, improve, feedback</p> <p>Summer 2: Arch, apparatus, evaluate, improve, partner balance, crouched</p>	<p>Cristiano Ronaldo</p>	<p>Games Develop accuracy with previously taught basic movement skills, utilising different strengths and heights:</p> <ul style="list-style-type: none"> - <u>Rolling</u> - <u>Bouncing</u> - <u>Throwing</u> (underarm/overarm/ Underarm sling) - <u>Catching</u> (two-handed) - <u>Leaping</u> (1 foot to other foot) <p>Master basic movement skills:</p> <ul style="list-style-type: none"> - <u>Dribbling</u> (1 hand to same hand bouncing while moving) - <u>Catching</u> (one-handed) <p>Develop agility and co-ordination whilst applying the above skills to a range of activities.</p> <p>Dance Explore, remember, repeat and link a range of actions, showing co-ordination, control and an awareness of the expressive qualities of the dance.</p> <p>Compose and perform short dances that express moods, ideas and feelings.</p>	<p>Gymnastics Lift, move and place mats safely</p> <p>Master and show precision with basic gymnastics shapes (star, straight, tuck, straddle, pike, dish, arch)</p> <p>Experiment with balancing on large body parts and small body parts and show control within different balances.</p> <p>Link combinations of gymnastic actions, body shapes and balances with increasing control and precision.</p>	<p>Games Master basic movement skills:</p> <ul style="list-style-type: none"> - Kicking - Dribbling (using feet) <p>Develop agility and co-ordination with new and previously-taught movement skills, whilst applying them to a range of activities.</p> <p>Participate in team games, developing their ability to choose, use and vary simple tactics.</p> <p>Describe what their bodies feel like during different types of activity.</p>	<p>Games Participate in team games, developing their ability to choose, use and vary simple tactics.</p> <p>Describe what their bodies feel like during different types of activity.</p> <p>Dance Explore, remember, repeat and link a range of actions, showing co-ordination, control and an awareness of the expressive qualities of the dance.</p> <p>Compose and perform short dances that express moods, ideas and feelings.</p> <p>Recognise the importance of warming up and cooling down.</p> <p>Watch and describe dances and use what they learn to improve their own work.</p>	<p>Games Participate in team games, further developing their ability to choose, use and vary simple tactics.</p> <p>Recognise good quality in performance</p>	<p>Gymnastics Lift, move and place apparatus safely</p> <p>Link combinations of gymnastic actions, body shapes and balances using different apparatus.</p> <p>Create and perform sequences</p> <p>Make improvements to their work using information they have gained by watching, listening and investigating</p>
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	forward roll, landing, evaluate		Watch and describe dances and use what they learn to improve their own work.					
Year 3	<p>Autumn Football- invasion, dribbling, respect, attack, passing communicate, defender, opponent, possession</p> <p>Netball Landing, footwork, pivot, Variety, receive, distance, chest, shoulder Bounce, direction, defender.</p> <p>Basketball Dribbling, protect, direction, accelerate, passing, receiver, sender, technique, shooting, attacking</p> <p>Hockey Sending, receiving, accuracy, control, dribbling, rotate, defender, accelerating, direction.</p> <p>Rugby Blocked, tagged, dodging, offside, forward, direction, space, opponent, delay, challenge defenders</p>	<p>Christiano Ronaldo</p> <p>Irene Van Dyk</p> <p>Michael Jordan</p> <p>Samantha Quek</p> <p>Jonathon Wilkinson</p> <p>Simone Biles</p> <p>Ashley Banjo</p> <p>Novak Djokovic</p> <p>Mo Farah</p> <p>Sachin Tendulkar</p>	<p>Invasion Games:</p> <p>Football</p> <ul style="list-style-type: none"> -To develop the attacking skill of dribbling. -To apply attacking skills to move towards a goal. -To use defending skills to delay an opponent and gain possession. <p>Netball</p> <ul style="list-style-type: none"> -To develop passing and moving and play within the footwork rule. -To use a variety of passes to move towards a goal. -To develop movement skills to lose a defender. <p>Intra house- Football Tournament</p> <p>Basketball</p> <ul style="list-style-type: none"> -To develop the attacking skill of dribbling. To protect the ball when dribbling against an opponent. -To develop passing and begin to recognise when to use different skills. -To develop technique in the attacking skill of shooting. <p>Hockey</p> <ul style="list-style-type: none"> -To develop sending and receiving the ball with accuracy and control -To develop the attacking skill of dribbling. -To develop dribbling to beat a defender. <p>Rugby</p> <ul style="list-style-type: none"> -To develop throwing, catching and running with the ball. To develop an understanding of how to defend using tagging rules. -To begin to use the 'forward pass' and 'offside' rule. To develop movement skills to dodge a defender. -To track an opponent and begin to defend as a team. 	<p>Gymnastics</p> <p>Consolidate and improve the quality of their actions, body shapes and balances, and their ability to link phrases of movement.</p> <p>Improve their ability to select appropriate actions and use simple compositional ideas.</p> <p>Describe the short-term effects of exercise on the body.</p> <p>Know the importance of suppleness and strength.</p> <p>Describe and evaluate the effectiveness and quality of a performance and recognise how their own performance has improved.</p>	<p>Net and Wall Games:</p> <p>Consolidate and develop the range and consistency of their skills in net games (including footwork, using a racket and bouncing a ball)</p> <p>Keep, adapt and make rules for net games.</p> <p>Know the importance of warming up.</p> <p>Describe the short-term effects of exercises on the body and understand how to improve stamina.</p> <p>Describe the quality of performance and use what they have learned to improve their work.</p> <p>Intra house- Tournament</p>	<p>Athletics:</p> <p>Remember, repeat and link combinations of actions.</p> <p>Use their bodies and a variety of equipment with control and co-ordination.</p> <p>Choose skills and equipment to help them meet the challenges they are set.</p> <p>Recognise and describe what their bodies feel like during different types of activity.</p> <p>Watch, copy and describe what they and others have done.</p> <p>Intra house Goal Ball Tournament (SEN/less active)</p>	<p>Striking and Fielding Games:</p> <p>Develop the range of skills.</p> <p>Use a range of simple tactics and strategies. Understand and use rules.</p> <p><i>Understand the importance of warming up and recognizing how specific activities affect their bodies.</i></p> <p><i>Recognise good performance (and compositional features in dance) and identify aspects that need improving.</i></p> <p>Intra House- Cricket Tournament</p>	



	<p>Spring 1: star, straight, tuck, straddle, pike, dish, arch, balance, take-off, flight, landing, suppleness, strength, evaluate</p> <p>Spring 1: Dance phrases, side by side, freeze, motif, imaginative, dynamics, rhythm, compositional features,</p> <p>Spring 2: Positioning, ready position, control, accuracy, hand-eye coordination, rally, technique, forehand, backhand, heart rate, stamina, effectiveness, improvements</p> <p>Summer 1: Sprint, hurdling, underarm throw, one handed push throw.</p> <p>Summer 2: rules, runs, striking, fielding, tactics, strategies,</p>		<p><u>All- To apply the rules and skills you have learnt and play in a tournament.</u></p>	<p><u>Dance</u> Improvise freely on their own and with a partner, translating ideas from a stimulus (e.g. music, photo, story) into movement.</p> <p>Create and link dance phrases and perform dances, showing an awareness of rhythm.</p> <p>Intra house Sports 4 All Tournament (SEN/less active)</p>			
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Year 4	Autumn : Football Invasion, dribbling, direction, speed, passing, communicate, defender, opponent, possession	Lucy Bronze	<u>Invasion Games:</u> Football -To develop changing direction and speed when dribbling. -To apply attacking skills to move towards a goal. -To use defending skills to delay an opponent and gain possession.	<u>Gymnastics</u> Develop the range of actions (including front support and back support), body shapes and balances they include in a performance, performing them more accurately and consistently.	<u>Net and Wall Games:</u> Consolidate and further develop the range and consistency of their skills in net games (including using a racket, forehand and backhand)	<u>Athletics:</u> Consolidate and improve the quality, range and consistency of the techniques they use for particular activities (e.g. the 5 basic jumps)	<u>Striking and Fielding Games:</u> Consolidate and develop the range and consistency of skills.
	Netball Landing, footwork, pivot, opponent, attacker, defender, shooting, accuracy, pressure, persevere.	Layla Guscoth	Netball -To develop passing and moving and play within the footwork rule. -To defend an opponent and try to win the ball. -To develop the shooting action.		Keep, adapt and make rules for net games.	Develop their ability to choose and use simple tactics and strategies in different situations (e.g. pacing)	Choose and use a range if simple tactics and strategies. Keep, adapt and make rules.
	Basketball Dribbling, protect, direction, accelerate, hip width apart, foul, delay, tactics, block, technique, shooting, attacking.	LeBron James	<u>Intra house Football Tournament</u> Basketball -To develop the attacking skill of dribbling. To protect the ball when dribbling against an opponent. -To use defending skills to delay an opponent and gain possession. -To develop technique in the attacking skill of shooting.		Use tactics (feinting, defensive stance, block shot etc.)	Know, measure and describe the short-term effects of exercise on the body and how the body reacts to different types of activity.	Recognise how specific activities affect their bodies and begin to understand the importance of warming up.
	Hockey Sending, receiving, accuracy, control, tackle, delay, attempt, goal.	Jack Waller	Hockey -To develop sending and receiving the ball with accuracy and control. -To use defending skills to delay an opponent and gain possession. -To apply attacking skills to move towards goal and find space.		Begin to recognise which activities help their speed, strength and stamina and when these traits are important in games.	Explain their ideas and plans and recognise what skilful play looks like and which aspects of their work need improving.	Recognise good performance and identify aspects that need improving.
	Rugby Block, tagged, dodging, offside, forward, direction, space, opponent, delay, challenge defenders, tagging.	Jonah Tali Lomu	Rugby -To develop throwing, catching and running with the ball. To develop an understanding of how to defend using tagging rules. -To begin to use the 'forward pass' and 'offside' rule. To develop movement skills to dodge a defender. -To track an opponent and begin to defend as a team.		Describe how the body reacts during different types of activity.	<u>Intra house- Tournament</u>	<u>Intra house- Cricket Tournament</u>
Spring 1: Gymnastics-speed, level, direction,	Max Whitlock			Describe their own and others' work, making simple judgements about the quality of performances and suggesting ways they could be improved.	Describe and evaluate the effectiveness of performances and recognise aspects that need improving.		
	Misty Copeland			<u>Dance</u> Explore and create characters and	<u>Intra house Goal Ball Tournament (SEN/less active)</u>		
	Serena Williams						
	Usain Bolt						
	Shane Warne						



<p>balances, transferring, front support, back support Dance-Characters, narratives, choreographic principles, mirroring, co-ordination, quality, dance phrases, refine, trajectory, boundary, stance, pull shot, square cut,</p> <p>Spring 2: speed, level, direction, balances, transferring, front support, back support</p> <p>Summer 1: Track, field, pace, relay baton, jump combination, standing triple jump, pull throw, pentathlon, heartbeat, warm up, evaluate</p> <p>Summer 2: Tactics, dodge, transfer, role, consistency, adapt, speed, strength, stamina, success, performance, evaluate, improve</p>		<p><u>All- To apply the rules and skills you have learnt and play in a tournament.</u></p>	<p>narratives in response to a range of stimuli (e.g. pictures, music, stories)</p> <p>Use simple choreographic principles to create dance motifs.</p> <p>Perform more complex dance phrases that communicate character and narrative.</p> <p>Know and describe the steps of warming up and cooling down for dance.</p> <p>Describe and evaluate their own and others' dances, taking account of character and narrative.</p> <p>Intra house Sports 4 All Tournament (SEN/less active)</p>			
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Year 5	Autumn: Football Invasion, dribbling, control, pressure, support, teammate, space, receive, defending, opponent, attacking, opponent, possession	Pele	<u>Invasion Games:</u> Football -To maintain possession when dribbling. To dribble with control under pressure. -To move into and create space to support a teammate. -To use the appropriate defensive technique for the situation	<u>Gymnastics</u> Perform previously-taught actions, shapes and balances consistently and fluently in specific activities.	<u>Net and Wall Games:</u> <u>Tennis</u> Develop their range of skills (including racket work - forehand & backhand and the ability to serve and volley) in tennis.	<u>Athletics:</u> Increase the number of techniques they use.	<u>Striking and Fielding Games:</u> Develop the range of their skills.
	Netball Passing, possession, landing foot, attacker, defender, opposition, intercept, consecutive	Laura Malcolm Diana Taurasi Lee Morton	Netball -To develop passing and moving to maintain possession. -To use a variety of attacking skills to lose a defender. -To move into and create space to support a teammate.	Choose and apply basic compositional ideas to the sequences they create, adapting them to new situations.	Know and apply basic strategies and tactical principles of attack and adapt them to different situations.	Choose appropriate techniques for specific events.	Use rules, strategies and tactics when batting and fielding.
	Basketball Dribble, support, create space, protect, defender, cooperatively, intercept, pass, shoot, technique	Magali Harvey Beth Tweddle	Intra house- Football Tournament Basketball -To dribble with control under pressure. To move into and create space to support a teammate. -To choose when to pass and when to dribble. -To develop shooting technique and make decisions about when to pass, dribble or shoot.	Understand the basic principles of warming up and why it is important for good-quality performance. Choose and use information and basic criteria to evaluate their own and others' work.	Understand the basic principles of warming up and choosing appropriate warm ups for the games they are going to play.	Understand why exercise is good for fitness, health and wellbeing.	Understand why exercise is good for fitness, health and wellbeing.
	Hockey Defender, dribbling, static, control, pressure, track the ball, choose, intercept, maintain, consecutive	Diversity (Dance group) Boris Becker Sarh Storey	Hockey -To develop dribbling to beat a defender. -To send and receive the ball with control under pressure. -To select the appropriate skill, choosing when to pass and when to dribble.	Choose and use information and basic criteria to evaluate their own and others' work.	Evaluate their own and others' work.	Evaluate their own and other's work and recognise aspects that need improving.	Evaluate their own and others' performances and suggest improvements.
	Rugby Block, tagged, dodging, offside, forward, direction, space, support, try, offside/onside, tagging.	Ian Botham	Rugby -To develop throwing, catching and running with the ball. To develop an understanding of how to defend using tagging rules. -To begin to use the 'forward pass' and 'offside' rule. To develop movement skills to dodge a defender. -To move into space to support a teammate abiding by the rules.	<u>Dance</u> Explore and improvise dances in different styles. Compose dances using different dance styles. Perform dances expressively. Understand the importance of	Swimming -Perform safe self-rescue in different water based situations -Swim competently, confidently and proficiently over a distance of at least 25 metres -Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke	Swimming -Perform safe self-rescue in different water based situations -Swim competently, confidently and proficiently over a distance of at least 25 metres -Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke	Swimming -Perform safe self-rescue in different water based situations -Swim competently, confidently and proficiently over a distance of at least 25 metres -Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke
						Intra house- Cricket Tournament	



<p>Spring 1: Symmetrical, asymmetrical, level, body tension, co-ordination, weight on hands, compositional ideas, unison Stimuli, complementing, compose, expressive, warm up, cool down, analyse, evaluate,</p> <p>Spring 2: Autumn 2: forehand, backhand groundstroke, volley, opponent, accuracy, consistency, fluency of movement</p> <p>Summer 1: Technique, pace, jump, jump combination, heartbeat, warm up, evaluate</p> <p>Summer 2: technique, fielder, base, strategy, sportsmanship</p>		<p>Swimming -Perform safe self-rescue in different water based situations -Swim competently, confidently and proficiently over a distance of at least 25 metres -Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke</p> <p><u>All- to apply the rules and skills you have learnt and play in a tournament.</u></p>	<p>warming up and cooling down and organise their own warm up and cool down activities to suit the dance.</p> <p>Describe, analyse and evaluate dances, showing understanding of some aspects of style and context.</p> <p>Swimming -Perform safe self-rescue in different water based situations -Swim competently, confidently and proficiently over a distance of at least 25 metres -Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke</p> <p>Intra house Sports 4 All Tournament (SEN/less active)</p>	<p>Intra house- Tournament</p>	<p>Intra house Goal Ball Tournament (SEN/less active)</p>	



Year 6	Autumn: Football Intercept, defending, attacking, dribble, support, teammate, space, receive, appropriate, cooperatively, opponent, possession.	Pep Guardiola	<u>Invasion Games:</u> Football -To maintain possession when dribbling. To dribble with control under pressure. -To move into and create space to support a teammate.	<u>Gymnastics</u> Combine and perform gymnastics actions, shapes and balances more fluently and effectively across the activity areas.	<u>Net and Wall Games:</u> Tennis -To develop placement of the ball using forehand -To develop placement of the ball using backhand groundstroke. -To develop the volley and understand when to use it. -To employ tactics when playing with a partner. -To develop accuracy and consistency using the underarm serve. -To apply rules, skills and principles to play against an opponent.	<u>Athletics:</u> Develop the consistency of their actions in a number of events. Choose appropriate techniques for specific events. Understand the basic principles of warming up. Evaluate their own and others' work and suggest ways to improve it.	<u>Striking and Fielding Games:</u> Develop the range and consistency of their skills. Use and adapt rules, strategies and tactics when batting and fielding. Understand what to include in a warm up in order to improve performance. Evaluate strengths and weaknesses in their own and others' performances and suggest improvements.	
	Netball Passing, possession, landing foot, defender, opposition, mark, goal Keeper (GK) Goal Defence (GD) Goal Attacker (GA) Goal shooter (GS) Centre (C), intercept, consecutive.	Geva Kate Mentor	Netball -To develop passing and moving to maintain possession. -To use defending skills to gain possession. -To move into and create space to support a teammate.	Develop their own gymnastic sequences by understanding, choosing and applying a range of compositional principles.	Understand why warming up and cooling down are important and carry out warm ups safely and effectively.	Develop the range and consistency of skills (including racket work) in specific net games.	Swimming -Perform safe self-rescue in different water based situations -Swim competently, confidently and proficiently over a distance of at least 25 metres -Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke	Swimming -Perform safe self-rescue in different water based situations -Swim competently, confidently and proficiently over a distance of at least 25 metres -Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke
	Basketball Dribble, support, create bspace, protect, tracking, defensive technique, direction, speed, pass, shoot, technique.	Kobe Bryant	Basketball -To dribble with control under pressure. To move into and create space to support a teammate. -To use the appropriate defensive technique for the situation.	Understand why exercise is good for health, fitness and wellbeing and how to become healthier themselves.	Understand, use and adapt a range of tactics and strategies for defence and attack.	Understand why warming up and cooling down are important and the need to prepare properly for games.	Intra house Goal Ball Tournament	Intra house- Tournament
	Hockey Defender, dribbling, static, intercept, create space, tackle, jab, defensive technique, strike	Amy Tennant	Hockey -To develop throwing, catching and running with the ball. To develop an understanding of how to defend using tagging rules. -To begin to use the 'forward pass' and 'offside' rule. To develop movement skills to dodge a defender. -To move into space to support a teammate abiding by the rules.	<u>Dance</u> Explore, improvise and combine movement ideas	Know when exercise is good for their			
Rugby	Dan Carter	Rugby -To develop passing and moving to maintain possession. -To use defending skills to gain possession. -To move into and create space to support a teammate.						
	Nikolai Andrianov	<u>Intra house- Football Tournament</u>						
	Gregory Hines							
	Maria Sharapova							
	Ellie Simmonds							
	Lea Tahuhu							



<p>Block, tagged, dodging, offside, forward, direction, space, support, try, offside/onside, tagging.</p> <p>Spring 1: acceleration, deceleration, adapt, perform, refine</p> <p>Haka, alternating, link, repetition, motifs, dance phrases, evaluate, refine,</p> <p>Spring 2: Tennis</p> <p>reaction time, opponent, tactic, strategy, horizontal, wellbeing, cool down, warm up, strength, speed, stamina, evaluate, improve</p> <p>Summer 1: Reaction time, downsweep baton exchange, endurance, lead leg, overhead heave throw</p> <p>Summer 2: Space, attacking the ball.</p>		<p>Swimming</p> <ul style="list-style-type: none"> -Perform safe self-rescue in different water based situations -Swim competently, confidently and proficiently over a distance of at least 25 metres -Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke <p><u>All- To apply the rules and skills you have learnt and play in a tournament.</u></p>	<p>fluently and effectively.</p> <p>Create and structure motifs, phrases, sections and whole dances.</p> <p>Prepare effectively for dancing and understand why dance is good for their fitness, health and wellbeing.</p> <p>Evaluate, refine and develop their own and others' work.</p> <p>Swimming</p> <ul style="list-style-type: none"> -Perform safe self-rescue in different water based situations -Swim competently, confidently and proficiently over a distance of at least 25 metres -Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke <p>Intra house Sports 4 All Tournament (SEN/less active)</p>	<p>fitness, health and wellbeing.</p> <p>Develop their ability to evaluate their own and others' work and suggest ways to improve it.</p> <p>Swimming</p> <ul style="list-style-type: none"> -Perform safe self-rescue in different water based situations -Swim competently, confidently and proficiently over a distance of at least 25 metres -Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke <p>Intra house-Tournament</p>	<p>(SEN/less active)</p>	
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