Subject: PESubject Lead/Team:Laura Porter2021-22



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YR R	Body Management Units 1 and 2	Dance Units 1 and 2	Gymnastics Units 1 and 2	Manipulation and Coordination Units 1 and 2	Speed and Agility Travel Units 1 and 2	Sports Day Cooperate and Solve problems 1 Unit
YR 1	Gymnastics Units 1 Send and Return Unit 1	Send and Return Unit 2 Gymnastics Unit 2	Dance Unit 1 Attac <mark>k Defen</mark> d Shoot Unit 1	Dance Unit 2 Attack Defend Shoot Unit 2	Hit Catch Run Units 1 and 2	Sport Day Run Jump Throw Units 1 and 2
YR 2	Gymnastics Units 1 Send and Return Unit 1	Send and Return Unit 2 Gymnastics Unit 2	Dance Unit 1 Attack Defend Shoot Unit 1	Dance Unit 2 Attack Defend Shoot Unit 2	Hit Catch R <mark>un</mark> Units 1 and 2	Sport Day Run Jump Throw Units 1 and 2
YR 3	Dance Unit 1 Handball	Gymnastics Unit 1 Football	Gymnastics Unit 2 Badminton	Swimming Dance Unit 2 Netball	Swimming Athletics Cricket	Sports Day OAA Rounders
YR 4	Gymnastics Unit 1  Hockey	Swimming Dance Unit 1 Gymnastics Unit 2	Swimming Dance Unit 2 Handball	OAA Tri Golf	Athletics Tennis	Sport Day Tag Rugby Cricket
YR 5	Dance Unit 1 Cross Country	Gymnastics Unit 1 Hockey	Gymnastics Unit 2 Tennis	Netball OAA	Athletics Ultimate Frisbee	Sports Day Cricket Tag Rugby
YR 6	Swimming Cross Country Basketball	Dance Unit 1 Tag Rugby	Gymnastics Unit 1 Table Tennis	Tennis Hockey	OAA Cricket	Sports Day Athletics Rounders

# PE SUBJECT AIMS

- 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
- lead healthy, active lives
- 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]

Primar

• perform safe self-rescue in different water-based situations

Subject rationale: (Consider how your subject rationale connects with the Curriculum rationale)

PE develops a child's knowledge, skill and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. A varied curriculum is in place to support this, with activities including: dance, athletics, gymnastics, football, rugby, cricket, ultimate Frisbee, hockey, dodgeball, handball, swimming and water safety and outdoor adventure activities. Physical education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle. Thus we enable children to make informed choices about physical activities throughout their lives.

In all class's children have a wide range of physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child and in doing so raise pupil's health (considering childhood obesity) and fitness levels, improve skills and develop pupil's resilience, teamwork and perseverance (school values).

The use of assessment, questionnaires and surveys (pupils and staff) and by talking to children the quality of lessons and confidence in the teaching of PE improves and as a result the enjoyment and positive outcomes increases.

Threshold Concepts and Skills: (What are the fundamental concepts and ideas that pupils must have grasped by the end of the academic year in your subject)

To develop and explore physical skills with increasing control and co-ordination.

To work and play with others in a range of group situations.

To perform skills and apply rules and conventions for different activities.

To improve the quality and control of their performance.

To recognise and describe how their bodies feel during exercise.

To enjoy physical activity through creativity and imagination.

To understand how to succeed in a range of physical activities and how to evaluate their own success.



Year Group: YR

Autumn Term 1				Autumn Term 2				
Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC	Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC	
Climb, step, feet, alternate, one foot, balance, stand, stop, reach, stretch, hold, carry, touch, crawl, jump, roll. Walk, run, hop, climb	Can stand and balance for short periods on one foot. Can climb stairs move over large and small steps. Can use hands and feet to negotiate obstacles	Literacy: Can reiterate and repeat basic terminology, can describe in simple terms. Numeracy: Able to count and repeat simple patterns, movement and sequences	To have a sense of enjoyment and fascination in learning about what their bodies can do.	Dance, twist, turn, rhythm, step, music, beat, stretch, feet, curl, high, low, fast, slow.	Respond to hearing music. Basic movements including walking, running, rolling, crawling, jumping and taking weight on hands. Able to follow simple instructions. Able to replicate basic demonstrations and copy and repeat simple movements and shapes.	Literacy: Describe similar and contrasting movements. Numeracy: Count in beat patterns	To use their imagination in creation of a piece of work.	
Threshold Concepts Knowledge without which later concepts will not be fully understood / Core Knowledge The minimum all pupils should know		Key skills Which can be applied once the knowledge is understood		Threshold Concepts Knowledge without which later concepts will not be fully understood / Core Knowledge The minimum all pupils should know		Key skills Which can be applied once the knowledge is understood		
Body Management (	Units I and 2)			Dance Units 1 and 2				

I know what actions can be reproduced I am able to perform an African dance

I am able to explore stretching and

I know how to stretch and reach in a

1 1010 110 110 110 110 110	Allow flow to street and reach in a				Tall and the reproduced Tall and to perform any wheat dance			
variety of different	,	reaching in different		in time to music.		Motif.		
I know how to mak	e a tall shape with	I am <mark>able to make a</mark>		1 know how to copy	•	I am able to count a	nd move to 8 beats.	
<mark>my body.</mark>		body both on the flo	oor and a piece of	perform simple patt				
I know how to make a small shape with		<mark>apparatus.</mark>		I know how to cour	<mark>nt to 8 beats.</mark>			
my body.								
Physical Developme	ent – Gross Motor	ELG Negotiate space	and obstacles	The same of the sa		Expressive Arts and Design – Being		
Skills		safe <mark>ly, with co</mark> nsider	ration for	The second second		<b>Imaginative and Exp</b>	ressive.	
		themselves and other	ers – Physical			Perform songs, rhyn	nes, poems and	
Revise and refine th		Development – Gros	ss Motor Skills	Move energetically	, such as running,	stories with others,	and (when	
movement skills the	ey have			jumping, dancing, h	opping, skipping and	appropriate) try to n		
already acquired:		Stepping Stone		climbing.		music. –		
- rolling - running		Look around at the s	space					
- crawling - hopping		I can use my eyes to		Expressive Arts and	Design – Being	Physical Developme	nt – Gross Motor	
- walking - skipping		space to make sure		Imaginative and Exp	ressive.	Skills		
- jumping - climbing		When moving round		Perform songs, rhymes, poems and		JKIII J		
	<ul> <li>Progress towards a more fluent style</li> </ul>						nstrate strength, balance and	
of moving, with developing control and		other children and o		appropriate) try to i	•	coordination when playing.		
grace.		other children and o	bjects.	music. –		coordination when p	Jiayilig.	
Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines		Physical Developme Skills  Demonstrate streng coordination when p	th, balance and	T.	,	-V"		
	1.0	e de la companya de	-			No.		
Spring Term 1				Spring Term 2				
Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC	Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC	
Balance, control,	Basic	Literacy: Can	To use a range of	Agility,	Participate in a		To show respect	
fast, high, jump,	movements	recall, identify	social skills to	alternate,	variety of agility-		for others in	
link, low,	including	and select	work with	anticipate,	based activities		different	
movement,	walking,	individual	children from	apparatus,	involving moving		situations.	
							Situations.	
music, pattern,	running, rolling,	movements or	different	balance, beat,	and controlling			
roll, sequence,	crawling,	balances.	backgrounds.	carry, crawl,	objects.			

shape, slow, speed, timing, travel.	jumping, and taking weight on hands Able to follow simple instructions Able to replicate basic demonstrations and copy and repeat simple movements and shapes	Numeracy: Can count when jumping and carrying out other repetitive movements.	To use their imagination in creation of a piece of work.	feet, freeze, grip, hands, high, hold, hop, jump, low, music, one foot, pause, prepare, reach, roll, slide, slither, stand, step, stop, stretch, switch, touch, weight.	Recognise the different between actions such as: moving softly, quietly, quickly, powerfully, etc. Relate body movements to music and percussion beats		To use their imagination in creation of a piece of work.
Threshold Conce	e <b>pts</b> Knowledge	Key skills		Threshold Conce		Key skills	
without which later concepts will not be				without which later concepts will not be		Which can be applied once the knowledge	
fully understood / Core Knowledge		is understood		fully understood / Core Knowledge		is understood	
The minimum all pupils should know				The minimum all pup			
Gymnastics Units 1 and 2				Manipulation and Co	pordination Units I		
To know how to move over and under		To be able to explo	re moving over and	and 2		- I	
apparatus.  To know how to lis		under apparatus.  To be able to roll confidently.		To know how to hop, step and jump in a sequence.		To be able to demo	
and move their boo				To know how to send and stop objects		step and jump in a sequence.  To be able to demonstrate how to stop	
To know how to re		To be able to follow a set of		using their hands and feet.		· ·	
TO KNOW NOW LOT	JII.	instructions in a circuit.		To know how to use a baton to move		and send objects using their hands and feet.	
Physical Developme	ent – Gross Motor			objects.		To be able to use a baton confidently.	
Skills	<u> </u>	Physical Developme	nt	To know how to push, hit and dribble		To be able to demonstrate how to	
Demonstrate streng	gth, balance and	Combine different n		with a piece of equipment.		push, hit and dribble with different	
coordination when	•	ease and fluency.		Will a piece of equipment.		pieces of equipment.	
	k/9.	<ul> <li>Confidently and sa</li> </ul>			3,16,34		
Physical Developme	ent –	large and small	, ase a range of	Personal, social and	<u>emotional</u>	Physical Developme	nt – Gross Motor
Revise and refine th		apparatus indoors a	nd outdoors, alone	development – man	aging self	Skills	
and a contract of the file of the contract of		and in a group.		Be confident to try r	new activities and		
already acquired:		Develop overall bo	ody strength.	show independence	, resilience and	Confidently and saf	ely use a range of
- rolling - running		balance, coordination		perseverance in the	perseverance in the face of a challenge.		aratus indoors and
- crawling - hopping		and agility.	- C 7 7.1	Explain the reasons for rules, know right		outdoors, alone and	in a group.
- walking - skipping		Know and talk abo	ut the different	from wrong and try to behave		Stepping Stone	
- jumping - climbing	S	factors that support		accordingly.		Look around at the space	

of moving, with developing control and grace.  • Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines		health and wellbeing: - regular physical activity		Personal, social and emotional development – building relationships Work and play cooperatively and take turns with others. – Building Relationships  Summer Term 2		I can use my eyes to look around the space to make sure it is safe When moving round the space make sure my head is up to so I can see the other children and objects Make sure take it turns on the appartatus.  Physical Development – Gross Motor Skills  Revise and refine the fundamental movement skills they have already acquired: - rolling - running - crawling - hopping - walking - skipping - jumping - climbing Progress towards a more fluent style of moving, with developing control and grace.	
Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC	Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
Step, feet, alternate, one foot, balance, stand, stop, reach, stretch, hold, carry, touch, crawl, jump, roll, hands, feet,	Travel with some control and coordination. Change direction at speed through both choice and instructions.	78 <sub>2</sub> ,	Prí	Cooperate, team, individual, partner, pair, work, choose, try, travel, roll, jump, twist, turn, crawl, roll, run, line le, width, length,	Coordinate similar type objects in a variety of ways Differentiate ways to manoeuvre objects	To use their imagi of a piece of work	

weight, slide, slither, apparatus, pause, prepare, anticipate, freeze, high, low, switch, agility, music, beat.	Perform actions demonstrating changes in speed. Stop, start, pause, prepare for and anticipate movement in a variety of situations			carry, challenge, shape, count, retrieve, collect, suits, deck, cards, trail, body shape, number	Skip in isolation and with rope	
Threshold Conce		Key skills		Threshold Conce	ots Knowledge	Key skills
without which later co	oncepts will not be	Which can be applied	once the knowledge	without which later co	ncepts will not be	Which can be applied once the knowledge
fully understood I Co		is understood		fully understood / Core Knowledge		is understood
The minimum all pup		1 (000)		The minimum all pupils should know		
Speed and Agility (Units 1 and 2)				Cooperate and Solve	e Units 1 and 2	
To know how to perform fast and slow			nstrate fast and slow			T 10 11
movements.		movements.		To know how to org		To be able to organise various items
	To know how to stop, start and pause in a variety of different ways.		v to stop, start and	To know how to work with a partner to share ideas.		(images, colours and symbols)  To be able to travel confidently in a
To know how to ch		pause. To know how to move by inching,		To be able to travel in a range of ways.		range of ways.
To know how to me	<b>U</b> .	crawling and jumping.		To be able to move along a pathway.		To be able to show a pathway of
crawling and jumping	,	Crawling and Jumping		To be able to move	aiong a paurway.	movement.
	-	Physical Developme	nt – Gross Motor	Managing Self Perso	onal, Social and	Physical Development – Gross Motor
Managing Self Person	onal, Social and	Skills		emotional development.		Skills
emotional developn	nent.			Be confident to try new activities and		
		Revise and refine the		show independence, resilience and		Revise and refine the fundamental
Be confident to try new activities and		movement skills the	y have	perseverance in the face of a challenge.		movement skills they have
show independence, resilience and		already acquired:		Explain the reasons for rules, know right		already acquired:
perseverance in the face of a challenge.		- rolling - running		from wrong and try to behave		- rolling - running
Explain the reasons for rules, know right		<ul><li>crawling - hopping</li><li>walking - skipping</li></ul>		accordingly .		- crawling - hopping - walking - skipping
from wrong and try to behave		- jumping - climbing	7.77%	-1 -		- jumping - climbing
accordingly		Progress towards a	more fluent style	<b>Building Relationship</b>		Progress towards a more fluent style
		of moving, with deve		Work and play coop		of moving, with developing control and
		grace.		turns with others.	*	grace.
		0				0

Develop overall body-strength,     balance, coordination and agility needed     to engage successfully with future     physical education sessions and other	- t	<ul> <li>Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other</li> </ul>
physical disciplines		physical disciplines

Year Group: YR1

tension, carry, control, jumping and extension, fast, hang, high, jump, like, link, low, movement, muscles, music, pattern, relaxation, roll, sequence, shape, slow, speed, strength, Pupils will have  taking off, jumping and gymnastics gymnastics actions and how they can be used. Numeracy: bodies can do.  Describe basic gymnastics and fascination in learning about what their and fascination in learning about what their bodies can do.  of enjoyment and fascination in learning about what their bodies can do.  of enjoyment and fascination in learning about what their bodies can do.  learning about what their bodies	Autumn Term 1				Autumn Term 2			
tension, carry, control, jumping and extension, fast, hang, high, jump, like, link, low, movement, muscles, music, pattern, relaxation, roll, sequence, shape, slow, speed, strength, Pupils will have  taking off, jumping and gymnastics gymnastics actions and how they can be used. Numeracy: bodies can do.  Describe basic gymnastics and fascination in learning about what their backgrounds.  of enjoyment and fascination in learning about what their bodies can do.  of enjoyment and fascination in learning about what their bodies can do.  of enjoyment and fascination in learning about what their bodies can do.  learn	Key Vocabulary	Opportunities (e.g. when past topics can be	curriculum (e.g. different subjects or	SMSC	Key Vocabulary	Opportunities (e.g. when past topics can be	curriculum (e.g. different subjects or	SMSC
timing, travel. used a variety of balls, beanbags, Hit, collect, stop, net, throw, roll, strike, catch, bowl, feed, pick used a variety of balls. Identify games.  Describing different ways to send and return balls. Identify different net games.  Seed, spin, strength, timing, travel, turn.  Send objects with increased confidence using catch, collect, hand or bat sequence.	tension, carry, control, extension, fast, hang, high, jump, like, link, low, movement, muscles, music, pattern, relaxation, roll, sequence, shape, slow, speed, strength, timing, travel.  Hit, collect, stop, net, throw, roll, strike, catch,	Experienced taking off, jumping and landing Has a concept of a space and use of space Has developed confidence in fundamental movements  Pupils will have used a variety of balls, beanbags, bats and markers.  Mastered basic	Describe basic gymnastics actions and how they can be used. Numeracy: Identifying a beginning, middle and an end in a sequence  Literacy: Describing different ways to send and return balls. Identify different net	of enjoyment and fascination in learning about what their	tension, carry, control, extension, fast, hang, high, jump, like, link, low, movement, muscles, music, pattern, relaxation, rock, roll, roll, sequence, shape, slow, speed, spin, strength, timing, travel, turn.	Identified and used simple gymnastics actions and shapes Applied basic strength to a range of gymnastics actions Began to carry and move gymnastics apparatus  Send objects with increased confidence using	Describe the differences in contrasting shapes (tall, thick shapes and small, wide shapes).  Numeracy: Using the required amount of actions in a sequence.  Literacy: Explain which	children from

hitter, forehand, di	novements in ifferent irections	Numeracy: Estimate how hard to hit, roll, slide a ball to keep it in the courts. Keep score of games when playing as individuals and as teams.		court, feed, forehand, hit, hitter, net, pick up, roll, serve, stop, strike, throw.	Can move towards a moving ball to return Can attempt sending and returning a variety of balls	advantage in games.  Numeracy: Work out why teams are in an advantageous position when there are more players in one team than another	
Threshold Concepts	Knowledge	Key skills		Threshold Conce	ots Knowledge	Key skills	
without which later conce		Which can be applied	once the knowledge	without which later co		-	once the knowledge
fully understood / Core I		is understood	and and land, needs	fully understood / Core Knowledge		Which can be applied once the knowledge is understood	
The minimum all pupils should know				The minimum all pupils should know			
Gymnastics Unit I		Identify and use simp	le gymnastics	Gymnastics Unit 2		To perform a variety	of basic gymnastics
To be able to make gymnastic shapes.		actions and shapes.		To know how to tw		actions showing con	trol
To know what a gymnastic shape is.		Apply basic strength	to a range of	To know what a sequence is		To introduce turn, t	
		gymnastics actions.				roll and link these in	to movement
		Begin to carry basic apparatus such as				patterns	
		mats and benches.		The second second		To perform longer movement phrases	
		To recognise like actions a <mark>nd link.</mark>				and link with confidence	
	_	T			- N	<b>.</b>	
Send and Return Unit 1 To be able to move a ba	_	Able to send an object confidence using han		Sand and Paturn Unit 2		Develop sending skills with a variety of balls	
hand.	all with their	Move towards a mov		Send and Return Unit 2  To know how to stop a ball.			stop a variety of
To be able to hit a ball with a bat.		Sending and returning		To know how to stop a ball.		Track, intercept and stop a variety of objects such as balls and beanbags	
To be able to filt a ball with a bat.		Serialing aria recarring	8 a variety of balls			Select and apply skills to beat opposition	
Spring Term 1				Spring Term 2	4.14.		
	nterleaving	Links to wider	SMSC	Key Vocabulary	Interleaving	Links to wider	SMSC
	Pportunities	curriculum (e.g.	5.7150	icy vocabulary	<b>Opportunities</b>	curriculum (e.g.	314130
	e.g. when past	different subjects or			(e.g. when past	different subjects or	
to	pics can be	key stages)	400	and the second section in	topics can be	key stages)	
re	evisited)			MLULL	revisited)		
Beat, curl, Fo	ollowed simple	Literacy:	To use a range of	Dance, twist,	Respond to a	Literacy: Choose	To use a range of
dance, fast, feet, in	structions	Develop a wider	social skills to	turn, rhythm,	range of stimuli	appropriate	social skills to

high, low, music,	Moved using	dance	work with	step, music,	and types of	vocabulary to	work with
rhythm, step,	simple rhythms	vocabulary and	children from	beat, stretch,	music	describe own	children from
stretch, swing,	and actions	use	different	feet, curl, high,	Explore space,	and others'	different
turn, twist	Copied and	appropriately.	backgrounds.	low, fast, slow,	direction, levels	work.	backgrounds.
turii, twist	•		backgrounds.		•		Dackgrounus.
844-al- aa4ala	repeated simple	Numeracy: Use		compose,	and speeds	Numeracy:	
Attack, catch,	actions	counting		choose, select,	Experiment	Counting to the	
compete,		patt <mark>erns an</mark> d		emotions,	creating actions	beat of the	
defend, over-		dev <mark>elop sp</mark> atial	100	canon, rhyme,	and performing	music,	
arm, play	Learners will	aw <mark>arenes</mark> s.	400000	theme,	movements with	responding to	
against, receive,	have		J. Commission	character,	different body	musicality in	
rolling, send,	experienced a			round, respond.	parts	rhymes.	
throw, under-	variety of games	Literacy: Use					
arm.	playing with	appropriate		Attack, catch,	Practiced	Literacy: Work	
	beanbags and	words to		compete,	movements	<u>colla</u> boratively	
	hoops.	communicate	The second second	cooperate,	including	with others to	
	They will have	with others in a		defend, fluency,	running,	implement	
	practised	team.		heart rate,	jumping,	strategies to	
	throwing and	Numeracy: Use	10	outwit <mark>, over</mark> -	throwing and	score points.	
	catching and can	counting and		arm, physical	catching.	Numeracy: Work	
	demonstrate the	estimating skills		activity, pitch,		with others to	
	basics of these	in games to		play against,	Have played in	score points and	
	skills.	decide who has		receive, rolling,	some	keep count of	
	-	won. Know		send, throw,	competitive	points scored.	
	1/-	number orders		under-arm.	activities.	744	
		once counted to			Experienced	n .	
		see who has			opportunities to	-	
		won the game.			improve agility,		
					balance, and		
		- 10-			coordination.		
Threshold Concepts Knowledge		Key skills	<u>l</u>	Threshold Conce		Key skills	I
without which later co		Which can be applied	once the knowledge	without which later co	ncepts will not be	Which can be applied	once the knowledge
fully understood / Co	_	is understood	Talk to the first of the	fully understood / Core Knowledge		is understood	
The minimum all pup	ils should know			The minimum all pupils should know			
Dance Unit 1		Respond to a range	of stimuli and types	Dance Unit 2		Able to build simple movement patterns	
		of music		To understand the term compose		from given actions	

To understand what direction and level mean.  Attack Defend Shoot Unit I To be able to run confidently To know how to catch.		Explore space, direction, levels and speeds Experiment creating actions and performing movements with different body parts  To practice basic movements including running, jumping, throwing and catching To begin to engage in competitive activities  To experience opportunities to improve agility, balance and coordination		To be able to cannon a movement.  Attack Defend Shoot Unit 2 To understand the rules of a game.		Compose and link actions to make simple movement phrases Respond appropriately to supporting concepts such as canon and levels  To recognise rules and apply them in competitive and cooperative games. Use and apply simple strategies for invasion games. Preparing for, and explaining reasons why we enjoy, exercise	
Summer Term 1				Summer Term 2			
Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC	Key Vocabu <mark>lary</mark>	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
Hit	Pupils will have	Literacy:	To cooperate	Run	Children have	Literacy:	To show respect
Catch	used a variety of	Describe the	with others.	Jump	begun to link	Describe	for others in
Run	balls, beanbags,	roles of a hitter		Throw	running and	techniques in a	different
Batter, bowl,	bats and	and an elder.		Run, hop, skip,	jumping.	variety of run,	situations.
catch, collect,	markers	Numeracy: Able		step, forwards,	Have learned a	jump and throw	
feed, field, hit,	Can roll and	to count		backwards,	range of running	activities.	To use a range of
hitter, pick up,	follow a rolling ball	successfully runs	1	sideways, throw,	which includes	Numeracy: To remember and	social skills to work with
retrieve, roll, stop, strike,	Mastered	scored in a game		high, far, straight,	varying pathways and	remember and recall distance	children from
throw.	movements such	iro .		furthest,	speeds.	achieved in	different
dii Ow.	as walking,	The same of	The second second	distance, fast,	speeds.	running and/or	backgrounds.
	running and	200		slow, medium,	Developed	jumping.	- acidi callasi
	jumping			link, skipping,	throwing	,	
		7.7.		power, track,	techniques to		
		~ 27	1775	relay, tag,	send objects		
	Have		Frigue .	partner, sprint	over long		
	experienced		- 1 P.	LLPPA,	distances.		
	hitting an object						
	with hand or bat						

Have tracked and retrieved a rolling ball Practised throwing and catching a variety of balls and objects				
Threshold Concepts Knowledge	Key skills	Threshold Concepts Knowledge	Key skills	
without which later concepts will not be	Which can be applied once the knowledge	without which later concepts will not be	Which can be applied once the knowledge	
fully understood / Core Knowledge	is understood	fully understood / Core Knowledge	is understood	
The minimum all pupils should know	t and the second	The minimum all pupils should know	<u> </u>	
Hit Run Catch Units I and 2	Catching from short throw	Run Jump Throw Units 1 and 2	Skill Development: Agile moves (push	
To be able to describe the roles of a	Choices on where to hit	To understand safety and why it is	off from right and left leg to change	
hitter and a fielder	Fielding body positions	important.	direction).	
To understand safety	Fielding balls to bases	To know how to increase stamina and	Recognise when to start and stop the	
To distinguish between the roles of	Fielding balls to bases	core strength.	activity	
batters and elders.			Negotiating obstacles.	
To understand that developing sending			Working through a range of new core	
and receiving skills will benefit fielding as Track and retrieve a rolling ball		end of a sequence.	based exercises.	
a team.	Throw and catch a variety of balls and		Jumping and bounding	
	objects	The state of the s	Experience different starting positions.	

Year Group: YR2

Autumn Term 1				Autumn Term 2			
Key Vocabulary	Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC	Key Vocabulary	Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
Jump, roll, balance, travel,	Have performed a variety of basic	Literacy: Describe	To have a sense of	Balance, body tension, carry, control,	Can describe and explain	Literacy: Helping others	To show respect for
control, speed,	gymnastics	different	enjoyment and	extension, fast, hang,	how	to improve	others in

link, slow, fast,	actions showing	gymnastics	fascination in	high, jump, like, link,	performers	aesthetics of	different
high, low,	control	elements and	learning about	low, movement,	transition and	individual	situations.
shape,	Introduced to	the movements	what their	muscles, music,	link gymnastic	movements and	
sequence,	turn, twist, spin,	involved.	b <mark>odies c</mark> an do.	pattern, relaxation,	elements	routines.	
pattern,	rock and roll and	Describe why		rock, roll, sequence,	Has performed	Numeracy:	
movement,	learned to link	strength and	100	shape, slow, speed,	basic actions	Order	To use a range
music, timing,	these into	flexibility is	To cooperate	spin, strength, timing,	with control	movements into	of social skills
hang, like,	movement	impo <mark>rtant in</mark>	with others.	travel, turn	and consistency	patterns.	to work with
carry,	patterns	gymnastic	.6000		at different		children from
relaxation,	Can perform	movements.	(100)	Front, back, court,	speeds and on	Numeracy:	different
extension,	longer	Numeracy:		send, serve, receive,	different levels	Discuss	backgrounds.
body tension,	movement	Apply correct	_	feed, feeder, volleyball,	Can challenge	concepts such	
muscles,	phrases and link	number of		tactics, compete, score,	him or	as narrow, long,	
strength, rock,	with confidence	elements		u <mark>mpire,</mark> wide, deep,	herself to	wide and short	
roll, turn, spin.		required to		rotate	develop	in the context of	
	Developed	movement			strength and	court playing	
Hit, collect,	sending skills	patterns.		400	flexibility2	a <mark>re</mark> as	
stop, net,	with a variety of	V 7	1	1 1000	Can create and	Literacy:	
throw, roll,	balls	Literacy: Name			perform simple	Describe the	
strike, catch,	Tracked,	some traditional			sequences that	differences and	
bowl, feed,	intercepted and	net/wall games.		The same of the sa	are judged	similarities	
pick up, hitter,	stopped a	Say out loud			using simple	between	
forehand,	variety of	scores of self			gymnastic	net/wall games	
backhand,	objects such as	and others. Use			scoring	-	
court, serve,	balls and	some language	1				
bounce, drop,	beanbags	related to net	Samuel Comment		Be able to track		
badminton,	Selected and	wall games.			the path of a		
tennis,	applied skills to	Numeracy: Keep			ball over a net		
volleyball,	beat an	track of scores.			and move		
squash,	opposition	Work out who			towards it		
shuttlecock,		are the winners.	775	a sartida	Begin to hit and		
racquet			2000	the search of the State of	return a ball		
				Dillen. D	with some		
					consistency		

		Play modified net/wall games throwing, catching, serving and sending over a net	
Threshold Concepts Knowledge without which later concepts will not be fully understood / Core Knowledge The minimum all pupils should know	<b>Key skills</b> Which can be applied once the knowledge is understood	Threshold Concepts Knowledge without which later concepts will not be fully understood I Core Knowledge  The minimum all pupils should know	<b>Key skills</b> Which can be applied once the knowledge is understood
Gymnastics Unit I To know how to transition between movements. To understand a judging system.  Send and Return Unit I To know how to track a ball. To be able to hit a ball with a racquet.	Describe and explain how performers can transition and link gymnastic elements  Perform with control and consistency basic actions at different speeds and on different level  Challenge themselves to develop strength and flexibility  Create and perform a simple sequence that is judged using simple gymnastic scoring  Be able to track the path of a ball over a net and move towards it  Begin to hit and return a ball using a variety of hand and racquet with some consistency  Play modified net/wall games throwing, catching and sending over a net	Send and Return Unit 2 To explain how to play a game of volleyball.  To be able to explain the term agility.	Develop body management through a range of core exercises  Use core strength to link recognised gymnastics elements, e.g., back support and half twist  Attempt to use rhythm while performing a sequence  Be able to make it difficult for their opponent to score a point Begin to choose specific tactics appropriate to the situation  Transfer net/wall skills to volleyball style games  Improve agility and coordination and use in a game
Key Vocabulary  Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	Key Vocabulary  Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)

Dance, twist,	Respond to a	Literacy:	To have a	Unison, phrase, links,	Describe and	Literacy: Show	To use a range
turn, rhythm,	range of stimuli	Describe	willingness to	dance,	explain how	emotion and	of social skills
step, music,	and types of	different dance	participate in a	dynamic, independent,	performers can	discuss why	to work with
beat, stretch,	music	actions and the	range of	pair, clock face, time,	transition and	expressing	children from
feet, curl, high,	Explore space,	movements	different	motif, freestyle,	link shapes and	emotion	different
low, fast, slow,	direction, levels	involved.	activities.	formation, on stage, o	balances	through dance	backgrounds.
direction,	and speeds	Describe why		stage, mirror, match,	Perform with	is possible	bueng. cumus.
huddle, group,	Experiment	responding to		copy, repeat, mood,	control and	Numeracy:	To cooperate
mood, feeling,	creating actions	the music and	1000	emotion	consi <mark>stency,</mark>	Perform in	with others.
musicality,	and performing	mood is	40000		basic actions at	formation,	
respond,	movements with	important in		Send, receive, defend,	different	know when to	
galloping,	different body	dance.		attack, compete, play	speeds and on	enter and exit	
jumping.	parts	Numeracy:		against, cooperate,	different levels	by keeping time	
James	par to	Work within		fluency, physical	Challenge	ay keeping uine	
Aim, attack,	Can recognise	beat patterns		activity, heart rate,	themselves to	Literacy: Use	
compete,	rules and apply	and counting		pitch, outwit, kick,	move	appropriate	
controlling,	them in	patterns and	7-3	rebound, aim, speed,	imaginatively	language to	
cooperate,	competitive and	apply counts		direction, scoring,	responding to	describe basic	
defend,	cooperative	independently.		controlling, following,	music	attacking and	
direction,	games.	пасрепасна,		tactics.	Work as part of	defending	
fluency,	Can use and	Literacy:	-		a group to	principles,	
following,	apply simple	Describe and			create and	communicate	
heart rate,	strategies for	relate actions,			perform short	with teammates	
kick, outwit,	invasion games.	use appropriate			movement	Numeracy:	
physical	Describe why	terminology.			sequences to	Operating	
activity, pitch,	we take part in	Numeracy:	diam'r.		music	within	
play against,	exercise and	Learning to				restricted areas,	
rebound,	why we enjoy it	count when			Can send a ball	keeping track of	
receive,	luny we emjoy it	scoring.			using feet and	the score	
scoring, send,		Learning about			can receive a		
speed.		shape and	1000		ball using feet		
		space.	" JE-14	Caractel W.	Rene ways to		
			-c /	KTTLU-1	control bodies		
			_	Section 5.	and a range of		
					equipment		

Threshold Concepts Knowledge without which later concepts will not be fully understood / Core Knowledge The minimum all pupils should know  Dance Unit I  To know how to balance on a piece of apparatus.  To know how to change speed.	Key skills Which can be applied once the knowledge is understood  Describe and explain how performers can transition and link shapes and balances Perform basic actions with control and consistency at different speeds and on different levels Challenge themselves to move imaginatively responding to music Work as part of a group to create and perform short movement sequences to music	Threshold Concepts Knowhich later concepts will not be Core Knowledge The minimum all pupils should Dance Unit 2 To know how to copy their	oe fully <mark>understo</mark> od <i>I</i> d know	Key skills Which can be applied knowledge is understood to the street of	e sophisticated as an individual as through different ance of emotion appy, repeat and
Attack Defend Shoot Unit I To know how to send a ball using their feet. To know how to stop the ball.	Can send a ball using feet and can receive a ball using feet.  Explore ways to control bodies and a range of equipment.  Recall and link combinations of skills, e.g. dribbling and passing	Attack Defend Shoot Unit 2  To be able to explain the rules of a game.  To know how to bounce a ball  To know how to dribble a ball  To know how to kick using the inside of their foot.		To be able to demonstrate how to bounce a ball.  To be able to demonstrate how to dribble a ball.  To be able to kick a ball using the inside of their foot.	
Summer Term 1		Summer Term 2			
Key Vocabulary Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
Hit Have developed Catch hitting skills	Literacy: To have a Describe which willingness to	Run Jump	Developed power, agility,	Literacy: Describe the	To use a range of social skills

Run	with a variety of	bats were easier	participate in a	Throw	coordination	differences	to work with
Hit, catch, runs,	bats	and harder to	game.	Lunges, strength,	and balance	between static	children from
wicket, bats,	Practised	use.	gaine.	power, repetition,	over a variety	and dynamic	different
• •		Communicate as	To show		of activities	balances.	
bowl, feed,	feeding/bowling			power, accuracy, burn,			backgrounds.
throw, catch,	skills	part of a team.	respect for	stamina, persevere,	Can throw and	Numeracy:	
underarm, over	Can hit and run	Numeracy: Keep	others in	tally, develop, lap,	handle a variety	Counting items	
arm, field,	to score points	track <mark>of runs</mark>	different	cooperate, compete.	of objects	collected with	
hitter, bowler,	in game	score <mark>d in</mark>	situations.		inclu <mark>ding</mark>	different values.	
umpire, posts,		a ga <mark>me. Use</mark>	.6366		quoi <mark>ts,</mark>		
stumps		different point			beanbags, balls,		
		systems to score		and the second	hoops		
		<u></u>			Can negotiate	_	
		7		The state of the s	obstacles		
		. (		100	showing		
					increased		
				Company of the Compan	control of body		
		- 1	(-)		and limbs		
Threshold Conc		Key skills		Threshold Concepts Kno		Key skills	
without which later of		Which can be applied once the		which later concepts will not be fully understood I		Which can be applied	
fully understood I C		knowledge is understood		Core Knowledge		knowledge is understood	
The minimum all pu				The minimum all pupils should know		73	
Hit Catch Run Uni				Run Jump Throw Units I ar			
To know how to h		To be able to demo	instrate how to hit	To know how to throw a variety of different		To be able to throw a variety of	
To know how to u	se an underarm	a ball with a bat.	a hall using an	objects.		objects ( quoits, beanbags, balls and	
bowling.	lay as sawt of a	To be able to bowl underarm throw.	a ball using an	To know how to negotiate different obstacles.  To know how to improve their jump		hoops)  To be able complete different obstacle	
To know how to p team to score poin	, ,	To be able to play a	s part of a team	To know how to live a heal		course successfully.	
team to score poin	its.	successfully.	is part or a team	TO KNOW HOW to live a Hear	dry active mestyle.	To be able to demo	
		successiumy.			N.N.	jump.	nisti ate a good
		1 1 m			4.75	To be able to expla	in why it is
		- C/y			LL VI	important to live a	
		6.4		_	-7°	lifestyle.	,
			-Pr	(mar)	_		
			_	Same S.			

Year Group: YR3

Autumn Term 1				Autumn Term 2			
Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC	Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
Dance, twist, turn, rhythm, step, music, beat, stretch, levels, fast, slow, direction, huddle, group, mood, feeling, musicality,	Describe and explain how performers can transition and link shapes and balances Perform with control and consistency, basic actions at	Literacy: Describe the different features used in the final performance (i.e. facial expressions) Numeracy: Count to music	To have a sense of enjoyment and fascination in learning about what their bodies can do.  To use a range of social skills	Fluency, contrasting, unison, low, combinations, full turn, half- turn, sustained, explosive, power, control, group, similar, different.	Develop body management through a range of floor exercises Used core strength to link recognised gymnastics elements	Literacy: Using appropriate language for to help improve the performance of individual actions and group sequences.  Numeracy: Able to estimate how long it will take to complete a	To have a willingness to participate in a game.  To show respect for others in different
emotions, facial expression, improvisation, rehearse, director	different speeds and on different levels Challenged themselves to move	to ensure dancing at appropriate times.	to work with children from different backgrounds.	Control, use space, defend, attack, dribble, pass, tactics,	Attempted to use rhythm while performing a sequence Challenged	sequence; time movements to correspond with others.  Literacy: Using	situations.
Shoot, defend, attack, block, run, control, catch, pass, teamwork, score,	imaginatively responding to music Worked as part of a group to	Literacy: Using appropriate language for handball and games; passing, catching; and		compete, collaborate, teamwork, score, shoot, intercept, foot, inside of the	themselves to develop strength and flexibility	appropriate language for football and games; identify and describe simple football skills Numeracy: Estimate	
intercept, possession, movement, using space	create and perform short movement sequences to music	use descriptive language to help improve the performance of skills and tactics	- Pn	foot, touch, possession.	Experienced different types of small sided invasion games Able to send and receive balls	angles for throw-ins and kicks for accurate sending of the ball.	

	Experience different types of small sided games Able to send and receive balls Use a variety of skills and techniques to defend and attack	Numeracy: To estimate speed and distance of run and pass. Able to explain the number 3 in relation to handball			Use a variety of techniques and tactics to play competitively both attacking and defending		
Threshold Conce	epts Knowledge	Key skills		Threshold Conce	epts Knowledge	Key skills	
without which later of fully understood I Co The minimum all put	ore Knowledge	Which can be applied knowledge is unders		without which lat <mark>er c</mark> fully understood I <b>C</b> o The minimum all pu	ore Knowledge	Which can be applied once t	he knowledge is
<u>Dance</u>		To perform a jazz :	square in a dance	<u>Gymnastics</u>			
	erform a jazz square. erform as 2 different	sequence.  To perform in role		To know how to develop a sequence  To know how to master leaping, jumping, balancing and stretching.  To know how to work in a group		To use their skills to develop a sequence using different pathways, directions and shapes.  To demonstrate and work in unison in their	
Handball						sequence.	
	different small sided	To be able to pass the ball using their hands.		Football To know how to kick a football accurately (side of the foot and		7	
To know how to se	end and receive balls.	To be able to defer	nd in a small sided	trapping the ball.		To be able to pass the ball	accurately in a
To know how to use a variety of skills to defend and attack.		game. To play a game of handball.		To know the basic rules of football  To know show to send the ball accurately.		game situation.  To show how to send and receive the ball using the skills ( side of the foot and trapping the ball)	
Spring Term 1				Spring Term 2			
Key Vocabulary	Interleaving Opportunities (e.g.	Links to wider curriculum (e.g.	SMSC	Key Vocabulary	Interleaving Opportunities (e.g. when past	Links to wider curriculum (e.g. different subjects or key stages)	SMSC

	when past topics can be revisited)	different subjects or key stages)			topics can be revisited)		
Fluency,	Modified actions	Literacy:	To have a	Do Se Do, hop	Practise	Literacy: Describing	To use a range
contrasting,	independently	Learned new	willingness to	step ball	different	dance movement.	of social skills
unison, low,	using different	words such as	participate in a	change,	sections of a	Communicating	to work with
combinations,	pathways,	Japana and a	game.	dynamics,	dance aiming to	verbally to describe	children from
full turn, half-	directions and	range of		partner work,	put together a	and visualise an	different
turn, sustained,	shapes	different		floor patterns	performance	observation. Give	backgrounds.
explosive,	Consolidated and	contexts for	To show	and shape,	Perform using	feedback to another	_
power, control,	improved quality	words such as	respect for	angular,	facial	person/partner/group.	
group, similar,	of movements	'broad' jump.	others in	energetic,	expressions	Numeracy: Working	
different,	and gymnastics	Able to	different	strong,	Perform with a	closely with rhythm in	
bounce, box	actions	describe in	situations.	mirroring, and	prop	terms of line and	
splits.	Related strength	more details		linear.		s <mark>hape.</mark>	
	and flexibility to	body actions				10.00	
Hit, return,	the actions and	and similarities		Space, pass,	Experienced	Literacy: Using	
court,	movements they	and differences	(1)	accurately,	different types	appropriate language	
forehand,	are performing	between	100	mark, do <mark>dge,</mark>	of small sided	for netball and games;	
backhand,	Used basic	actions and		attack, defend,	invasion games	pas <mark>sing, cat</mark> ching; and	
shuttlecock,	compositional	compositional		footwork,	Able to throw	use <mark>descri</mark> ptive	
points, score,	ideas to improve	ideas		possession,	and catch in a	language to help	
net, tactics,	sequence work—	Numeracy: To		change of	variety of ways	improve the	
underarm,	unison	apply range and		direction,	Able to work	performance of skills	
overarm,	1/2	distance		tactics,	with others in	and tactics Numeracy:	
racquet.	Experienced	with relation to	1	teamwork,	small team	To estimate speed and	
	different types of	the body, for	Commence of the same	shooting,	P (	distance of run and	
	hitting with their	example,		zones, intercept	\.h	pass. Able to explain	
	hand and	increased range			/*\	and apply the 3-	
	racquets	of motion at a			C.V.	second rule.	
	Able to recognise	joint means			. 7		
	boundaries on	increased	700	e	m. L		
	courts/playing	flexibility. Able	The state of	1444 / 130	47,		
	areas	to use number	- 1	DEEP PAGE	J.		
		and rhythm to					
		sequences					

	Recognise how to score points in a game	Literacy: Identify rules and describe how to use them in a game Numeracy: Begin to keep score in a game			\$		
Threshold Conce without which later of fully understood / Co	oncepts will not be	Key skills Which can be applied knowledge is underst		without which later concepts will not be		Key skills Which can be applied once the understood	ne knowledge is
The minimum all pup Gymnastics Unit 2 To be know how to sequence. To know what an ed (leaps and jumps)  Badminton To know the rules To know how to see To know how to use	o improve a explosive move is of badminton. erve in a game.	To show similarities in sequences.  To demonstrate a litheir sequence  Be able to identify a rules of badminton. To start a game with Be able to use fore	eap and a jump in and describe the the characters.	The minimum all pupils should know Netball To know how to pass the ball usin recognised throws (chest pass/shoulder pass and bounce pass) To know the simple rules of netbounce for the shown how to use space in a gas a space in a gas a space (repetition) To understand the form of Barn Dance (repetition) To understand how to choreogramate a dance using travelling.		To use a range of different passes (chest pass/ bounce pass/ shoulder pass) To play a simple game of netball To be able to find space in a game.  To choreograph a dance in the form of a Barn Dance.	
Summer Term 1		De able to use for e	nand michig.	Summer Term 2	_		
Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC	Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
Athletics Run, jump, throw, agility, power, speed,	Link running and jumping movements	Literacy: Describe how different athletics skills	To have a willingness to participate in a game.	OAA Maps, diagrams, scale, symbols,	Taken part in a range of PE games and activities	Literacy: Working in groups to review, evaluate and solve problems. Use	To have a willingness to participate in a game.

Local Co	6		T		F.U !	effective to	T
track, force,	Can move safely	are used in		orienteering,	Followed	effective language to	
distance, curve,	and	different events	To show	controls,	simple	encourage and lead	To show
accelerate,	appropriately	Numeracy:	respect for	<mark>cha</mark> llenges,	instructions and	others Numeracy:	respect for
hurdles, foam	around, between	Sequence	others in	problem-	apply rules	Recognising diagrams	others in
javelins, vortex	and over	running and	different	solving, lead,	Worked	and symbols to scale,	different
howler, bounce	apparatus	jumping for	si <mark>tuation</mark> s.	follow, plan, 🗾	collaboratively	judge distances to	situations.
Cricket	Have worked	effe <mark>ctive</mark>		trust	as a pair and in	guide others, use	
	with a variety of	distance		Rounders,	a small group	direction to design a	
Batting,	equipment		.6993	Batting,	Used and	map	
fielding,	including balls,			fielding,	applied simple		
bowling, bat,	hoops, bean	_		bowling, bat,	diagrams with		
wicket, stumps,	bags, quoits	Daniel Control		bases, ball, run,	pictures and		
ball, crease,		7 4		batter, bowler,	symbol		
boundary, run,	Experienced			elder, innings,			
batsman,	different games			no ball, batting	Experienced	2000	
bowler,	and activities			box, backstop,	different games		
wicketkeeper,	where throwing	7	(6.0)	rounders, half	and activities		
innings	and catching	7	The same of the	rounders	where throwing		
	skills were used				and catching		
	0.0				skills were used		
	Had the	74		The same of	-		
	opportunity to				Had the		
	hit and strike a	and the same of th			opportunity to	No.	
	ball with	100			hit and strike a	274	
	racquets and bats				ball with	(C)	
	Played in simple,		Contract of	100	racquets and	Later and the second	
	striking and	100			bats	37	
	fielding game	100			Played in	¥	
		- 0.			simple, striking		
		11			and fielding		
		-27	100		game		
Threshold Conce	epts Knowledge	Key skills	1	Threshold Conce	epts Knowledge	Key skills	1
	vithout which later concepts will not be		ed once the	without which later concepts will not be		Which can be applied once the knowledge is	
	lly understood / Core Knowledge		tood	, , , <u> </u>		understood	
The minimum all þu	bils should know			The minimum all pu	pils should know		

#### **Athletics**

To know how to control movements in response to specific instructions

To know how to jump for height

To know how to jump for distance

To know how to throw with speed and power.

#### Cricket

#### To know the basic rules of cricket.

To know how to use skills in a game situation.

To know how to hit a bowled ball.

To show how to jump for height

To show how to jump for distance.

To throw a ball overarm

To show how to use a forward drive into space when hitting a ball.

#### OAA

To understand how to work with others to solve problems.

To be able to describe how to solve different problems.

To know the difference between when a task is competitive and when it is collaborative.

#### Rounders

To know the basic rules of rounders. To know how to hit a ball using one hand.

To know how to use an underarm throw.

Be able to solve problems using a map.

Be able to describe how they solved a problem.

Be able to take part in both types of competition.

To take part in a simple game of rounders.

To show how to hit a ball with a bat using I hand.

To hit a target using an underarm throw.

Year Group: YR4

	The second secon	· ·					
Autumn Term 1				Autumn Term 2			
Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC	Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
Fluency, contrasting, unison, low, combinations, full turn, half- turn, sustained,	Identify similarities and differences in sequences Develop body management	Literacy: Communicate with partner effectively using appropriate language to	To have a sense of enjoyment and fascination in learning about what their bodies can do.	Dance, turn, rhythm, stretch, levels, fast, slow, direction, huddle, mood, feeling,	Practise different sections of a dance aiming to put together a performance	Literacy: Describe the role of—director and choreographer. Numeracy: Work on counting	To have a willingness to participate in a game.
explosive, power, control, group, similar, different,	over a range of floor exercises Attempt to bring explosive	develop, design and evaluate work	29ml	emotions, facial expression, improvisation, rehearse,	Perform using facial expressions	together as a group to ensure timing especially when	To show respect for others in different situations.

floor work through jumps and leaps space, defend, attack, dribble, pass, push, slide, plances of space, defend, elamoves in combination and individually flexibility in shapes and balances of small sided invasion games Able to send and actics to play competitively both attacking and defending and defending and defending and able to implement in a social skills to numbers of numbers o		<u> </u>	T .	T	T	T		
through jumps and leaps Showed attack, dribble, pass, push, slap, tactics, compete, collaborate, teamwork, score, shoot.  Experienced different types of small sided invasion games Able to send and tactics to play competitively both attacking and defending and defending and defending and defending and able to implement in a solve of stance and able to implement in a solve of stance and able to implement in a solved at the stance and attack, defend, attack, defend, attack, defend, and leaps showed individually flexibility in combination and leaps showed individually flexibility in combinations, full turn, half-turn, sustained, explosive, power, control, group, similar, different, bounce, box splits, tension, travelling steps of distance when marking and able to implement in a side of the skills and games.  Numeracy: Able to setimate distances and speeds needed in runs and speeds needed in ru	direction, speed,	movements into	Numeracy:	To use a range of	director,	Perform with a	performing in	
Somed different space, defend, score, shoot.    Somed different space, defend, shapes and balances teamwork, score, shoot.   Somed different space of small sided invasion games. Able to send and receive balls. Use a variety of techniques and tactics to play competitively both attacking and defending and defen	partner, actions				• •	prop		
Showed increasing pass, push, slap, pass, push, slap, tactics, compete, collaborate, etamwork, score, shoot.  Experienced different types of small sided invasion games. Able to send and receive balls. Use a variety of techniques and tactics to play competitively both attacking and defending and defending and defending and interpret the proper use of distance when marking and able to implement in a lidividually  Showed increasing individually  Combination and individually  Literacy: Using abckgrounds.  Fluency, contrasting, unison, low, combinations, full turn, half-turn, sustained, explosive, power, control, group, similar, different, bounce, box splits, tension, travelling steps of distance when marking and able to implement in a			numbers of				formations	
increasing flexibility in contrasting, unison, low, shapes and balances of small sided invasion games Able to send and receive balls  Use a variety of techniques and tactics to play competitively both attacking and defending  and defending  artack, dribble, pass, push, slap, tactics, compete, scompet, score, shoot.  Experienced different types of small sided invasion games Able to send and receive balls  Use a variety of techniques and tactics to play competitively both attacking and defending  and defending  and defending  artack, dribble, pass, push, slap, tactics, sole, to describe skills and games; able to describe skills and sprints. To know and interpret the proper use of distance when marking and able to implement in a	Control, use	and leaps	moves in		freeze frames	Can identify		
pass, push, slap, flexibility in shapes and collaborate, teamwork, score, shoot.  Experienced different types of small sided invasion games Able to send and receive balls Use a variety of techniques and tactics to play competitively both attacking and defending and defending and defending to the proper use of distances and sprience and interpret the proper use of distance when marking and able to implement in a	space, defend,	Showed	combination and	different		similarities and	Literacy: Work	
tactics, compete, collaborate, teamwork, score, shoot.  Experienced different types of small sided invasion games; able to be the ceive balls Use a variety of techniques and tactics to play competitively both attacking and defending and defending and defending and defending and techniques and sprints. To know and interpret the proper use of distance when marking and able to implement in a light of the side of t	attack, dribble,	increasing	individually	backgrounds.	Fluency,	differences in	with others to	
collaborate, teamwork, score, shoot.  Experienced different types of small sided invasion games. Able to send and receive balls. Use a variety of techniques and tactics to play both attacking and defending and defending and defending and defending and able to implement in a score, shoot.  Experienced different types of small sided invasion games, able to describe skills and games; able to describe skills and tactics, able to describe skills and tactics, able to describe skills and tactics, to play to help others improve by describing simple elements of the skills and speeds needed in runs and sprints. To know and interpret the proper use of distance when marking and able to implement in a	pass, push, slap,	flexibility in		_	contrasting,	sequen <mark>ces</mark>	learn	
teamwork, score, shoot.  Experienced different types of small sided invasion games. Able to send and receive balls. Use a variety of techniques and tactics to play competitively both attacking and defending and able to implement in a	tactics, compete,	shapes and	Lite <mark>racy: Using</mark>		unison, low,	Develo <mark>ped bod</mark> y	transitional	
Experienced different types of small sided invasion games. Able to send and receive balls Use a variety of techniques and tactics to play competitively both attacking and defending and defending and defending and defending and defending and able to implement in a loss of small sided invasion games.  Experienced different types of small sided invasion games, able to describe skills and tactics, able to help others improve by describing simple elements of the skills and games.  Numeracy: Able to send and tactics, able to help others improve by describing simple elements of the skills and games.  Numeracy: Remembering and recalling the sequence, recognising flexibility in shapes and balance of the specific power, control, group, similar, different, bounce, box splits, tension, travelling steps of the skills and games.  Numeracy: Able to estimate distances and speeds needed in runs and sprints. To know and interpret the proper use of distance when marking and able to implement in a	collaborate,	balances	ap <mark>propriate</mark>	.000	combinations,	manag <mark>ement</mark>	movements,	
different types of small sided invasion games Able to send and receive balls. Use a variety of techniques and tactics to play competitively both attacking and defending and defending and defending and defending and better the proper use of distances and sprints. To know and interpret the proper use of distance when marking and able to implement in a	teamwork,		language for		full turn, half-	over a range of	describe actions	
of small sided invasion games Able to send and receive balls Use a variety of techniques and tactics to play competitively both attacking and defending and defending and definition in runs and sprints. To know and interpret the proper use of distance when marking and able to implement in a	score, shoot.	Experienced	hockey and		turn, sustained,	floor exercises	and technical	
invasion games Able to send and receive balls Use a variety of techniques and tactics to play competitively both attacking and defending  In uns and sprints. To know and interpret the proper use of distance when marking and able to implement in a  In vasion games Able to send and tactics, able to help others improve by describing the sequence, travelling steps of the skills and games.  Numeracy: Remembering and recalling the sequence, recognising appropriate space to perform dynamic actions		different types	games; able to		explosive,	Attempted to	ways to improve	
Able to send and receive balls Use a variety of techniques and tactics to play competitively both attacking and defending and able to implement in a		of small sided	describe skills		power, control,	bring explosive	them	
receive balls Use a variety of techniques and tactics to play competitively both attacking and defending  mathematics and speeds needed in runs and sprints. To know and interpret the proper use of distance when marking and able to implement in a  mathematics improve by describing describing simple elements of the skills and games.  bounce, box splits, tension, travelling steps of the skills and games.  place a variety of techniques and tactics to play competitively both attacking and leaps of the skills and games.  Numeracy: Able to speeds needed in runs and sprints. To know and interpret the proper use of distance when marking and able to implement in a		invasion games	and tactics, able		group, similar,	moves into floor	Numeracy:	
Use a variety of techniques and tactics to play competitively both attacking and defending and defending and interpret the proper use of distance when marking and able to implement in a		Able to send and	to help others		different,	work through	Remembering	
techniques and tactics to play competitively both attacking and defending and defending speeds needed in runs and sprints. To know and interpret the proper use of distance when marking and able to implement in a		receive balls	improve by		bounce, box	jumps and leaps	and recalling the	
tactics to play competitively both attacking and defending of the skills and games.  Numeracy: Able to estimate distances and speeds needed in runs and sprints. To know and interpret the proper use of distance when marking and able to implement in a		Use a variety of	describing		splits, tension,	Can show	sequ <mark>e</mark> nce,	
competitively both attacking and defending and defending and defending speeds needed in runs and sprints. To know and interpret the proper use of distance when marking and able to implement in a		techniques and	simple elements	100	travelling steps	increasing	recognising	
both attacking and defending  Numeracy: Able to estimate distances and speeds needed in runs and sprints. To know and interpret the proper use of distance when marking and able to implement in a		tactics to play	of the skills and			flexibility in	appropriate	
and defending to estimate distances and speeds needed in runs and sprints. To know and interpret the proper use of distance when marking and able to implement in a		competitively	games.			shapes and	space to	
distances and speeds needed in runs and sprints. To know and interpret the proper use of distance when marking and able to implement in a		both attacking	Numeracy: Able	34	The same of the sa	balance	perform	
speeds needed in runs and sprints. To know and interpret the proper use of distance when marking and able to implement in a		and defending	to estimate				dynamic actions	
in runs and sprints. To know and interpret the proper use of distance when marking and able to implement in a		-	distances and			\ \	-	
sprints. To know and interpret the proper use of distance when marking and able to implement in a		1/4	speeds needed				744	
and interpret the proper use of distance when marking and able to implement in a			in runs and				) i	
the proper use of distance when marking and able to implement in a			sprints. To know	The second second	1	7 (2)		
the proper use of distance when marking and able to implement in a			and interpret			1,100		
marking and able to implement in a								
able to implement in a			of distance when			C.V.		
able to implement in a			marking and					
			_	775	1,000	1. —		
			implement in a	Sandy and a	out of Y 3	И.		
game.			game.	- 1 M	LLPPA	Li'		

without which later co	Threshold Concepts Knowledge without which later concepts will not be fully understood / Core Knowledge The minimum all pupils should know  Key skills Which can be applied once is understood		once the knowledge	Threshold Conce without which later co fully understood I Co The minimum all pupi	ncepts will not be re Knowledge	Key skills Which can be applied once the knowledge is understood	
cartwheel.  To know how to perform in time with a partner.  To know how to use a change of height, speed or direction in their sequence.		Dance To explain and understand what a slide and roll is. To know how to develop a freeze frame into a dance sequence. To know why it is important to practice a routine.  To was a freeze frame in their dance routine.			on routine.		
Hockey To know how to perform a push pass. To know the basic rules of hockey To understand the term tactic To know how to increase their speed in a game situation.		To demonstrate a push pass in a game situation.  To play a game of hockey and show their increase in speed.		Gymnastics Unit 2 To know how to take their weight on their hands in different ways. To know the muscles needed to help build core strength To know the elements of a more complex sequence.		To demonstrate taking their weight on their hands (donkey kicks, frog jumps, front support and bank support)  To develop and perform a complex sequence.	
Spring Term 1				Spring Term 2			
Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC	Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
Contact, dynamics, communicate, character, focus, facial expression, floor pattern, formation, level, speed, size, direction, background,	Work to include freeze frames in routines Practise and perform a variety of different formations in dance Develop a dance to perform as a	Literacy: Verbal description and applying a written story to dance Numeracy: Exploring and using shape and pattern	To have a willingness to participate in a game.	Maps, diagrams, scale, symbols, orienteering, compass, challenges, problem-solving, lead, follow, plan, trust, solve, cardinal points.	To work with others to solve problems To describe their work and use different strategies to solve problems To lead others and be led	Literacy: Using appropriate language for OAA; able to describe how problems are solved and other solutions Numeracy: Able to estimate distances and	To use a range of social skills to work with children from different backgrounds.

ornamentation,	group with a set	Literacy: Using			To differentiate	speeds needed	
facing	starting position	appropriate			between when a	in runs and	
		language in a	and the second	-	task is	sprints. Read	
Control, use	Able to show	game to		1 71	competitive and	and interpret	
space, defend,	basic passing	communicate			when it is	compass points	
attack, chest	and catching	Numeracy:	1		collaborative		
pass, tactics,	skills	Estimate	-	7	Charles and		
compete,	Have learnt	dist <mark>ance to</mark> use		The same of the sa			
collaborate,	some basic	appropriate pass	1000				
teamwork,	defensive	e.g. bounce =	400000000000000000000000000000000000000				
score, shoot,	techniques	shot distances			- Y		
footwork, foul,	Can implement	<u> </u>		9000		<u> </u>	
free throw, link,	some rules of	7		1			
teamwork	handball	( ( ( )		400			
Threshold Conce		Key skills		Threshold Conce	pts Knowledge	Key skills	L
without which later concepts will not be		Which can be applied	once the knowledge		without which later concepts will not be		once the knowledge
fully understood I Co		is understood		fully understood I Co		is understood	
The minimum all pup	ils should know			The mi <mark>nimum</mark> all pup	ils should know		
<u>Dance</u>		<b>-</b>		OAA		Be able to demonstr	
To know how to de linked to a theme.	velop choreography	To choreograph a dito a theme.	ance routine linked	To know how to we and understand the		compass and a map	in a situation.
To understand the t	orm ornamontation	To use ornamentation	on in their dance	To know how to us		Be able to work we	ll in a toam and take
To know how to us		To use a range of de		To know how to as	· · · · · · · · · · · · · · · · · · ·	on the different role	
manipulate moveme		10 450 4 14.180 01 40	Trees in circuit dance.	To know how to ide	. ,		
	Sur	and a		well and suggests w		No.	
<u>Handball</u>	10	)					
To understand the 3		To demonstrate and	use the 3 step rule	The same of the sa	1 m2	ų.	
To know how to sto		<mark>in a game.</mark>	The second second	Tri Golf			
blocking and interce	. •	To demonstrate how	v to stop attacks by	To know how to ho	old a golf club	Be able to demonstrate how to hold a	
I o know how to im handball.	plement the rules of	blocking.  Be able to explain the	المالمة مؤلمة ما	correctly.  To know how to ho	ld a button	<mark>putter.</mark>	
Halluvall.		be able to explain tr	ie i uies oi nandball.	To understand how		Be able to show cor	ntrol of a golf hall in
		4/2		speed and distance		different game situat	
		-/	-400.7	Speed and distance			
Summer Term 1				Summer Term 2			
Key Vocabulary	Interleaving	Links to wider	SMSC	Key Vocabulary	Interleaving	Links to wider	SMSC
,	Opportunities	curriculum (e.g.			Opportunities	curriculum (e.g.	

	(e.g. when past topics can be revisited)	different subjects or key stages)	,	<u>.</u>	(e.g. when past topics can be revisited)	different subjects or key stages)	
Athletics	Show controlled	Literacy: Decide	To cooperate	Tag rugby	To perform basic	Literacy: Use	To show respect
Tennis	movements and	ways to improve	with others.	Passing,	tag rugby skills,	appropriate	for others in
Run, jump,	body actions in	running, jumping		Running,	throwing and	language to	different
throw, agility,	response to	and throwing	-	Backwards, Tag,	catching	describe skills	situations.
power, speed,	specific	and implement		Straight, Space,		and tactics, help	
track, force,	instructions	the <mark>se Numer</mark> acy:	100	Teamwork,	To be able to run	improve others	
distance, curve,	Can	Measure	A000000	defend, attack,	and create space	by explaining	To use their
accelerate,	demonstrate	distances of	1	compete, evade,	while attacking	basic techniques	imagination in
hurdles, foam	agility and speed	throws. Time		pace, pickup,		Numeracy:	creation of a
javelins, vortex	Jump for height	runs either with		step	To implement	<b>Estim</b> ate	piece of work.
howler, bounce	and distance	a stop clock or			basic rules of tag	different	
	with control and	through		Cricket	rugby	distances	
Hit, return,	balance	counting		Batting, fielding,	7	needed in runs	
court, forehand,	Throw with	patterns	200	bowling, bat,	Experienced	and sprints,	
backhand,	speed and	1 1		wicket <mark>, stum</mark> ps,	different types	using different	
bounce, points,	power and apply	Literacy:		ball, crease,	of striking and	required	
score, net,	appropriate	Describe		boundary, run,	fielding games	strength in	
tactics,	force	differences	100	batsman,	including pairs	passing over a	
underarm,		between the		bowler,	cricket	variety of	
overarm,	Have	different shots in		wicketkeeper,	L	distances	
position, ready	experienced	tennis		field, innings,	Able to throw	760	
	playing some	Numeracy: Keep		strike, cross,	and catch balls	Literacy: Using	
	tennis rules	score in a variety	Carrie and Carried Street	four, six, single,	Experienced	appropriate	
	Have explored	of different		over, balls, pull,	striking a	language for	
	serving in tennis	games where		shot, forward	bowled ball and	Cricket and	
	Can play with a	different points			applying the	games; able to	
	racquet to hit	are available for			rules of a game	describe skills	
	using some shot	a different shot.	735	and the	1 -	and tactics, able	
			" (finishman)"	and of the A	И.	to help others	
			-c y y, y, y	mun -	1	improve by	
			- 121		_	describing	
						simple elements	

			of the skills and games. Numeracy: Able to record and recall scores as individual and team. Can estimate distances to send the ball and intercept.	
Threshold Concepts Knowledge	Key skills	Threshold Concepts Knowledge	Key skills	
without which later concepts will not be	Which can be applied once the knowledge	without which later concepts will not be	Which can be applied once the knowledge	
fully understood / Core Knowledge	is understood	fully understood / Core Knowledge	<mark>is und</mark> erstood	
The minimum all pupils should know		The minimum all pupils should know		
Athletics	To do not be the discontinuous and the second	Tag Rugby	To do not not be such a figure and man	
To know how to use the sling throw  To know how to take off on I foot in	To demonstrate the sling throw using a	To understand that the ball must be	To demonstrate how to pick up and run	
	range of different objects.  To show how to take off on I in long	passed back in tag rugby.	with the ball in a game situation.  To keep possession in a game for a	
long jump.  To be able to explain a baton exchange	jump.	To know how to keep possession in a game.	given amount of time.	
in a relay.	To take part in a relay baton exchange	To know how to pick up and run with	Be able to demonstrate a sideways pass.	
ill a l'elay.	on a bend.	the ball.	be able to demonstrate a sideways pass.	
	on a bend.	the ball.	_	
<u>Tennis</u>				
		Cricket		
To be able to explain how to use the	To be able to explore the forehand and	To know how to bowl overarm from a	To demonstrate a bowling action in a	
forehand and backhand shot.	backhand shot.	stationary position.	stationary position.	
To be understand the importance of	To work on returning their serve in	To know how to intercept the ball with		
returning a serve.	gameplay.	I hand.	To show their tactic understanding in a	
To understand the different positions in	To play in the positions during a game.	To understand a range of tactics they	game situation.	
tennis.	- D	could use in a game.		
Year Group: YR5	Pri	mary)		

Autumn Term 1				Autumn Term 2			
Key Vocabulary  Dance, stretch	Interleaving Opportunities (e.g. when past topics can be revisited) Worked to	Links to wider curriculum (e.g. different subjects or key stages)	SMSC  To have a sense	Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited) Have become	Links to wider curriculum (e.g. different subjects or key stages)	SMSC  To have a
Dance, stretch, levels, mood, feeling, emotions, facial expression, improvisation, rehearse, director, choreographer, slide, formation, locomotion, Bangra, wall patterns, steps, dance style	Worked to include freeze frames in routines Practised and performed a variety of different formations in dance Developed a dance to perform as a group with a set starting position	Literacy: Describe the differences between the styles of dances you have covered in this unit of work. Numeracy: Work out degrees of turns. Perform to 8 beats in a variety of dance styles	To have a sense of enjoyment and fascination in learning about what their bodies can do.  To use their imagination in creation of a piece of work.	Symmetry, sequences, combinations, direction, speed, partner, asymmetrical, elements, control, balance, strength, flexibility, asymmetrical  Control, use space, defend, attack, dribble, pass, push, slap, tactics, compete, collaborate, teamwork, score, shoot,	Have become more confident to perform skills consistently. Can work to improve sequences and individual actions. Can work in groups and aim to perform sequences in time with others. Can make changes to sequences using compositional ideas	Literacy: Work safely with a partner to perform both partner and counter balances Numeracy: Demonstrate symmetrical and asymmetrical shapes, balances and travel actions  Literacy: Using appropriate language for hockey and games; able to describe how a	To have a willingness to participate in a game.  To show respect for others in different situations.
		36,	Pri	positions, power, distance, perform, consistent, fair play	Learned about attacking as a team and moving toward a goal Able to follow the basic rules for	passage of play could be improved. Able to compare & contrast their performance against others. Numeracy: Able to accurately	

		200			modified/mini hockey games Learned how to pass, receive, control, dribble and shoo	position themselves at appropriate distances for free hits and side-line balls. Able to keep score consistently in competitive games.	
Threshold Concep	ots Knowledge	Key skills		Threshold Conce	pts Knowledge	Key skills	
without which later cor fully understood I <b>Cor</b> The minimum all pupil	re Knowledge	Which can be applied is understood	once the knowledge	without which later co fully understood I <b>Co</b> The minimum all pupi	re Knowledge	Which can be applied once the knowledge is understood	
<u>Dance</u>				Gymnastics			
To understand a diffe	erent dance fo <mark>rm</mark>	To develop and perf	orm a Bollywood	To understand the t	erm counter	To be able to demo	
(Bollywood)		dance sequence.		balance.	la de la companya de	balance in a sequence	
To know how to wo		To demonstrate bot		To understand the in	•		nstrate symmetry in
to develop and perfo		non-locomotor moves.		symmetry in a sequence.		a sequence.	
To understand the d				To be able to know how to complete a round off in isolation.		To attempt to comp	olete a round off in
locomotor and non-l						isol <mark>ati</mark> on.	
To understand the fe	eatures of a line			Hadray			
dance.	-	E-L		Hockey To know how to so	mploto a block	To be able to demo	netrato a block
Cross Country	100	eria .		To know how to complete a block tackle.		tackle in a game situ	
To understand the di	ifference between a	To be able to sustain	a steady page of	To know how to complete a sweep		ackie ili a gairie sico	iacioni,
cross country runnin		running over a certa	The state of the s	shot over a distance.		To be able to demonstrate a sweep	
event.	o = , = a a pp. 10	To be able to lead a		To know how to ma		shot in a game.	
To know how to run	for a sustained	running activity.	-r	game of hockey.	24.79	·	
period of time or over	er a set distance.				A ( )		
To understand the importance of a		- U/2 -			the state of the s		
warm up when taking part in a running					a 2		
event.		*/ /3h //		1.00	1		
Spring Term 1				Spring Term 2			
Key Vocabulary	Interleaving	Links to wider	SMSC	Key Vocabulary	Interleaving	Links to wider	SMSC
	Opportunities	curriculum (e.g.			Opportunities	curriculum (e.g.	
	(e.g. when past				(e.g. when past		

	topics can be revisited)	different subjects or key stages)			topics can be revisited)	different subjects or key stages)	
Symmetry,	Have created	Literacy: Use	To have a sense	Control, use	Introduced to	Literacy: Using	To have a
sequences,	longer and more	appropriate	of enjoyment	space, defend,	high five netball	appropriate	willingness to
•	_	• • •	and fascination				
combinations,	complex	language to give		attack, chest	positions	language for	participate in a
direction, speed,	sequences and	feedback to	in learning about	pass, tactics,	Acquired and	netball and	game.
partner,	can adapt	other groups.	what their	compete,	applied basic	games; able to	
asymmetrical,	performances	Wo <mark>rk with </mark> a	bodies can do.	collaborate,	shooting	describe how a	
elements,	Can compare	pa <mark>rtner to</mark> create		teamwork,	techniques	passage of play	To show respect
control, balance,	performances	pathway	To have an	score, shoot,	<b>Demonstrated</b>	could be	for others in
strength,	and judge	sequence. Work	understanding of	footwork, foul,	and	improved. Able	different
flexibility,	strengths and	with others to	wide range of	free pass, pivot	implemented	to compare &	situations.
asymmetrical	areas for	devise and	cultures.	100	some basic rules	contrast their	
	improvement	participate in		Maps, diagrams,	of high five	performance	
Hit, return,	Can select a	starter activity.		remember,	Developed	against others.	
court, forehand,	component for	Numeracy:		symbols,	netball skill such	Numeracy: Able	
backhand,	improvement,	Select and apply	7-1	orienteering,	as marking and	to accurately	
bounce, points,	for example,	asymmetrical		challenges,	footwork	position	
score, net,	timing or ow	balances to		problem-solving,		themselves at	
tactics,	Have developed	sequence		lead, challenge,	Work well in a	appropriate	
underarm,	an increased	<b>*</b>		plan, trust,	team or group	distances for	
overarm,	range of body	Literacy:		solve, team,	and understood	penalty and free	
position, ready,	actions and	Describe the		design,	roles	passes and	
volley,	shapes to	additional rules		instructions,	Plan strategies	sideline	
overhead,	include in a	learnt in tennis		extend, orient,	to solve	balls. Able to	
singles, doubles	sequence	games for both	Carlo Control	Morse code,	problems	keep score	
		singles and		decipher,	Identify the	consistently in	
	Explored	doubles		individual	relevance of and	competitive	
	forehand and	Numeracy: Score			use maps,	games.	
	backhand shots	games			compass and		
	Worked to serve	appropriately	- 20-c	_=	symbols	Literacy: Use	
	and return serve	where different	1 S. Santon	1 may 19 19 19 19 19 19 19 19 19 19 19 19 19	Identify what	appropriate	
	Can identify	points are	-C 7 7.1	muu i	they do well and	language to give	
	good positions	achieved for		I I have	suggest what	feedback to	
	G : : :	different shots				other groups.	

	to stand on the course				they could do to improve	Work with a partner to communicate and solve a problem. Numeracy: Apply number sequences	
Threshold Conce	pts Knowledge	Key skills	Threshold Concepts Knowledge		pts Know <mark>ledge</mark>	Key skills	
without which later co	oncepts will not be	Which can be applied	once the knowledge	without which later co		Which can be applied	once the knowledge
fully understood I Co	re Knowledge	is understood		fully understood I Co	re Knowledge	is understood	
The minimum all pup	ils should know 📑	1.		The minimum all pup	ils should know	<u> </u>	
Gymnastics		The second second		<u>Netball</u>			
To know how to lead a warm up and		To be able to lead a		To be able to know	how to pivot and		nstrate a pivot and a
why it is important to warm up.		start of the session.		dodge.		dodge in a game situ	
To know how to link cartwheels		To show a set of lin	ked cartwheels in a			To be able to shoot with 2 hands.	
together.		sequence.	-1	To be able to explai		To be able to take part in a game of	
To know how to give	e feedback to a	To give feedback to	their peer.	positions on the cou	<mark>ırt</mark> .	netball.	
Tennis			1002	OAA			
To know how to vo	•	To be able to demonstrate a volley and		To understand Morse code.		To be able to use an	id interpret Morse
	mplete an overhead	an overhead shot in	a game situation.	To understand how to solve problems		Code.	
shot.	1 4 1 1:0 :	<b>.</b> .		using their memory.		To use their memory to solve a	
To know how to ap	ply these skills in a	To be a scorer in a g	game of tennis.	To understand how to develop and use		problem.  To be able to solve a problem in a small	
game situation.  To understand the s	coring system in	7.3		trust to help solve a problem.			a problem in a small
tennis.	scoring system in	in.	A			group.	
Summer Term 1				Summer Term 2			
	Interleaving	Links to wider	SMSC		Interleaving	Links to wider	SMSC
Key Vocabulary	Opportunities	curriculum (e.g.	SIVISC	Key Vocabulary	Opportunities	curriculum (e.g.	SIVISC
	(e.g. when past	different subjects or			(e.g. when past	different subjects or	
	topics can be	key stages)			topics can be	key stages)	
	revisited)	, , , , ,	725	1,000	revisited)	, , ,	
Athletics	Used running,	Literacy:	To show respect	Cricket	Developed a	Literacy: Using	To cooperate
Run, jump,	jumping and	Distinguish and	for others in	Stance, bowling,	range of striking,	appropriate	with others.
throw, agility,	throwing;	describe good	different	bat, wicket,	fielding &	language for	
power, speed,	investigated in	performance in	situations.	stumps, crease,	Cricket skills	cricket and	
power, speed,	investigated in	periormance in	รแนสแบทร.	stumps, crease,	Cricket Skills	cricket and	

track, force,	small groups	runs, jumps and		boundary,	they can apply in	striking &	
distance, curve,	different ways of	throws		batsman,	a competitive	fielding games;	
accelerate,	performing	Numeracy:		bowler,	context	able to describe	
hurdles, foam	these activities	Measure	100	wicketkeeper,		how a play could	
javelins, vortex		distances of		bail, field,	Choose and use	be improved,	
howler, bounce,	Used a variety of	throws and work	1	innings, strike,	a range of	able to compare	
relay, baton,	equipment,	out the	~	cross, four, six,	simple tactics in	& contrast their	
safety, rules,	ways of	difference in		single, over,	isolation and a	performance	
targets, record,	measuring and	distances. Time	.6	balls, shot,	game context	against others	
set, take over,	timing and	runs either with		forward,	D. 1	Numeracy: Able	
pass	compared the	a stopwatch and		defensive,	Consolidated	to accurately	
<b>Ultimate Frisbee</b>	effectiveness of	recognise relay		offensive	existing skills	position	
	different styles	sequence and		Tag rugby	and can apply	themselves at	
	of runs, jumps	anticipate		Passing, running,	with consistence	appropriate appropriate	
	and throws.	change over		backwards, tag,		positions in the	
	20	timing		straight, space,	To consistently	field. Able to	
	All land	7 100		teamwork, try-	perform basic	ke <mark>ep</mark> score	
			100	area, <mark>defend</mark> ,	tag rugby skills	consistently in	
	7	h (1)		attack, retain,	Implement rules,	competitive	
				contest,	develop tactics	games,	
		74.0		possession,	in competitive	subtracting and	
				pressure,	situations	adding to scores.	
		15.		support, pop	To increase		
	14	123		pass, turn over,	speed and	Literacy: Use	
	_	Con.	/	lose pass	endurance	appropriate	
		and the second	A CONTRACTOR OF THE PARTY OF TH	1	during gameplay	language for tag	
		100			NAM.	rugby, able to	
					A 1737	discuss how	
		C/2				other players	
		6/2			. 7	and themselves	
		~ /	Phil	- 10°	I. —	can improve and	
				ии ла з	i h	to describe a	
			- / [1]	Hilbert	J.	good period of	
						play and	

			attacking formations Numeracy: Able to run at correct angles and speed to create space and make it difficult for defenders, able to keep score consistently in competitive games	
Threshold Concepts Knowledge	Key skills	Threshold Concepts Knowledge	Key skills	
without which later concepts will not be	Which can be appli <mark>ed onc</mark> e the knowledge	without which later concepts will not be	Which can be applied once the knowledge	
fully understood / Core Knowledge	is understood	fully understood / Core Knowledge	is understood	
The minimum all pupils should know		The minimum all pupils should know		
Athletics	To be able to take a set in a selection	Cricket	To be block as follows and in a second of	
To be able to understand the role of	To be able to take part in a relay team	To understand and watch the flight of	To be able to take part in a game of	
each person in a relay team.	working at their maximum speed.	the ball.	cricket and play a defensive shot at the	
To be able to how to perform a range	The same of the sa	To understand how to bowl the ball	correct time.	
of jumps showing increased accuracy.	T	overarm.	T	
To understand how to improve their	To improve their running distance over	To understand how to play a defensive	To be able to demonstrate how to bowl	
running distance over a certain period	a certain period of time.	shot.	the ball overarm in both isolation and in	
of time.			a game situation.	
Ultimate Frisbee		Tag Rugby	Ti .	
To know how to hold a Frisbee in the	To be able to throw a Frisbee	To know how to combine a skills	To be able to combine passing and	
correct way, hand up accurately to a team mate.		together such as running and passing,	running in a game situation.	
To know the simple rules of the game	To be able to play a simple game of	To know how to use a range of	Turning in a game sicuacion.	
Ultimate Frisbee	ultimate Frisbee.	different tactics. (magic diamond	To be able to use the magic diamond	
To understand the different roles in the	To be able to demonstrate and play in	formation and a pop pass)	formation and a pop pass during a game	
game.	different roles during a game.	Tormacor and a pop passy	situation.	
garrie.	difference roles duffing a game.		Sicuation.	

Year Group: YR6

Autumn Term 1				Autumn Term 2			
Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC	Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
Control, use space, defend, attack, chest pass, tactics, compete, collaborate, teamwork, score, shoot, footwork, foul, free pass, pivot, blocking	To be able to confidently use specific netball skills in games, for example: pivoting, dodging, bounce pass and previous skills learnt To play efficiently in different positions on the pitch both attack and defence To increase power and strength of passes, moving the ball over longer distances	Literacy: Discuss and plan outcomes for strategies as a team Numeracy: Judge distances for rules on how close a player can be to mark the ball. Play in the correct position in designated thirds.	To have a willingness to participate in a game.  To show respect for others in different situations.	Motif, phrase, street dance, Hakka, Step, slide, repeat, beat, composition, collaborate, formations, stag leap, rebound, expression, gesture, dynamics  Flight, vault, sequences, combinations, direction, speed, partner, asymmetrical, elements, control, balance, strength, flexibility	Have performed different styles of dance fluently and clearly adapting them to include the use of space rhythm & expression Worked collaboratively in groups to compose simple dances Recognized and commented on dances suggesting ideas for improvement  Can create longer and more complex sequences and adapt	Literacy: Work in pairs and small groups to create a range of dance styles, describe differences between unison and cannon Numeracy: Judge distances to jump across distance in stag leap, use specified actions to create dance phrases  Literacy: Work in pairs and small groups to create safe sequences using flight, describe differences between unison	To have an understanding of wide range of cultures.  To use their imagination in creation of a piece of work.
				H. Den.	performances Take the lead in a group when	and cannon Numeracy: Judge distances	

		preparing a sequence Can develop symmetry individually, as a pair and in a small group Can compare performances and judge strengths and areas for improvement	to jump off apparatus, create specified element sequences	
Threshold Concepts Knowledge	Key skills	Threshold Concepts Knowledge	Key skills	
without which later concepts will not be	Which can be appli <mark>ed once</mark> the knowledge	without which later concepts will not be	Which can be applied once the knowledge	
fully understood / Core Knowledge	is understood	fully understood / Core Knowledge	is understood	
The minimum all pupils should know		The minimum all pupils should know		
<u>Basketball</u>	1 10	<u>Dance</u>		
To know how to work as team to	To be able to make quicker decisions	To und <mark>erstan</mark> d some basic street dance	To be able to perform a range of street	
improve game play and tactics.	during a netball game.	skills.	dance skills.	
To understand how to sort players out	To be able to grab a rebound in the role	To know how to use tension and	To be to compose a street dance	
around the D.	of an attacker.	extension to control the body.	routine.	
To understand how to get rebounds	To be able to grab a rebou <mark>nd in the role</mark>	To know how to identify appropriate To be able to use tension and ex		
both as an attacker and a defender.	of a defender.	group dynamics in the Hakka.	to control their body.	
To know how to knock the ball away.  Cross Country	To be able to knock the ball away in a game situation.	Tag Rugby	5	
To understand the difference between a		To understand a range of different  To be able to choose and implement a		
ross country running event and a spirit To be able to sustain a steady pace of		tactics to attack and range of tactics.		
event.	ent. running over a certain distance,			
o know how to run for a sustained To be able to lead a warm up linked to a		defend (support player with the ball, spaces not faces principle)  To be able to the STEP principle to the ste		
period of time or over a set distance.  To understand the importance of a warm up when taking part in a running event.	running activity.	To understand the STEP principle.	a small group warm up.	

Spring Term 1 Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be	Links to wider curriculum (e.g. different subjects or key stages)	SMSC	Spring Term 2 Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
Tactics, shots, bowling, wicket, stumps, crease, boundary, stance, innings, strike, cross, four, six, single, over, balls, shot, forward, defensive, offensive, wide, no ball  Flight, sequences, combinations, direction, speed, partner, asymmetrical, actions, control, balance, strength, flexibility, half lever, box splits, bridge, broad jump, splits, dish, arch, bounce	Link together a range of basic cricket skills and used in combination Collaborated as a team to choose, use and adapt rules in games Relate some aspects of fitness which apply to cricket, e.g. power, flexibility and cardiovascular endurance  Have lead group warm-up showing understanding of the need for strength and flexibility Have worked independently and in small groups to make	Literacy: Discuss and plan outcomes for strategies as a team both when fielding and batting Numeracy: Judge required run rates and calculated scores. Estimate time and distance in the field.  Literacy: Work in groups of four collaboratively to create sequences Numeracy: Choose appropriate elements for the sequence to last I minute. Use a stopwatch to time sequences	To show respect for others in different situations.  To use their imagination in creation of a piece of work.  To use their imagination in creation of a piece of work.	Hit, return, court, forehand, backhand, bounce, points, score, net, tactics, underarm, overarm, position, ready, volley, overhead, singles, doubles  Control, use space, defend, attack, dribble, pass, push, tactics, compete, collaborate, teamwork, score, shoot, positions, power, distance, perform, consistent, fair play, tackle, covering, supporting	revisited)  Have experienced a variety of shots including forehand, backhand, volley, and overhead Can begin games using serves and appropriate service rules Can play in singles and doubles games  Developed passing, dribbling and shooting skills Can confidently select and apply basic skills in a game situation Learnt ways of marking and defending	Literacy: Describe why rules were are were not adhered to in games as a referee Numeracy: use full Tennis scoring system to score points and keep track of points in a game  Literacy: Discuss and plan outcomes for strategies as a team Numeracy: Judge distances for rules on how close a player can be in	To have a willingness to participate in a game.  To show respect for others in different situations.

up own sequences Began to use music in sequences Have experienced taking part in and remembering more complex sequences			different game situations	
Threshold Concepts Knowledge	Key skills	Threshold Concepts Knowledge	Key skills	
without which later concepts will not be	Which can be applied once the knowledge	without which <mark>later c</mark> oncepts will not be	Which can be applied once the knowledge	
fully understood / Core Knowledge	is understood	fully understood / Core Knowledge	is understood	
The minimum all pupils should know	All committees the contract of	The minimum all pupils should know		
Gymnastics		Cricket	- "	
To know how to perform a sequence to		To understand the different tactics for	To use different tactics in a game and	
a piece of music.	To be able to develop and perform a	attacking and defending in different	take on different roles.	
To know how to develop more	sequence to a piece of music.	roles.	To be able to exact a bish hall	
complex sequences.	To develop a more complex sequence	To be understand how to track and	To be able to catch a high ball	
To know how to use stimuli in their	using a range of stimuli.	catch a high ball.  To be able to know how to field in	successfully.  To field in pairs successfully during a	
sequence.  To understand the term stimuli in		pairs.	, ,	
gymnastics.	400	pairs.	game.	
Hockey To know how to shoot the ball from close range. To know how and when to use a range	To be able to shoot from close range accurately.  To use a range of different tactics in	Volleyball To know how to volley the ball	To be able to volley the ball	
of tactics in different game situations.	game situations.	To know how to dig the ball	To be able to dig the ball in a game	
To start to understand how to combine	To be able to apply their skills at	To know how to use rotation in a game	situation	
skills learnt previously and perform them at speed.	perform them at speed.	situation.	To use the rotation system in a game situation.	
	75.5-			
Summer Term 1		Summer Term 2		
Key Vocabulary Opportunities (e.g. when past	Links to wider curriculum (e.g.	Key Vocabulary Interleaving Opportunities (e.g. when past	Links to wider curriculum (e.g.	

	topics can be revisited)	different subjects or key stages)			topics can be revisited)	different subjects or key stages)	
OAA	Explore ways of	Literacy: Use	To show respect	Athletics	Can sustain pace	Literacy:	To show respect
Maps, diagrams,	communicating	appropriate	for others in	Rounders	over short and	Communicating	for others in
scale, symbols,	in a range of	language to give	different	Run, jump,	longer distances	ideas, describing	different
orienteering,	challenging	feedback to	situations.	throw, agility,	Able to run as	techniques, use	situations.
compass,	activities	other groups.	·	power, speed,	part of a relay	appropriate	
challenges,	Navigate and	Work with		track, distance,	team working at	verbal queues	
problem-solving,	solve problems	oth <mark>ers to dev</mark> ise	100	curve,	their maximum	and prompts as	
lead, follow,	from memory	and participate	A0000	accelerate,	speed	a judge	
plan, trust,	Develop and use	in a new game.	1000	hurdles, foam	- V	Numeracy:	
solve, team,	trust to	Numeracy:		javelins, vortex	Can perform a	Record data,	
design,	complete a task	Select and apply		howler, bounce,	range of jumps	measure	
instructions,	and perform	symmetry and		relay, baton,	and throws	distance for	
extend, knot,	under pressure	asymmetry to		safety, rules,	demonstrating	jumps, time	
orient		balances		targets, record,	increasing power	runs.	
	To combine	. 1	7-3	set, take over,	and accuracy		
Control, use	basic tag rugby	Literacy: Discuss		pass, strength,	1	Literacy: Discuss	
space, defend,	skills such as	and explain		judge, trajectory	Can identify key	and plan	
attack, chest	catching and	tactics within a			strengths of a	outcomes for	
pass, tactics,	quickly passing	team, and	1	Stance, bowling,	performer when	strategies as a	
compete,	in one	suggest	_	bat, box,	running, jumping	team both when	
collaborate,	movement	improvements		batsman,	and throwing	fielding and	
teamwork,	3-4	to players for		bowler,		batting	
score, shoot,	To be able to	their game		backstop, field,	Linked together	Numeracy:	
footwork, foul,	select and	Numeracy:		innings, strike,	a range of skills	Judge required	
free pass, pivot,	implement	Judge distances		cross, rounder,	and use in	rounders rates	
blocking, screen,	appropriate	and strength		half-rounder,	combination	and calculated	
goalkeeper,	skills in a game	needed for		over, balls, shot,	Collaborated as	scores. Estimate	
dribble,	situation	speed.		defensive,	part of a team to	time and	
		Measuring their	775	offensive,	choose, use and	distance in the	
	To begin to play	pace against	"Jandynel".	predict, place,	adapt rules in	field.	
	effectively when	others moving	- 1 N	select, tactics,	games		
	attacking and	up towards the		stance			
	defending2	opposition as a					

To increase the power of passes so the ball can be moved quickly over greater distance	team, and judging positions on the pitch.	Understand how some aspects of fitness apply to rounders, e.g. power, flexibility and cardiovascular endurance		
Threshold Concepts Knowledge	Key skills	Threshold Concepts Knowledge	Key skills	
without which later concepts will not be	Which can be applied once the knowledge	without which later concepts will not be	Which can be applied once the knowledge	
fully understood / Core Knowledge	is understood	fully understood / Core Knowledge	is understood	
The minimum all pupils should know	is understood	The minimum all pupils should know	is understood	
OAA	-, -	Athletics	-	
To be understand how to follow and	To be able to follow a map to complete	To be understand how to use a run up	To be to use a run up for their long	
orient a map.	a task.	in the long jump.	jump.	
To be understand how to tie a reef	To be able to tie a reef knot.	To understand how to use their power	To use their power in a spirit, start and	
knot.	To be able to use information to	in a spirit start.	explain the effect it has.	
To be understand and use information	complete and task.	To know how to measure throws in	To measure a range of throws.	
given by others to complete a task.		a competition.		
<u>Handball</u>		Rounders Property of the Rounders Property of	100	
	1000	To understand the rules of rounders	To be able to play a small sided game	
To understand the double dribble rule   To be able to use the double dribble in		and apply them in a game. using standard rounders making.		
To understand the concept of screening game situation		To understand how to use a ball in To be able to bowl the ball on differen		
To understand how to dribble the ball To use the screening in a game situation		different ways while bowling (faster ball, ways and comment on their success.		
To use a dribble in a ga <mark>me sit</mark>		higher ball)		
	2-		~	