


# TEACHING SEQUENCE



## P.E

	Autumn	Spring	Summer	Curriculum Enhancements
Nursery	<p><b><u>Introduction to PE</u></b></p> <p>To move safely and sensibly in a space with consideration of others. To develop moving safely and stopping with control To use equipment safely and responsibly. To work with others co-operatively and play as a group.</p> <p>To move safely and sensibly in a space with consideration of others To develop moving safely and stopping with control To use equipment safely and responsibly To follow a path and take turns To work co-operatively with a partner</p>	<p><b><u>Introduction to PE</u></b></p> <p>To move safely and sensibly in a space with consideration of others. To develop moving safely and stopping with control To use equipment safely and responsibly To work with others co-operatively and play as a group</p> <p>To move safely and sensibly in a space with consideration of others To develop moving safely and stopping with control To use equipment safely and responsibly To follow a path and take turns To work co-operatively with a partner</p>	<p><b><u>Dance</u></b></p> <p>To use counting to music To move safely To explore movement To move with control and coordination To remember and repeat actions</p> <p><b><u>Fundamental skills</u></b></p> <p>To develop balancing To develop running and stopping To develop changing direction To develop jumping and landing To develop hopping and landing with control To explore different ways to travel using equipment</p>	<p>*Outdoor provision *Sports Day</p>

<p style="text-align: center; font-size: 24px; color: white;">Reception</p>	<p style="text-align: center;"><b><u>Fundamental skills</u></b></p> <p style="text-align: center;">To develop balancing To develop running and stopping To develop changing direction To develop jumping and landing To develop hopping and landing with control To explore different ways to travel using equipment</p> <p style="text-align: center;"><b><u>Dance</u></b></p> <p style="text-align: center;">To use counting to stay in time with music To move safely with confidence To explore movement using a prop To move with control and coordination To remember and repeat actions</p>	<p style="text-align: center;"><b><u>Ball skills</u></b></p> <p style="text-align: center;">To develop rolling a ball to a target To develop stopping a rolling ball To develop accuracy when throwing to a target To develop bouncing and catching a ball To develop kicking a ball</p> <p style="text-align: center;"><b><u>Fundamental skills</u></b></p> <p style="text-align: center;">To develop balancing To develop running and stopping To develop changing direction To develop jumping and landing To develop hopping and landing with control To explore different ways to travel using equipment</p>	<p style="text-align: center;"><b><u>Games</u></b></p> <p style="text-align: center;">To develop running and stopping To develop throwing and learn how to keep score To follow the rules of a game To follow instructions and move safely when playing tagging games To work co-operatively and take turns To work with others to play team games</p> <p style="text-align: center;"><b><u>Gymnastics</u></b></p> <p style="text-align: center;">To copy and create shapes with your body To create shapes on apparatus To develop balancing To develop jumping and landing safely To develop rocking and rolling To copy and create short sequences linking actions together</p>	<div style="text-align: center;">  </div> <p style="text-align: center;"><b>*Outdoor provision</b> <b>*After school clubs</b></p>
<p style="text-align: center;">End of phase skills:</p>	<p><b><u>Introduction to P.E</u></b></p> <ul style="list-style-type: none"> <li>• I can move safely and sensibly in a space with consideration of others</li> <li>• I can develop moving safely and stopping with control</li> <li>• I can use equipment safely and responsibly</li> <li>• I can work with others cooperatively and play as a group</li> </ul> <p><b><u>Fundamental skills</u></b></p> <ul style="list-style-type: none"> <li>• I can develop balancing</li> <li>• I can develop running and stopping</li> <li>• I can develop changing direction</li> <li>• I can develop jumping and landing</li> <li>• I can develop hopping and landing with control</li> <li>• I can explore different ways to travel using equipment</li> </ul> <p><b><u>Dance</u></b></p> <ul style="list-style-type: none"> <li>• I can count to music</li> <li>• I can move safely</li> <li>• I can explore movement</li> <li>• I can begin to move with control and coordination</li> <li>• I can remember and repeat actions</li> <li>• I can use counting to stay in time with music</li> <li>• I can move safely with confidence</li> <li>• I can explore movement using a prop</li> <li>• I can move with control and coordination</li> <li>• I can perform in front of their peers</li> </ul>			

	<p><b><u>Gymnastics</u></b></p> <ul style="list-style-type: none"> <li>• I can copy and create shapes with your body</li> <li>• I can create shapes on apparatus</li> <li>• I can develop balancing</li> <li>• I can develop jumping and landing safely</li> <li>• I can develop rocking and rolling</li> <li>• I can copy and create short sequences linking actions together</li> </ul>		<p><b><u>Games</u></b></p> <ul style="list-style-type: none"> <li>• I can develop running and stopping</li> <li>• I can develop throwing and learn how to keep score</li> <li>• I can follow the rules of a game</li> <li>• I can follow instructions and move safely when playing tagging games</li> <li>• I can work co-operatively and take turns</li> <li>• I can work with others to play team games</li> </ul>	
<p><b>Year 1</b></p>	<p><b><u>Groovy Gymnastics</u></b></p> <p>I can travel in different directions at different speeds and levels  I can link isolated moves and shapes when travelling  I can explore rolling movements as a way of travelling  I can explore travelling to move along, over, around onto and off a bench  I can travel with a focus on changing direction and level, using small equipment  I can use a variety of small equipment to perform a travelling sequence, using all of the skills learned so far</p> <p><i><b>Vocabulary:</b> travel, link, sequence, level, tension, posture, tuck, pike, straight, straddle, Rolling: egg, log, forward, teddy bear rolls, along, over, onto and off, travelling, direction</i></p>	<p><b><u>Throwing and Catching</u></b></p> <p>I can control a ball using hands  I understand the correct technique for catching  I can consolidate and practise throwing a ball underarm  I can explore striking balls of different sizes using their hands and equipment.  I can throw and catch a ball to self and a partner  I can stop and retrieve a ball  I can practise throwing to a target  I can make contact with a ball using different bats or rackets  I can play a game fairly and in a sporting manner</p> <p><i><b>Vocabulary:</b> throw, catch, strike, fielding, target, bat, racket, rounders, warm up, scoring</i></p>	<p><b><u>Story Time Dance</u></b></p> <p>I can change direction during travelling moves  I can link travelling moves that change direction and level  I can link moves together  I can use a variety of moves  I can move in time for music  I can explore basic body patterns and movements to music  I can use a variety of moves that change speed and direction  I can perform a dance in time to music and with fluency</p> <p><i><b>Vocabulary:</b> rap, beat, gesture, perform, level, speed, beat, gesture</i></p>	<p><b>*After school clubs</b>  <b>*Competitions</b>  <b>*Sports Day</b>  <b>*Scoot Fit</b></p>

### Step to the Beat

- I can hop – same foot to same foot
- I can jump – two feet to two feet
- I can develop the 'step hop' technique for a good skip without a rope
- I can explore the action of skipping at a low level
- I can skip with a rope
- I can explore different ways of skipping
- I can skip with good technique
- I can perform a skipping circuit

**Vocabulary:** hop, jump, skipping, step over, circuit, weave

### Multi Skills

- I can explore static balancing and understand the concept of bases
- I can combine a number of co-ordination drills, using upper and lower body movements
- I can aim a variety of balls and equipment accurately
- I can travel in different ways, showing clear transitions between movements
- I can travel in different directions (side to side, up and down) with control and fluency
- I can practise ABC (agility, balance and co-ordination) at circuit stations

**Vocabulary:** balance, base, push, agility, co-ordination, accuracy, timing, aim, guide, target, rotate, movements, technique, travel, transitions, control, fluency

### Cool Core (Strength)

- I can control my breathing
- I can support my body weight
- I can perform a movement that demonstrates good core control
- I can increase the speed at which you can travel through the ladders accurately
- I can learn the technique for the plank, front support and back support
- I can support body weight on the hands using the core muscles to keep balanced
- I can perform a wheelbarrow with a partner, with control
- I can use techniques to improve core strength and agility

**Vocabulary:** bridge, agility, core, plank, balance, strength, support, wheelbarrow, posture, crab

### Brilliant Ball Skills

- I can develop anticipation and reaction when working with beanbags or balls
- I can catch a ball or beanbag on a bounce
- I can catch a ball from a throw
- I can develop accurate throwing skills
- I can develop accuracy of send
- I can understand the overarm throwing technique and when to use it
- I can stop, trap or catch the ball while on the move
- I can play a game, following the rules and demonstrating fair play

**Vocabulary:** send, receive, underarm, overarm, throw, catch, react, travel, balance, weight, bounce

### Mighty Movers (Running)

- I understand that running can be done in many ways
- I can run at different speeds and in different directions with control
- I can run in a race with a team
- I understand the purpose of a circuit and how it can improve fitness
- I can complete a running circuit
- I understand the importance of using the arms when running

**Vocabulary:** dish, dome, direction, relay, circuit

### Active Athletics

- I know how to travel in different ways
- I can change from fast to slow
- I can throw safely
- I can run short distance
- I can take off from different positions
- I can complete an obstacle course with control and agility

**Vocabulary:** Take-off and landing, hopping, balance, speed, mobility, underarm, overarm throw, balance, jog, sprint. Landing, obstacle, relay

### Boot Camp

- I understand how to prepare the body for exercise
- I understand what fitness means
- I can complete a range of circuit-based activities and understand the reason for doing them
- I understand what happens to the heart rate during exercise
- I can complete a circuit that includes activities practised in Lessons 1 and 2
- I can complete a circuit that includes activities practised in Lessons 1–3 with balance and co-ordination
- I can complete a circuit that includes activities practised in Lessons 1-4 with balance and co-ordination
- I can complete a circuit that includes activities practised in Lessons 1–5

**Vocabulary:** *Circuit, heart rate, technique, exercise, fitness, co-ordination*

### Gym fit Circuits

- I can develop balance, agility and co-ordination
- I can perform using simple movement patterns
- master basic movements, as well as developing balance, agility and co-ordination
- I can perform using simple movement patterns

**Vocabulary:** *travelling, spotting, extend, flexible, stretch, reach*

### Fitness Frenzy

- I can complete a circuit that includes activities learned throughout the year
- I can explore running at different speeds
- I can improve agility, balance and co-ordination
- I can evaluate performance of gymnastic moves within a circuit
- I can use techniques already learned to improve performance

**Vocabulary:** *basic circuit moves, running, jumping jacks, ball pass, jumping from side to side, running, gait skills, circuit, travelling, spotting, extend, flexible, stretch, reach*



# Year 2

## Multi Skills

I can explore static balancing  
 I can move the body in a variety of ways  
 I know how to throw a ball at the right speed and strength  
 I can travel in different ways, showing clear transitions between movements  
 I can explore different ways of twisting and turning  
 I can use skills learned in a game

*Vocabulary: agility, balance, co-ordination, base, accuracy, timing, aim, target, rotate, movement pattern*

## Boot Camp

I understand how to prepare the body for exercise  
 I can complete a range of circuit-based activities and understand the reason for doing them  
 I can complete a circuit that includes activities practised in Lessons 1 and 2  
 I can complete a circuit that includes activities practised in Lessons 1–3 with balance and co-ordination  
 I can complete a circuit that includes activities practised in lessons 1-4 with balance and coordination  
 I can complete a circuit that includes activities practised in lessons 1-5 with balance and coordination

## Throwing and Catching

I know how to throw a ball underarm with accuracy  
 I know the correct technique for striking a ball from a tee  
 I know the best technique for catching  
 I know the overarm throw technique and when to use it  
 I can practise throwing skills in circuit  
 I can play a game fairly and in a sporting manner

*Vocabulary: underarm, bounce, sideways, overarm throw, circuit*

## Cool Core

I can maintain a good bridge using core strength  
 I can improve my plank technique I can maintain a wheelbarrow walk  
 I can perform a small crunch and understand what it does  
 I can perform a squat and diagonal body twist, and understand why they are valuable exercises to do  
 I can transfer weight from one foot to two feet  
 I can jump with accuracy using core strength to maintain balance

*Vocabulary: core strength, bridge, agility, abdominals, squat, hopscotch, hoop*

## Groovy Gymnastics

I can remember and repeat simple gymnastic actions with control  
 I can balance on isolated parts of the body using the floor and hold balance  
 I can develop a range of gymnastic moves, particularly balancing  
 I can link together a number of gymnastic actions into a sequence  
 I can explore ways of travelling around on large apparatus  
 I can choose and use a variety of gymnastic actions to make a sequence

*Vocabulary: balance, tension, point, patches, shoulder stand, shapes, travelling, apparatus*

## Skip to the Beat

I can perform skipping moves with agility, balance and co-ordination  
 I can explore different ways of jumping/hopping with balance and accuracy  
 I can skip with control and balance  
 I can demonstrate good technique while skipping  
 I can observe and comment on others' performances

*Vocabulary: hopping, skipping, jumping, skipping technique and step-hoe, trap*

**\*After school clubs**  
**\*Competitions**  
**\*Sports Day**  
**\*Scoot Fit**

**Vocabulary:** heart rate, agility, co-ordination, jacks, exercise, strength, aerobic, circuit, travel, technique

### Ugly Bug Ball

- I can explore different levels and speeds of movement
- I can compose and perform simple dance phrases
- I can show contrasts in simple dances with good body shape and position
- I can develop a range of dance movements and improve timing
- I can work to music, creating movements that show rhythm and control

**Vocabulary:** travel, movements, methods, beat, Medieval, Movements, dance, greetings, beat, partner, Independent, flow

### Mighty Movers (running)

- I can run efficiently using my arms
- I can demonstrate running with balance and co-ordination
- I can understand the purpose of a circuit and how it can improve fitness
- I can develop a good technique for running circuit, value of a circuit
- I can complete a running circuit

**Vocabulary:** relay, running, overtake, circuit

### Brilliant Ball Skills

- I can move a ball using my hands and feet
- I know how to catch different objects
- I can target the receiver's hands when throwing
- I can watch the ball or object when trying to catch it
- I know how to throw overarm, underarm and bounce pass
- I understand techniques for dribbling and passing a football
- I can pass with accuracy and dribble with control
- I can participate in a mini sports festival, understanding the rules and demonstrating good techniques and sporting behaviour

**Vocabulary:** Send, receive, control, react, target, dribble, trap, kick, festival

### Gym fit Circuit

- I can identify techniques to improve balance
- I can practise a range of gymnastic skills through a series of circuits
- I can develop my agility
- I can develop my coordination
- I can perform using simple movement patterns

**Vocabulary:** travelling, spotting, extend, flexible, stretch, reach

### Active Athletics

- I can run with a change of speed
- I can use my arms when jumping
- I know how to throw safely
- I can hurdle an obstacle and maintain effective running style
- I can run for distance
- I can complete an obstacle course with control and agility

**Vocabulary:** direction, speed, balance, swing, balance, power, speed, hurdle, relay, obstacle course

### Fitness Frenzy

- I can complete a circuit of activities
- I can complete a running circuit
- I can skip with control and balance
- I can evaluate my performance of gymnastic moves within a circuit
- I can improve my core strength, balance and agility

**Vocabulary:** basic circuit moves, running, jumping jacks, ball pass, jumping from side to side, circuit, travelling, spotting, extend, flexible, stretch, reach,



## End of phase skills:

### Multi Skills

- I can perform balances using a number of different parts of the body
- I can co-ordinate the upper and lower body together
- I can aim a variety of balls and equipment accurately
- I can use controlled movement to travel in different ways
- I can quickly change direction whilst running, with control and fluency
- I can practise ABC (agility, balance and co-ordination) at circuit stations
- I know a number of coordination drills, using upper and lower body movements
- I know how to throw a ball at the right speed and strength
- I can travel in different ways, showing clear transitions between movements.
- I can maintain balance when changing direction
- I can use skills learned in a game

### Athletics

- I am able to change from fast to slow
- I know how to hop, and how to hop, travel and land safely on two feet
- I know how to throw in a variety of ways
- I can run with good balance and coordination
- I can explore which is the best way to jump to cover a distance
- I can change direction when running, while maintaining balance
- I can jump with balance and fluency
- I know how to throw safely
- I can hurdle an obstacle and maintain effective running style
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### Dance

- I can practise travelling movements with a change in direction
- I understand beats in the music
- I can move in time to the music, travelling, gesturing and jumping
- I can dance to beats of four or eight
- I can perform dance moves that flow smoothly from one to the next
- I can use gesture as an image in dance
- I can perform a dance in time to music and with fluency
- I can show contrasting movements with strength and clarity
- I can explore performing actions in response to stimuli
- I can explore ideas by experimenting with actions, dynamics, directions and levels
- I can develop a range of dance movements and improve timing
- I can work to music, creating movements that show rhythm and control
- I can perform a complete dance with clarity and flow, showing changes in levels and speed

### Gymnastics

- I can travel in different directions at different speeds and levels
- I can link isolated moves and shapes when travelling
- I can explore rolling movements as a way of travelling
- I can explore travelling to move along, over, around onto and off a bench
- I can travel with a focus on changing direction and level, using small equipment
- I can use a variety of small equipment to perform a travelling sequence, using all of the skills learned so far
- I can perform balances and movements, and combine them into a routine
- I can link balances with other travelling moves, moving smoothly into and out of the balances I can safely use benches and mats to develop sequences
- I can work with a partner to create a sequence of gymnastic actions
- I can safely move around the equipment, using knowledge from previous weeks
- I can mirror and match a partner

### Throwing and catching (Field Games)

- I understand the correct technique for catching
- I can consolidate and practise throwing a ball underarm I can throw and catch a ball to self and a partner
- I know how to stop and retrieve a ball
- I can practise throwing to a target
- I can use striking skills to play a game
- I know the tactics and skills to use in order to win a game
- I know how to throw a ball underarm with accuracy
- I know the correct technique for striking a ball from a tee
- I know the best technique for catching
- I know the overarm throw technique and when to use it.
- I can aim for accurate throwing and consistent catching and striking
- I can use fielding skills to play a game

### Brilliant Ball Skills

- I can develop anticipation and reaction when working with beanbags or balls
- I can develop accurate throwing skills
- I can develop accuracy of send
- I understand when to use an underarm throw
- I can stop, trap or catch the ball while on the move
- I can use ball skills in game-based activities
- I can move a ball using hands and feet
- I know how to catch different objects
- I know how to throw overarm, underarm and bounce pass
- I can pass with accuracy
- I can dribble with control
- I can catch the ball at different heights

# Year 3

## Multi skills

- I can change and maintain centre of balance
- I can develop co-ordination whilst moving an object
- I can demonstrate agility by being able to twist and turn and change direction
- I can practise co-ordination and moving with others
- I can use co-ordination skills to move an object
- I can use all ABC skills learned so far, to the best of your ability

**Vocabulary:** balance, bounce, send, dribble, control, travel, agility, speed, observation, safety, concentration, focus, utilise

## Boot Camp

- I understand how to prepare the body for exercise
- I can complete a range of circuit-based activities and understand the reason for doing them
- I can complete a circuit that includes activities practised in Lessons 1 and 2
- I can complete a circuit that includes activities practised in Lessons 1–3 with balance and co-ordination
- I can complete a circuit that includes activities practised in Lessons 1–4 with balance and co-ordination
- I can complete a circuit that includes activities practised in Lessons 1–5

## Groovy Gymnastics

- I can jump with a stable, safe landing
- I can explore a variety of jumps
- I can select and adapt gymnastics actions to meet the task
- I can work with a partner or a small group to create a sequence that develops jumping skills
- I can improve the ability to choose appropriate actions when creating a sequence of gymnastic movements to music

**Vocabulary:** landing shapes, balance, roll, travel, teamwork, co-operation, empathy, analyse

## Skip to the Beat

- I can develop skipping techniques with control and balance
- I can develop skipping techniques with control and balance
- I can skip with a partner
- I can compose a sequence of skipping moves
- I can perform skipping moves in a routine
- I can teach a partner my routine
- I can perform rope and non-rope skipping with good technique and to songs or rhymes

**Vocabulary:** cross over, boxer style, ready, in you go, now, timing, compose, skipping, timing, direction.

## African Dance

### Vocabulary:

## Mighty Movers

- I can explore running at different speeds
- I can work as a team in a running situation
- I can learn how to hand over in an efficient manner
- I can complete a running circuit showing good balance, co-ordination and agility
- I can use the correct running technique to complete a circuit

**Vocabulary:** pace, stamina, speed, relay, catcher, zigzag, balance, relay

- \*After school clubs
- \*Competitions
- \*Sports Day
- \*Scoot Fit

**Vocabulary:** personal fitness, heart, circuit, exercises, stations, basic circuit moves, running, jumping jacks, ball pass, jumping from side to side

### Throwing and Catching

- I can consolidate and develop a range of skills in striking and fielding
- I can throw accurately
- I can catch with cushioned hands
- I can practise the correct batting technique and use it in a game situation
- I can retrieve the ball effectively
- I can strike the ball for distance
- I know how to play a striking and fielding game competitively and fairly

**Vocabulary:** Accuracy, underarm throw, overarm throw, wickets, stumps, soft hands, target hands, defenders, stumped, underarm bowling, run, long barrier, surface area

### Cool Core

- I can improve core strength and agility, and understand why they are important
- I can link agility and core strength activities together in an appropriate way
- I can understand how hula hooping helps to improve core strength
- I can develop activities into a circuit in order to improve fitness levels
- I can perform a circuit with accuracy

**Vocabulary:** snake charmer, popcorn, bridge, squat thrust, burpee, running squat, Hoops, mats, benches

### Brilliant Ball Skills

- I can dribble a ball with greater control
- I can roll or throw a ball at a target with accuracy
- I can perform a range of actions, maintaining control of the ball
- I can master the basic catching technique
- I can catch with increasing control and accuracy
- I can master the basic throwing technique
- I can throw and hit a ball in different ways (e.g. high, low, fast or slow)
- I can apply skills and tactics in small-sided games

**Vocabulary:** awareness, tactics, defend, attack, position, movement, control, ball control, catch, throw, prepared, ready, catch, gather, receive, clockwise, anti-clockwise

### Gym fit circuits

- I can identify techniques to improve balance
- I can practise a range of gymnastic skills through a series of circuits
- I can perform a range of gymnastic skills with increased accuracy
- I can perform a sequence of gymnastic moves within a circuit
- I can perform a sequence of moves at each station within a circuit with increased accuracy
- I can evaluate my performance of gymnastic moves within a circuit

**Vocabulary:** travelling, spotting, extend, flexible, stretch, reac

### Active Athletics

- I can run in different directions and at different speeds, using a good technique
- I can improve my throwing technique
- I know how to perform a standing long jump, understanding the rules
- I can understand the relay and passing the baton
- I can choose and understand appropriate running techniques
- I can compete in a mini-competition, recording scores

**Vocabulary:** direction, overarm, underarm, take-off, landing, relay, change-over, technique, improve, competition

### Fitness Frenzy

- I can complete an agility and co-ordination circuit, spending 30 seconds at each station
- I can improve fitness by raising the heart rate in a circuit-based lesson
- I can develop skipping techniques with control and balance
- I can evaluate my performance of gymnastic moves within a circuit
- I can improve core strength and agility, and understand why they are important
- I can perform a sequence of moves at each station within a circuit with increased accuracy

**Vocabulary:** basic circuit moves, running, jumping jacks, ball pass, jumping from side to side, method, circuit, activity, honesty, strength and stamina, flexibility, aerobic, circuit training

# Year 4

## Multi skills

- I can change and maintain centre of balance
- I can develop co-ordination whilst moving an object
- I can demonstrate agility by being able to twist and turn and change direction
- I can practise co-ordination and moving with others
- I can use co-ordination skills to move an object
- I can use all ABC skills learned so far, to the best of your ability

**Vocabulary:** balance, bounce, send, dribble, control, travel, agility, speed, observation, safety, concentration, focus, utilise

## Boot Camp

- I understand how to prepare the body for exercise
- I can complete a range of circuit-based activities and understand the reason for doing them
- I can complete a circuit that includes activities practised in Lessons 1 and 2
- I can complete a circuit that includes activities practised in Lessons 1–3 with balance and co-ordination
- I can complete a circuit that includes activities practised in Lessons 1–4 with balance and co-ordination
- I can complete a circuit that includes activities practised in Lessons 1–5

## Throwing and Catching

- I can consolidate and develop a range of skills in striking and fielding
- I can throw accurately
- I can catch with cushioned hands
- I can practise the correct batting technique and use it in a game situation
- I can retrieve the ball effectively
- I can strike the ball for distance
- I know how to play a striking and fielding game competitively and fairly

**Vocabulary:** Accuracy, underarm throw, overarm throw, wickets, stumps, soft hands, target hands, defenders, stumped, underarm bowling, run, long barrier, surface area

## Cool Core

- I can improve core strength and agility, and understand why they are important
- I can link agility and core strength activities together in an appropriate way
- I can understand how hula hooping helps to improve core strength
- I can develop activities into a circuit in order to improve fitness levels
- I can perform a circuit with accuracy

**Vocabulary:** snake charmer, popcorn, bridge, squat thrust, burpee, running squat, Hoops, mats, benches

## Swimming

*External swimming lessons delivered by trained specialists*

## Step to the Beat

- I can understand the importance of a warm-up
- I can complete a step routine to music to improve fitness
- I can develop co-ordination and balance
- I can practise and apply a sequence of step moves to the beat of the music
- I can create and perform a sequence of step moves

**Vocabulary:** heart rate, knee crunch, rhythm, , side step, rhythm

- \*After school clubs
- \*Competitions
- \*Sports Day
- \*Scoot Fit

**Vocabulary:** personal fitness, heart, circuit, exercises, stations, basic circuit moves, running, jumping jacks, ball pass, jumping from side to side

### Invaders

- I can keep possession of a ball
- I can use ABC (agility, balance, co-ordination) techniques to keep control of a ball in a competitive situation
- I can use accurate passing and dribbling in a game
- I can identify and apply ways to move the ball towards an opponent's goal
- I can learn concepts of attack and defence
- I can play in a mini football competition

**Vocabulary:** dribble, support play, attack, defence

### Boot Camp

- I can understand how to prepare the body for exercise
- I can complete a range of circuit-based activities and understand the reason for doing them
- I can improve a circuit that includes activities practised in Lessons 1 and 2
- I can improve a circuit that includes activities practised in Lessons 1–3 with balance and coordination
- I can improve a circuit that includes activities practised in Lessons 1–4 with balance and co-ordination
- I can improve a circuit that includes activities practised in previous Lessons 1–5

**Vocabulary:** running, heart rate, mobility, fitness, jumping, burpee, spotty dogs, plank,

### Groovy Gymnastics

- I can jump with a stable, safe landing
- I can Explore a variety of jumps
- I can select and adapt gymnastics actions to meet the task
- I can work with a partner or a small group to create a sequence that develops jumping skills
- I can improve the ability to choose appropriate actions when creating a sequence of gymnastic movements to music

**Vocabulary:** landing shapes, balance, roll, travel, teamwork, co-operation, co-operation, empathy, analyse

### Skip to the Beat

- I can develop skipping techniques with control and balance
- I can develop skipping techniques with control and balance
- I can skip with a partner
- I can compose a sequence of skipping moves
- I can perform skipping moves in a routine
- I can teach a partner my routine
- I can perform rope and non-rope skipping with good technique and to songs or rhymes

**Vocabulary:** cross over, boxer style, ready, in you go, now, timing, compose, skipping, timing, direction.

### Nimble Nets

- I can become familiar with balls and short tennis rackets
- I can get the ball into play
- I can build up a rally
- I can build a rally, focusing on accuracy of strokes
- I can play a variety of shots in a game situation and to explore when different shots should be played
- I can play a competitive tennis game

**Vocabulary:** trap, send, receive, drop serve, forehand, backhand, rally

### Cool Core

- I can improve balance and co-ordination
- I can perform some controlled Pilates movements, and understand the benefit of doing them
- I can develop balance techniques when performing cool core moves
- I can sustain balance and concentration when performing a variety of cool core moves
- I can develop cool core moves using balance techniques

**Vocabulary:** Mountain pose, rock, Siamese pose, giraffe, Pilates, giraffe, mountain top, pencil point pose

End of phase skills:

**Multi-skills/Active Athletics**

- I can change the centre of balance to different parts of the body
- I can use hand-eye co-ordination to keep control of an object
- I can use agility, stopping and turning in a game
- I can observe and be aware of others' speed and try to match it
- I can use hand-eye co-ordination to balance, carry and travel with an object
- I can focus and concentrate on the skills learned and use them effectively
- I can run in different directions and at different speeds, using a good technique
- I can use legs as well as arms when throwing
- I know how to perform a standing long jump, understanding the rules
- I can understand the relay and passing the baton
- I know which techniques to use for long-distance running and which to use for short-distance running
- I know how to compete in a sporting way, showing an understanding of rules

**Games**

- I can dribble a ball with greater control
- I can develop the ability to control a ball while moving, throwing and catching it
- I can stop the ball in the hands without fumbling
- I can develop the underarm throwing technique and introduce the overarm throw
- I can identify and follow the rules of football games
- I can apply the tactics I have learned
- I know techniques for accurate overarm and underarm throwing
- I can practise the correct technique for catching a ball
- I know the batting technique for cricket - Retrieve the ball effectively
- I can use fielding skills to stop the batter scoring
- I can use skills learned in a cricket game situation
- I know how to dribble a ball, change direction and maintain control
- I can use ABC (agility, balance, co-ordination) techniques to keep control of a ball in a competitive situation
- I can improve accuracy of passing by using a target
- I know how to communicate with team members
- I can learn what skills might be used to stop someone scoring
- I can play in a mini football competition
- I can improve hand-eye coordination by sending and receiving a ball with a hand and racket
- I can learn how to drop and hit the ball
- I can build up a rally
- I am aware of the correct body position and contact point for an accurate shot
- I can practise the volley technique
- I can play a variety of tennis shots, demonstrating correct technique
- I can practise underarm and overarm throws and when to use them
- I am able to field a ball in a variety of ways in order to stop it travelling further
- I can catch the ball in a variety of situations I can use hand-eye coordination to strike a moving and a stationary ball
- I can field an approaching ball
- I can play a game using all the skills learned in a cricket game

**Gymnastics**

- I can jump with a stable, safe landing
- I can explore a variety of jumps
- I can land safely when jumping from a bench
- I can use the skills learned to work as a group to create complex shapes at different levels
- I can use all skills learned in previous lessons to develop a sequence
- I can analyse my own and others' performance
- I can use and refine the following skills: flexibility, strength, balance, power and mental focus
- I can learn how to perform symmetrical and asymmetrical balances with a partner and put them into a sequence
- I can perform gymnastic moves using a piece of equipment
- I can use my own and others' body weight to balance
- I can add interest to a sequence by varying movement or balance
- I can perform and evaluate own and others' sequences

**Dance**

- I can count beats and change direction while dancing
- I can keep count and tempo while dancing
- I can maintain a consistent tempo throughout the dance, using counting
- I can learn how to work cooperatively with others to create a new dance
- I can create a story of harvest using African dance steps
- I can dance to the beat and keep time
- I can identify and practise the patterns and actions of line dancing
- I can demonstrate an awareness of the music's rhythm and phrasing when improvising
- I can perform a line dance using a range of movement patterns
- I can create partnered dances that reflect the line dancing style
- I can perform a line dance using a range of movement patterns
- I can perform and evaluate own and others' work

**Swimming**

- I can swim competently, confidently and proficiently over a distance of at least 25 metres
- I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- I can perform safe self-rescue in different water-based situations.

# Year 5/6

## Cycle A Invaders

I understand the basic rules of tag rugby  
 I can work as a team, using ball-handling skills  
 I can pass and carry a ball using balance and co-ordination  
 I can use skills learned to play a game of tag rugby  
 I can apply rules and skills learned to a game  
 I can play in a mini tag rugby competition

*Vocabulary: tag, forfeit, hop, skip, try, handover, tag, rules, competition, tournament*

## Boot Camp

I can complete a range of circuit-based activities and understand the reason for doing them  
 I can complete a circuit that includes activities practised in Lessons 1 and 2  
 I can complete a circuit that includes activities practised in Lessons 1–3 with balance and co-ordination  
 I can complete a circuit that includes activities practised in Lessons 1–4 with balance and co-ordination  
 I can complete a circuit that includes activities practised in previous Lessons 1–5

*Vocabulary: direction, mobility, fitness, health, circuit, heart rate, burpee, spotty dogs, plank*

## Cycle A Nimble Nets

I can identify and apply techniques for hitting a tennis ball  
 I can develop the techniques for ground strokes and volleys  
 I can develop a backhand technique and use it in a game  
 I can practise techniques for all strokes  
 I can play a tennis game using an overhead serve and the correct selections of shots  
 I can understand and use doubles scoring in a tennis game

*Vocabulary: forehand, backhand, drop serve, volley*

## Cool Core

I can identify techniques to improve balance and core strength.  
 I can perform Pilates/yoga moves with accuracy  
 I can learn how to link moves together to make a sequence  
 I can help a partner to achieve good technique by observing and coaching  
 I can devise a sequence of yoga/Pilates moves with fluency and accuracy

*Vocabulary: cool core, chair pose, flexibility, fluency*

## Cycle A Nimble Nets

I can demonstrate and use the correct grip of the racket and understand how to get into the ready position  
 I understand how to serve the shuttle in order to start the game  
 I can develop children’s ability to perform and understand the ‘overhead clear’ shot and the impact  
 I can understand that the drop shot is an attacking shot, and why  
 I understand how to use different shots to outwit an opponent in a game  
 I can develop knowledge, understanding and principles within a doubles game, including tactics and strategies used

*Vocabulary: shuttle, racket, court, net, shot, rally, ready position, serve, high, low, short, long, overhead clear, contact, pressure, disguise*

## Swimming

*External swimming lessons delivered by trained specialists*

- \*After school clubs
- \*Intra Sport Competitions
- \*Inter sport Competitions
- \*Sports Day
- \*Scoot Fit



### Gym Sequences

- I can identify and practise body shapes and balances
- I can identify and practise symmetrical and asymmetrical body shapes
- I can use and refine the following skills: flexibility, strength, balance, power and mental focus
- I can use counterbalances and incorporate them into a sequence of movements
- I can perform movements in canon and in unison
- I can perform and evaluate own and others' sequences

**Vocabulary:** star, dish, arch, symmetrical, asymmetrical, balance, shape, sequence, balance, sequence, points of balance, level, direction, rotation, dynamic movement, rolling, bridging

### Step to the Beat

- I can develop co-ordination, balance and timing
- I can understand the benefits of improving muscle tone in the abdominals and legs
- I can develop understanding of the value of this type of exercise
- I can perform a sequence of steps in time with the music

**Vocabulary:** heart rate, knee crunch, rhythm, cross step, V step

### Invaders

- I can demonstrate basic passing and receiving skills using a netball
- I can use good hand/eye co-ordination to pass and receive a ball successfully
- I can understand the importance of 'getting free' in order to receive a pass
- I am able to demonstrate a range of defending skills and understand how to mark an opponent.
- I can learn how to shoot
- I can understand the different positions in a netball team (five-a-side)

**Vocabulary:** footwork, land, step, pivot, pass, receive, pass, receive, footwork, pivot, step, push, point, chest pass, overhead pass, shoulder pass, bounce pass

### Boot Camp

- I can complete a range of circuit-based activities and understand the reason for doing them
- I can complete a circuit that includes activities practised in Lessons 1 and 2
- I can complete a circuit that includes activities practised in Lessons 1–3 with balance and co-ordination
- I can complete a circuit that includes activities practised in Lessons 1–4 with balance and co-ordination
- I can complete a circuit that includes activities practised in previous Lessons 1–5

**Vocabulary:** direction, catcher, personal fitness, heart rate, challenge, heart rate, circuit, aerobic fitness

### Cool Core

- I can identify exercises that will improve core strength and stability
- I can apply balance techniques when performing cool core exercises
- I can perform cool core exercises of increased difficulty with balance
- I can create original cool core moves
- I can demonstrate balance and co-ordination
- I can perform others' sequences with control and balance

**Vocabulary:** cool core, Pilates, triangle pose, sequence, fluency, core, share, evaluate

### Gym Sequences

- I can identify and practise gymnastic shapes and balances
- I can identify and practise symmetrical and asymmetrical body shapes
- I can construct sequences using balancing and linking movements
- I can use counterbalances and incorporate them into a sequence of movements
- I can perform movements in canon and in unison
- I can perform and evaluate own and others' sequences

**Vocabulary:** front and back support, symmetrical, asymmetrical, balance, shape, sequence, level, counterbalance, tension, pull, push, extend, direction, rotation, dynamic movement,



**Step to the Beat**

I can understand the value of aerobic exercise

I can perform aerobic activity to music

I can practise and apply a sequence of step moves to the beat of the music

I can devise a sequence of step-based activities to music

***Vocabulary:*** heart rate, knee crunch, rhythm, cross step, V step, heel flick, squat, abdominals, grapevine, switch arm, push up

End of phase skills:

#### Fundamental Skills

- I can develop an understanding and knowledge of the basic footwork rule of netball
- I can use a range of different passes appropriately in a modified game
- I can understand how to make space by moving away and coming back and by dodging
- I can apply a variety of defending skills into a modified game
- I can use the correct technique to successfully shoot a ball
- into a netball post from various points within the shooting circle
- I can take part in a full game of High 5 Netball, playing in a range of positions
- I can sustain running at a continuous pace
- I can demonstrate correct push technique
- I know the position to stand in when receiving a baton
- I understand how to successfully perform a standing long jump
- I can throw for accuracy and speed in a game
- I can apply the skills learned in this unit to a competition
- I can understand the basic rules of tag rugby
- I can work as a team, using ball-handling skills
- I can pass and carry a ball using balance and coordination
- I can practise footwork and dodging skills while carrying the ball
- I can apply rules and skills learned to a game
- I can play in a mini tag rugby competition
- I can run efficiently for speed
- I can practise throwing with power and accuracy
- I can throw safely and with understanding
- I can demonstrate good running technique when jumping over obstacles
- I understand which technique is most effective when jumping for distance
- I can utilise all the skills learned in this unit in a competitive situation

#### Dance

- I can perform a Bollywood dance using a range of movement patterns
- I can develop and improve dancing and performance skills
- I can create and perform an individual dance
- I can create partnered dances that reflect the Bollywood dancing style and apply the key components of dance
- I can develop an understanding of how to prepare for a dance performance
- I can perform and evaluate own and others' work
- I can observe and understand the style of street dance
- I can demonstrate an awareness of the music's rhythm and phrasing when improvising. - To create a dance that represents a street dance style
- I can create a dance as a group, using any street dance moves
- I can dance as a group in time to music in a street dance style
- I can perform and analyse own and others' performance

#### Gymnastics

- I can learn how to work cooperatively with a partner to produce a sequence
- I can learn how to link moves together with fluency and good body tension
- I can include counterbalance skills in a short sequence
- I can complete a sequence of balances and moves at the same time as a partner, in unison
- I can develop the skill of critique, including the ability to identify strengths and areas for improvement
- I can use and refine the following skills: flexibility, strength, balance, power and mental focus
- I can identify and practise symmetrical and asymmetrical body shapes
- I can develop skills for movement, including rolling, bridging and dynamic movement
- I can use counterbalances and incorporate them into a sequence of movements
- I can complete a sequence of balances and moves in unison with a partner
- I can develop the skill of critique, including the ability to identify strengths and areas for improvement

#### Games

- I can hold the bat correctly and place the ball accurately
- I can choose which type of fielding technique to use
- I can return the ball accurately
- I can develop a technique for overarm throwing and know when to use it
- I know how to direct the ball using a bat
- I can score and play a game in a sporting manner
- I know the correct technique for forehand, backhand and volley
- I can improve forehand accuracy
- I can consolidate backhand technique
- I can play a game of singles tennis
- I can learn the correct techniques for an overhead serve I can apply all the tennis skills learned to a game
- I can hit the shuttle with reasonable consistency and accuracy in a co-operative rally

### Games

- I can hit the shuttle with reasonable consistency and accuracy in a co-operative rally
- I can demonstrate the correct technique when serving the shuttle to start a game
- I know the purpose and benefits of playing the overhead clear shot to outwit an opponent
- I understand that the drop shot is an attacking shot, and why
- I am able to select and apply a range of shots in a game situation to win points
- I am able to demonstrate a variety of badminton shots in order to perform rallies and clearly understand, know how, and be able to win a point
- I can demonstrate good agility and balance in order to throw accurately
- I can revise the long barrier technique
- I know how to direct the ball
- I know how to play as a backstop in a game
- I can assess and analyse others' strengths
- I can play in a mini tournament and understand the rules of the rounder's game