

RED HALL PRIMARY SCHOOL

PE CURRICULUM OVERVIEW



What is the intent of our PE curriculum?

The intent of our PE curriculum is simple: we want to foster and enthuse our children's passion and determination for PE and Sport, recognising the skills they already have and guiding children to develop these further. Children will develop skills and values for life.

Although PE and Sport lessons taught in conjunction with the Darlington School Sports Partnership and linked to upcoming festivals, lessons are tailored to meet the needs of the children to ensure all children progress in PE lessons - no matter what their starting point – this increases participation and opportunities to represent Red Hall in sporting events. In lessons, children will be encouraged to take risks and have the opportunity to explore their own interests, curiosities, questions and wonders, linked to international sporting competitions and events.

By focusing lessons on the School Games Values, we allow children to **believe** in themselves, whilst then recognising they have the ability to **achieve** anything they set their mind to!

What experiences will the children receive?

- Investigate and explore sports from around the world, and have the opportunity to experience these in lessons and where possible, in a competitive state.
- All children will receive 2 hours of PE per week (not including playtimes and lunchtimes).
- All children will be encouraged to be active for 60 minutes a day.
- Whenever possible, children will be taught by specialist coaches.
- Children will be signposted to clubs outside of school, with leaflets, information and contact details being shared with children and parents through social media and newsletters.
- Money from the PE and Sports Premium funding is allocated on a yearly basis to give children opportunities to experience sports and sporting festivals they would not have otherwise had the opportunity to experience. (Air trails, netball events, football matches).
- Regional and national sports people will come to speak to the children, when possible (academic year 2021-22, we had a British Gymnast and a GB Kettlebell champion come to speak to the children and explain their sporting abilities and qualities).

By the end of their time at Red Hall, what will all of our children have?

At Red Hall Primary School – **one of the ONLY PLATINUM schools in Darlington** - our main intent for PE is that every child should have the opportunity to develop the physical confidence and competence to enjoy being physically active and healthy. This has allowed us to be the voice of Darlington Primary Schools, for PE and School Sport, as we were asked in 2018 to be the **Darlington Representatives for the Tees Valley Primary Headteacher's Alliance**. We strongly believe – as a Red Hall community (governors, staff, children and parents) that our curriculum allows our children to develop physically and emotionally and have the choice to decide which activities they would like to continue participating in during later years. We hope this will lead to a life-long passion of being physically active. We strive to offer as many opportunities as possible by offering children a broadened curriculum. All of our children have access to sports such as basketball, football, tennis and so on, along with boccia, bell boating, table top games, circuits, aqua splash and many others. Offering such a broad curriculum is what makes us special. Through designing the curriculum like this, no child is left behind; all children have the opportunity to find a sport which they enjoy and feel they are good at.

With this in mind, by the time children leave Red Hall, they will have:

- Been taught a range of PE and Sporting Skills, linked to a range of different sports.
- They will have an understanding of the rules of different sports and most importantly what it takes to be a good sportsperson. As their time at Red Hall progresses, they will become more determined to be active and progress their understanding of PE and Sport as they continue their education.
- Children will recognise how they contribute to a team.
- Children will have knowledge of officiating / umpiring different sports, as well as leading teams – should they been seen as a role model.

Whole School Themes

<u>Autumn 1: Community</u> A Moment In Time	<u>Autumn 2: Aspirational</u> Tell Me a Story	<u>Spring 1: Respect</u> The Most Amazing Journey	<u>Spring 2: Inclusive</u> We Are Family	<u>Summer 1: Nurturing</u> Magic, Mystery and Mayhem	<u>Summer 2: Growing together</u> Dream BIG
Orienteering Multi skills KS1 Cross country Tag rugby Change for life mentor training Walk and talk festival week	Inclusion Basketball Sport hall athletics Change for life celebration Santa dash	Tees valley let’s dance Sportshall athletics Primary leadership academy Y3 tennis Table tennis Y4 tennis Multi skills festivals Aquasplash	Boys football Development swimming gala Girls football Dance festival Dodgeball Netball festival Tri golf	Netball Cricket Track and field athletics Quadkids	Kwik cricket Football and cricket festival EYFS balance and agility festival Well being festival Playground pals leadership training Commonwealth community games Transition festival Orienteering

Progression of Skills

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Gymnastics	Flight and Rocking and Rolling <ul style="list-style-type: none"> • I can begin to take off and land on 1 or 2 feet by bouncing, jumping, hopping and skipping • I can begin to adapt work from the floor safely to apparatus • I can experiment with different rolling actions • I can begin to link a series of jumps and rolls together. 	Pathways and turning, spinning and twisting <ul style="list-style-type: none"> • I can understand and create different pathways (straight, zigzag and curving) and move in different directions. • I can begin to turn, twist and spin on different body parts showing control and coordination • I can link together 3 different movements showing contrast in speed and height. • I can adapt work from the floor safely to apparatus 	Symmetry/Asymmetry, pathways and travelling with a change of direction. <ul style="list-style-type: none"> • I can move and balance showing specific planned shapes and variations in speed and level using turning movements and jumps. • I can and transfer learned skills onto apparatus • I can select and construct sequences, which use variations in speed, height, direction and pathways. • With a partner, I can begin to analyse and say what I like about a sequence. 	Balance and rolling <ul style="list-style-type: none"> • I can identify and use different body parts to rotate, roll and balance on and move into and from balances with control and accuracy. • I can begin to identify which balances produce stable and unstable bases • I can use the floor and apparatus to create a sequence on balancing and rolling showing variation in shape, speed and levels • I can observe the work of others and make judgements against given criteria 	Flight and spinning and turning <ul style="list-style-type: none"> • I can demonstrate five basic jumps showing different shapes and directions in the air. • Identify and use spinning, rotation and rolling around different axes. • I can sustain concentration and practise to adapt, refine and improve the precision and fluency of movement and skills. • I can transfer flight safely onto apparatus • I can design and create a sequence using variations in speed, height, direction and pathways • I can observe, analyse and evaluate using correct terminology. 	Matching, mirroring, contrasting - synchronising and canon - holes and barriers and counter balance and tension. <ul style="list-style-type: none"> • I can identify and demonstrate contrasting, matching, mirroring balances and movements, and identify counter balance and counter tension. • I can draw on past learning to travel over and under a moving partner. • I can travel rhythmically, develop timing and use synchronisation. • I can adapt and transfer sequences from the floor to apparatus. • I can work with others to construct, design, practise, evaluate and improve the composition of a sequence and evaluate its' effectiveness.
Dance	<ul style="list-style-type: none"> • I can perform basic actions with increasing control • I can move in different directions and high and low • Travel rhythmically on feet, hopping and skipping. • I can begin to work with others to create a dance and begin to suggest ways to improve. 	<ul style="list-style-type: none"> • I can create and perform simple movement patterns. • I can copy and perform simple movements and rhythmic patterns. • I can work with others to create a dance and change and vary my actions. • I can suggest ways to improve my performance, • I can understand that dance is active and changes will occur to my body. 	I can perform basic dance actions with greater control and fluency <ul style="list-style-type: none"> • I can select and adapt appropriate movements for a dance idea. • I can create and structure a dance • I can evaluate my own and others performance 	<ul style="list-style-type: none"> • I can use simple movement patterns to structure, remember and repeat dance phases. • I can link movements and sections together using appropriate transitional movement. • I can talk about how to develop and improve performance and begin to make changes to my own performance using select criteria. 	<ul style="list-style-type: none"> • I can respond to a range visual stimuli and accompaniment. • I can explore, improve and plan dances in a group. • I can use props as an integral part of dance. • I can link a series of more complex dance phases. • I can refine and compare my performances with that of others and use this to evaluate and improve my own performance. 	<ul style="list-style-type: none"> • I can copy, refine and repeat dance phases and dances with a partner or in a group.. • I can create a series of more complex ideas, using a range of movements. • I can recognise that dance is a good activity for health and well – being. • I can compare my performances with that of others and use this to evaluate and improve my own performance
Outdoors	<ul style="list-style-type: none"> • I can communicate with my peers about what to do in a task. • I can solve simple problems. • I can begin to think about how my group can improve. KS1 meet these targets in OPAL activities	<ul style="list-style-type: none"> • I can solve simple problems with my peers. • I can solve simple problems. • I can think about how my group can improve to complete the task/ problem more efficiently. KS1 meet these targets in OPAL activities	<ul style="list-style-type: none"> • I can use clues and flags to complete a task. • I can begin to negotiate with my peers to develop the most effective plan. • I can take the lead and solve simple tasks in small groups 	<ul style="list-style-type: none"> • I can use clues and flags to complete a task. • I can begin to negotiate with my peers to develop the most effective plan. • I can take the lead and solve problems and tasks in small groups. 	<ul style="list-style-type: none"> • I can use multiple plans and maps for a task. • I can negotiate with my peers to develop the most effective plan • I can take the lead and solve more complex tasks in small groups increasing to larger groupings 	<ul style="list-style-type: none"> • I can use multiple plans and maps for a task. • I can negotiate with my peers to develop the most effective plan • I can take the lead and solve more complex tasks in small groups increasing to larger groupings

<u>Games</u>	<ul style="list-style-type: none"> • I can begin to use balls, bean bags and quoits in different ways: balancing, bouncing, throwing and catching, kicking, rolling and passing. • I can begin to use a bat in different ways to strike, push and roll a ball. • I can begin to use these skills to observe, copy and play games individually and with a partner • I can begin to understand the concept of rules and learn to change the rules of a game to make it harder • I can aim at a range of targets. • I can move safely and actively around a space. 	<ul style="list-style-type: none"> • I can throw, catch, bounce, dribble, kick and hit a ball in different ways. • I can begin to be more confident at using sending and receiving skills. • I can remember, repeat and link skills to make up and play games. • I can apply basic tactics and strategies to a game. • I can observe, play and improve another person's game and begin to evaluate my own work. • I can move safely and actively about a space and in a team. 	<ul style="list-style-type: none"> • I can consolidate and improve the quality of my hitting skills. • I can improve my ability to select and apply a range of simple tactics. • I can make up and play small sided games. • I can begin to apply attacking and defending principles in competitive games. • I can recognise, describe and evaluate the effectiveness of a performance 	<ul style="list-style-type: none"> • I can consolidate my striking skills and improve the quality and control. • I can adapt and transfer appropriate principles of play and tactics. • I can solve problems and begin to modify rules. • I can apply attacking and defending principles in small invasion games. • I can recognise good quality in my, and others', performance and techniques suggesting practices to improve play. 	<ul style="list-style-type: none"> • I can select, develop, adapt and apply a broader range of techniques and skills more consistently in a range of games. • I can apply basic strategic and tactical principals in different games situations. • I can develop my ability to recognise my own strengths and weaknesses and use this to evaluate my own, and others', performance; communicating improvements with team mates. • I can experience and adapt to all roles in small –sided striking, fielding and invasion games. 	<ul style="list-style-type: none"> • I can choose and use techniques and skills fluently in invasion, striking and net games • I can recognise my strengths and weaknesses and develop my ability to evaluate my own, and others' performance in different physical activities and communicate ways to improve it. • I can choose, adapt rules and apply a range of tactics and strategies in games situations. • I can compare my performances with previous ones and demonstrate an improvement • I can explain why exercise is good for my fitness, health and well – being.
<u>Athletics</u>	<ul style="list-style-type: none"> • I can begin to master basic movements such as running and jumping • I can begin to compete against others in an event. • I can begin to throw using throwing actions. 	<ul style="list-style-type: none"> • I can master basic movements such as running and jumping • I can compete against others in an event. • I can use throwing actions more accurately to hit a target. 	<ul style="list-style-type: none"> • I can run and jump • I compete against others in events. • I can begin to demonstrate improved throwing, running and jumping technique. • I can say what is good about mine and others 	<ul style="list-style-type: none"> • I can demonstrate improved throwing, running and jumping technique • I compete against others in events. • I can say what is good about mine and others performance. 	<ul style="list-style-type: none"> • I can refine my technique showing precision in a variety disciplines such as throwing, catching, running and jumping. • I compete against others in events showing increasing resilience • I can begin to evaluate and improve my performance. 	<ul style="list-style-type: none"> • I can refine my technique showing precision in a variety disciplines such as throwing, catching, running and jumping. • I can improve and evaluate my performance comparing it to previous performances.
<u>Swimming</u>			<ul style="list-style-type: none"> • I can begin to develop confidence in a variety of swimming strokes. • I can begin to develop an awareness of safety considerations around the pool. 	<ul style="list-style-type: none"> • I can use a variety of swimming strokes such as front crawl and back stroke more efficiently. • I can use a variety of strokes competently. • I can develop an awareness of safety considerations around the pool. 	<ul style="list-style-type: none"> • I can begin to swim competently up to a distance of 25 metres. • I can begin to use a range of strokes effectively • I can understand some ways to keep myself safe in the water. 	<ul style="list-style-type: none"> • I can swim competently over a distance of 25 metres. • I can use a range of strokes effectively • I can perform safe self-rescue techniques in different water based activities.

National Curriculum Coverage

YEAR ONE

<u>Previous Knowledge</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
ELG 04 Moving and handling: <ul style="list-style-type: none">• Children show good control and co-ordination in large and small movements• They move confidently in a range of ways, safely negotiating space ELG 05 Health and self-care: <ul style="list-style-type: none">• Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe• They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently ELG 06 Self-confidence and self-awareness: <ul style="list-style-type: none">• Children are confident about trying new activities, and say why they like some activities more than others• They are confident speaking in a familiar group, will talk about their ideas ELG 07 Managing feelings and behaviour: <ul style="list-style-type: none">• They work as part of a group or class, and understand and follow the rules	Ball skills Running, Jumping, Throwing, Catching, Attacking, Defending Net/ wall games - tennis Striking, Running, Co-ordination, Agility Gymnastics – floor work Balance, Agility, Co-ordination, Evaluation, Co-operation Dance – play Agility, Co-ordination, Poise, Evaluating performance, Co-operation	Ball skills - football Running, Passing, Throwing, Attacking, Defending Net/wall games – badminton Striking, Running, Co-ordination, Agility Gymnastics - apparatus Balance, Agility, Co-ordination, Evaluation, Co-operation Dance Agility, Co-ordination, Poise, Evaluating performance, Co-operation	Striking and fielding games - rounders Striking Fielding Team work, Tactics, Athletics Agility, Running, Jumping, Throwing, Catching Striking and fielding games - rounder’s Striking, Fielding, Team work, Tactics Athletics Agility, Running, Jumping, Throwing, Catching,
<u>Key Vocab</u> <ul style="list-style-type: none">• Healthy, slow pace (jogging), fast pace (sprinting), throwing and jumping techniques, team, dribble, mark, shoot, basic rules, handshake grasp, stationary, simple dance patterns, co-ordination, travel, perform, jumps e.g. star and pencil, different rolls e.g. log and teddy bear, routine.			

National Curriculum Coverage

YEAR TWO

<u>Previous Knowledge</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<ul style="list-style-type: none">• Basic understanding of what being healthy is• An understanding of pace – slow jog / fast run• Techniques for throwing, catching, dribbling, passing, shooting the ball, holding a racket• An understanding of how to work as a team – supporting, marking,• Dance / gymnastics – repeat movements, copy routines, development of coordination, different jumps and rolls already established,	Ball skills Running, Jumping, Throwing, Catching, Attacking Defending Net/ wall games - tennis Striking, Running, Co-ordination, Agility Floor Work Gymnastics Flexibility, Control, Balance, Comparing performance, Strength, Poise, Technique, Stamina Dance Flexibility, Control, Balance, Comparing performance, Strength, Poise, Technique, Stamina, Coordination	Ball skills - football Running, Passing, Throwing, Attacking, Defending Games Tennis Hitting, Movement, Spatial Awareness, Throwing, Running, Jumping, Foot work Dance Agility, Co-ordination, Poise, Evaluating performance, Co-operation Gymnastics Apparatus, Flexibility, Control, Balance, Comparing performance, Strength, Poise, Technique, Stamina	Rounders Hitting Movement, Spatial Awareness, Throwing, Running, Jumping, Foot work Athletics Running, Jumping Throwing Catching Control Balance, Skipping, Strength, Poise, Technique Striking and fielding games - rounder’s Striking, Fielding, Team work, Tactics Athletics Agility, Running, Jumping, Throwing Catching
<u>Key Vocab</u> <ul style="list-style-type: none">• Team, obstacles, accurately (with the correct body part), throw, kick, mark the other team players, shoot, basic rules, play small sized games, handshake grasp, volley on the spot using forehand and backhand, bowl (a ball), underarm and overarm (at a target), Catch, hit (a ball with a bat), (dance at different) levels and speed, co-ordination in my dance moves, travel, jumps e.g. tuck, rolls e.g. forward, routine, distances, different speeds, (different throwing and jumping) techniques, active, healthy			

YEAR THREE

<u>Previous Knowledge</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<ul style="list-style-type: none"> Understanding of working as a team and basic rules, how to prevent the other team from winning Dribbling, passing, retrieving, shooting, marking other players, balancing a ball on a racket, holding a racket, bowling a ball, hit a ball - with more accuracy, Dance and gymnastics – coordination, travelling in many ways, different jumps, linking jumps and rolls together, perform routines, An understanding of running different distances and the speed I can run at different speeds I can show different throwing and jumping techniques An understanding of what being active means and what being healthy is 	<p>Football Attack, Defend, Spatial Awareness, Throwing, Catching, Running, Jumping, Foot work</p> <p>Tag Rugby Movement, Spatial Awareness, Throwing, Running, Jumping, Foot work</p> <p>Gymnastics Rhythmic and floor work, Control, movement, performance, sequencing, comparing, evaluating</p> <p>Dance Control, Sequence, presentation, combining, strength, evaluating</p>	<p>Netball / Basketball Attack, Defend, Spatial Awareness, Throwing, Catching, Running,</p> <p>Hockey Attack, Defend, Spatial Awareness, Throwing, Catching, Running</p> <p>Gymnastics - Apparatus Balance, movement, balance</p> <p>Tag Rugby Attack, Defend, Spatial Awareness, Throwing, Catching, Running</p>	<p>Athletics Running, Jumping, Throwing, Catching, Control, Balance, Comparing performance, Strength, Poise, Technique</p> <p>Swimming Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke], Perform safe self-rescue in different water-based situations</p> <p>Athletics Running, Jumping, Throwing, Catching, Control, Balance, Comparing performance, Strength, Poise, Technique</p>
<p>Key Vocab</p> <ul style="list-style-type: none"> Team, (avoiding) defenders, Retrieve, man to man mark, Score, defend, positions in a team, rules, competitive, volley a ball on a racket while avoiding others, I can sustain (a rally), bowl (underarm and overarm), (throw a ball using the correct) technique, catch (with one and two hands), (hold a cricket bat correctly) striking, steady beat, Sequence, control, co-ordination, Tempo, sequence, jumps e.g. straddle, pike, tuck, log, rolls e.g. log, forward, backwards, shapes (with my body - letters), balances (individually or with a partner), running technique, correct running pace for different distances, (throwing and jumping techniques) javelin, standing long jump, run up, propel, (apply my running and jumping skills in a) competitive situation, Active, healthy, evaluate, strengths and weaknesses, warm-up, cool-down, fitness training methods – sustained running and circuit training 			

YEAR FOUR

<u>Previous Knowledge</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<ul style="list-style-type: none"> Understanding of dribbling past defenders, passing past defenders, retrieving a ball when on the move, mark appropriately, support team appropriately Understanding of teams – positions, rules, team work and what sportsmanship looks like Development in how precise techniques are – volley a ball on a racket whilst moving, control a ball while moving, rally with another person, catching with 2 hands, holding cricket bats and other rackets correctly, Dance and gymnastics – movements in time with the beat, appropriate movements to appropriate music, sequence and control movements, confidence when explaining different moves / jumps / rolls Techniques when running – including an understanding of pace for different distances Correct techniques e.g. javelin, standing long jump A clear understanding of why I need to be active and healthy Beginning to evaluate using correct PE and Sport terms, to evaluate my performance, strengths and weaknesses 	<p>Football Attack, Defend, Spatial Awareness, Throwing, Catching, Running, Jumping, Foot work,</p> <p>Tag Rugby Movement, Spatial Awareness, Throwing, Running, Jumping, Foot work</p> <p>Dance Flexibility Control Balance, Comparing performance, Strength Poise, Technique, Stamina</p> <p>Gym- Floor Flexibility, Control, Balance, Comparing performance, Strength, Poise, Technique, Stamina</p>	<p>Netball / Basketball Attack Defend, Spatial Awareness, Throwing, Catching, Running, Jumping, Foot work,</p> <p>Hockey Attack, Defend, Spatial Awareness, Throwing, Catching, Running, Foot work</p> <p>Swimming Strength, Stamina, Essential swimming skills</p> <p>Gym-Apparatus Flexibility, Control Balance, Comparing performance, Strength, Poise, Technique, Stamina</p>	<p>Swimming Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke], Perform safe self-rescue in different water-based situations</p> <p>Cricket Strike, Field, Throwing, Catching, Running</p> <p>Swimming Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] Perform safe self-rescue in different water-based situations</p> <p>Orienteering To take part In outdoor and adventurous activities and challenges individually and as a team.</p>
<p>Key Vocab</p> <ul style="list-style-type: none"> Team, correct technique, pivot, (ground one foot, lift heel only, Receive, balance, Pass, repeat, distance, boundaries, attack and defend, tackle, decision, positions, rules, compete in a competitive game, winning, losing, backhand and forehand volleys, serve, shots, precision, strike, beats, fast and slow, emotion (through movement), routine, style (of dance), fluency, handstand, symmetrical and asymmetrical balances, apparatus, land safely, finishing position, apparatus safely, balance, narrow beam, travel, foot patterns, unison, sprint, pace, pass and receive, relay baton, healthy and active, evaluate, strengths and weaknesses, warm-up and cool-down, fitness training methods – sustained running, circuit training and boxercise, components of fitness, confidence, range of strokes effectively (swimming – with floatation aids, or without), self-rescue. 			

YEAR FIVE

<u>Previous Knowledge</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<ul style="list-style-type: none"> I can work as a team Techniques – accuracy when passing, distance passes when needed, receiving when moving, ability to pivot on one foot, receiving ball when balance could be an issue, an understanding of how to win points (e.g in badminton and tennis), bowl balls with precision, Team work – an understanding of winning and losing, competitive elements, understanding the right decision in a game, importance of positions in teams, understanding of rules, pass and receive balls repeatedly, over a short distance Dance and gymnastics – move to fast and slow beats, show emotion through a self-sequenced routine, balances with partners and independently, headstand / cartwheel confidence growing An understanding of - the benefits of being healthy and active I can evaluate my performance, strengths and weaknesses, why to warm up and cool down I can participate in fitness training methods – sustained running, circuit training and boxercise, basic understanding when naming the components of fitness Swimming – developing confidence in swimming with different strokes, recognise some self-rescue techniques 	<p>Football Attack, Defend, Spatial Awareness, Throwing, Catching, Running, Jumping, Foot work,</p> <p>Tag Rugby Attack, Defend, Spatial Awareness, Throwing, Catching, Running, Jumping, Foot work skills</p> <p>Floor work - Gymnastics Flexibility, Control, Balance, Comparing performance, Strength, Poise, Technique, Stamina</p> <p>Dance Flexibility, Control, Balance, Comparing performance, Strength, Poise, Technique, Stamina</p>	<p>Netball / Basketball Attack, Defend, Spatial Awareness, Throwing, Catching, Running,</p> <p>Swimming Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke], Perform safe self-rescue in different water-based situations</p> <p>Apparatus Gymnastics Flexibility, Control, Balance, Comparing performance, Strength, Poise, Technique, Stamina</p> <p>Swimming Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke], Perform safe self-rescue in different water-based situations</p>	<p>Athletics Running, Jumping, Throwing, Catching, Control, Balance, Comparing performance, Strength, Poise, Technique</p> <p>Cricket/Rounder/Tennis Strike Field Throwing Catching Running</p> <p>Athletics Running, Jumping, Throwing, Catching, Control, Balance Comparing performance. Strength, Poise, Technique,</p> <p>Rounders Strike, Field, Throwing, Catching, Running</p>
<ul style="list-style-type: none"> send a ball, throw, prevent interception, catch (with balance, whilst moving in any direction) interception, mark, foot patterns (side step, swerve and dodging), avoid (the goalkeeper to score a penalty kick), one handed (shooting technique), restart, importance of positions in a team, rules, compete, handstand, counter balances, sequence (which includes transferring weight from different body parts), jump, roll and balance on, starting and finishing positions in gym routines, cartwheel, range of jumps on the floor and from a height (e.g. tuck, straddle, pike, pencil), gymnastic routines, healthy, active lifestyle, (lead a) warm up and cool down, range of strokes effectively (front crawl, backstroke and breaststroke), self-rescue. 			

YEAR SIX

<u>Previous Knowledge</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<ul style="list-style-type: none"> Accuracy when – passing, dribbling, throwing, catching, intercepting, marking, body blocking / marking, attacking and defending, taking shots / penalties Teamwork – rules, positions and the importance of them, compete appropriately, understanding of how to win a game Dance / gymnastics – handstands, counter balances, sequences, rolls, balances, jumps, cartwheels, refine routines from self / peer assessment Leadership – confidently explain how to lead a healthy, active lifestyle. Ability to lead a warm up and cool down Swimming – already aware of different swimming strokes and self-rescue techniques 	<p>Swimming Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke], Perform safe self-rescue in different water-based situations</p> <p>Apparatus Gymnastics Flexibility, Control, Balance, Comparing performance, Strength, Poise, Technique, Stamina</p>	<p>Swimming Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke], Perform safe self-rescue in different water-based situations</p> <p>Cricket Strike, Field, Throwing, Catching, Running</p> <p>Hockey Attack, Defend, Spatial Awareness, Throwing, Catching, Running, Jumping, Foot work</p>	<p>Swimming Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke], Perform safe self-rescue in different water-based situations</p> <p>Rounders Strike, Field, Throwing, Catching, Running, Hitting, Movement, Spatial Awareness, Foot work</p> <p>Athletics Running, Jumping, Throwing, Catching, Control, Balance, Comparing performance, Strength, Poise, Technique</p>
<p>Key Vocab</p> <ul style="list-style-type: none"> Handstand, forward roll, cartwheel, one handed cartwheel, routine (including shapes, jumps, balances, cartwheels, travelling, rolling and rotating), mirror (my partner), refine (my performance after evaluation), flexibility, co-ordination, collective gymnastic sequence, leadership skills, swim competently, confidently and proficiently, strokes effectively (front crawl, backstroke and breaststroke), safe self-rescue, passing techniques (with small and large balls), intercept, pivot, pass with fluency, possession, under pressure, respect the referee / umpire, record results, defensive skills (to win a game), determination, strike, opponents, sportsmanship, position self, fair and objective when organising a game, communicate effectively with team mates 			