

## Subject PE

### Physical Activity : Ball Skills and Games

	National Curriculum	Sticky knowledge	Skills	Key vocabulary
<b>EYFS</b>	<p><b>ELG: Gross Motor Skills</b> Negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. They handle equipment and tools effectively.</p> <p><b>ELG: Managing Self</b> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p><b>ELG: Building Relationships</b></p>	<p>Pupils will know how to control a ball with the correct part of their foot and develop their technique of dribbling the ball. They will understand where and why we dribble, keeping control. Pupils will know the correct technique to develop their ability to push, roll and bounce a ball with control with their hand. Pupils will know how to move the ball into spaces avoiding any defenders. Pupils will start to learn why we need to aim when we are throwing and understand how to be ready to catch too.</p> <p><b>Self and Peer Evaluation</b> Talk about what they have done. Talk about what others have done.</p>	<p>Hit a ball with a bat or racquet. Roll equipment in different ways. Throw underarm. Throw an object at a target. Catch equipment using two hands. Move a ball in different ways, including bouncing and kicking. Use equipment to control a ball. Kick an object at a target. Move safely around the space and equipment. Travel in different ways, including sideways and backwards. Play a range of chasing games. Follow simple rules. Control their body when performing a sequence of movements. Participate in simple games. Develop moving with a ball using our feet Understand dribbling Develop dribbling against an opponent</p>	<p>Throw Catch Pass Roll Bounce Stop Looking Stopping Warm Up Cool Down Control Large Movements Small Movements Move Health Explore Diet Exercise Healthy Safety Space Copy Watch Equipment Team Work Dribbling, Aiming, Pushing, Distance, Power,</p>

	Work and play cooperatively and take turns with others; Show sensitivity to their own and to others' needs.			
<b>Year 1</b>		<p>Pupils will develop their understanding of why we need to be accurate when kicking (passing) a ball. Pupils will be able to collaborate and work together in a team.</p> <p>Pupils will consolidate their ability to dribble the ball keeping control and moving into spaces with their hand or foot.</p> <p>Pupils will know and how to develop their ability to pass the ball accurately with hand or foot.</p> <p>Pupils will know how to send a ball towards a target, applying the correct technique and aiming carefully.</p> <p>Pupils will also be able to receive and stop a ball</p> <p>Pupils will know the rules of simple games and the need to play fairly.</p> <p><b>Self and Peer Evaluation</b> Watch and describe performances.</p> <p>Begin to say how they could improve.</p>	<p>Using hitting skills in a game. Practise basic striking, sending and receiving. Throw underarm and overarm. Catch and bounce a ball. Use rolling skills in different ways within a game. Practise accurate throwing and consistent catching.</p> <p>Travel with a ball in different ways. Travel with a ball in different directions (side to side, forward and backwards with control and fluency) and with different speeds. Apply passing the ball/ object with accuracy in a team game Use kicking skills in a game. Introduce power and speed when sending a ball Use different ways of travelling/dribbling in different directions or pathways. Introduce stopping a ball</p> <p>Engage in competitive activities and team games. Begin to use space in a game. Begin to use the terms attacking and defending. Combine sending and receiving skills Use simple defensive skills such as marking a player or defending a space. Use simple attacking skills such as dodging to get past a defender. Apply dribbling into games Follow simple rules to play games, including team games. Use simple attacking skills such as dodging to get past a defender.</p>	<p>Attack Defend, Space, Opponent, Dribbling, Control, Possession, Opponent, Team Work, Collaboration, Accuracy, Passing, Power Actions Throw Catch Receive Bounce Roll Hit Move Safety Looking Stopping, Target Aiming Warm Up Cool Down Team Work, Health, Fitness (additional key vocabulary for this year group highlighted)</p>

			Use simple defensive skills such as marking a player or defending a space.	
<b>Year 2</b>	<p><b>End of Key Stage 1 Statement:</b> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>participate in team games, developing simple tactics for attacking and defending</p>	<p>Pupils will know correct technique of how to combine their developing dribbling, passing and receiving skills using hands or feet. Apply their knowledge and understanding of dribbling, passing and receiving in order to keep possession as a team and score a point. Pupils will know the rules of simple games and the need to play fairly. Pupils will learn the importance of fairness and empathy as they work well with others.</p> <p><b>Self and Peer evaluation</b> Watch and describe performances and use what they see to improve their own performance.</p> <p>Talk about their differences between their work and that of others.</p>	<p>Consolidate pupil's application and understanding of underarm throwing Strike or hit a ball with increasing control.</p> <p>Learn skills for playing striking and fielding games. Position the body to strike a ball. Throw different types of equipment in different ways, for accuracy and distance. Throw, catch and bounce a ball with a partner. Use throwing and catching skills in a game. Throw a ball for distance. Use hand-eye coordination to control a ball. Vary types of throw used. Use dribbling skills in a game.</p> <p>Bounce and kick a ball whilst moving. Use kicking skills in a game. Use dribbling skills in a game. Know how to pass the ball in different ways. Combine dribbling, passing and receiving, keeping possession with hands/feet</p> <p>Use different ways of travelling at different speeds and following different pathways, directions or courses. Change speed and direction whilst running. Begin to use and choose the best space in a game.</p> <p>Begin to use and understand the terms defending and attacking. Combine dribbling, passing and receiving, keeping possession with hands/feet to score a point Use at least one technique to attack or defend to play a game successfully. Understand the importance of rules in games. Applying the underarm and overarm throw to win a game /beat an opponent</p>	<p>Attack, Defend, Space, Opponent, Dribbling, Control, Possession, Opponent, Team Work, Collaboration, Accuracy, Passing, Receiving, Aiming, Target, Goal, Score, Fair, Sportsmanship, Improve, Communication, Health, Fitness</p> <p>Throw Catch Pass Bounce Roll Hit Move Safety Looking Stopping Evaluate Defender Attackers Rules Warm Up Cool Down Calling Signalling Team Work</p>

			Use at least one technique to attack or defend to play a game successfully.			
<b>Year 3</b>		<p><b>Invasion Games</b> Pupils will learn to continue to develop and refine correct techniques for their passing and moving, dodging, dribbling skills to outwit their opponents and keep possession of the ball and score. Pupils will be introduced to effective techniques for shooting a goal. Pupils will apply an understanding of where, when and why we pass, dodge, dribble and shoot in order to score points against another team. Pupils will apply an understanding of what makes an effective team and understand how important their role is within the team. Pupils will develop an understanding of respect and communication skills as they collaborate with others including their opponents. Pupils will apply their skills while developing confidence as they grow in their ability to show resilience and self motivation.</p> <p><b>Striking and Fielding Games</b></p>	<p><b>Invasion</b> Combine dribbling, and passing skills to move with the ball in a variety of ways with some control. Use two different ways of moving with a ball in a game. Pass the ball in two different ways in a game situation with some success. Know how to keep and win back possession of the ball in a team game. Find a useful space and get into it to support teammates. Use simple attacking and defending skills in a game. Understand and begin to apply</p>	<p><b>Striking and Fielding</b> Demonstrate successful techniques hitting and striking skills with a range of equipment. Practise the correct batting technique and use it in a game. Strike the ball for distance. Throw and catch with greater control and accuracy. Practise the correct technique for catching a ball and use it in a game. Perform a range of catching and gathering skills with control. Catch with increasing</p>	<p><b>Net/ Wall</b> Pupils direct ball to their partner's target. Pupils adopt the correct technique, stepping forwards into the shot Pupils always return to the correct court position and be ready after every shot  Pupils keep a firm wrist to keep the ball on the racket. Pupils grip the racket correctly Pupils put their strong hand at the bottom of the grip and their other hand at the top of the grip  Pupils push the shot using back</p>	<p>Dribble Send Pass Receive Calling Signalling Space Movement scoring High Low Tactics Opponent Target Throw Catch Evaluate Feed Aiming Striking Hitting Rules Overarm Under Arm Fielding, Bowling , Net Games, Invasion Games Health, Fitness Chasing Rolling Barrier Space Movement Scoring Warm Up Cool Down Team Work Forehand, Backhand, Ready position, Shot, Grip. Contact, Rally, Out</p>

		<p>Pupils will develop their throwing, catching and batting skills to outwit their opponents and win the game.</p> <p>Pupils will demonstrate a growing understanding of the difference between attack and defence (batting and fielding).</p> <p>Pupils will develop life skills such as respect and cooperation as they collaborate with others including their opponents.</p> <p><b>Net Wall Games</b></p> <p>pupils understand where to play the ball and why</p> <p>pupils demonstrate their understanding of how to beat their opponent</p> <p>pupils create and perform a strategy that will make it challenging for their opponent to succeed.</p> <p>Pupils develop their understanding of why they need to be accurate when using a racket.</p> <p><b>Self and peer evaluation</b></p> <p>Watch, describe and evaluate the effectiveness of a performance.</p> <p>Describe how their performance has improved over time.</p>	<p>the basic principles of invasion games.</p> <p>Apply and follow rules fairly.</p>	<p>control and accuracy.</p> <p>Throw a ball in different ways (e.g. high, low, fast, slow)</p> <p>Apply and follow rules fairly.</p>	<p>hand and forehand shot</p> <p>Pupils able to make contact with the ball after one bounce</p> <p>Pupils return the ball back over the net to their opponents' side of the court</p> <p>Able to feed a ball to their partner to ensure success.</p>	
--	--	--	--	---	--	--

<h1>Year 4</h1>		<p><b>Invasion Games</b>          Know how to keep and win back possession of the ball in a team game.          Pupils will be able to apply a secure understanding of passing, moving and dribbling and develop their skills of blocking and tackling, to prevent attacks. Pupils will demonstrate a growing understanding of the difference between attack and defence as well as when, where and why we execute certain skills</p> <p><b>Striking and Fielding Games</b>          Know how to play striking and fielding games.          Pupils will apply an understanding of where, when and why they utilise their fielding skills to stop the batters using their batting skills to outwit the fielders.</p> <p>Pupils will develop skills such as respect and cooperation as they collaborate with others and apply the rules of the game.</p> <p><b>Net Wall Games.</b>          Pupils will apply an accurate understanding of where, when and why we hit the ball into spaces on their opponent's side of the court.          Pupils will develop skills such as trust and cooperation as they</p>	<p><b>Invasion</b>          Use a stick (hockey) to hit a ball with accuracy and control.</p> <p>Use at least two different passes in a game situation.          Develop different ways of throwing and catching.          Move with the ball using a range of techniques showing control and fluency.          Pass the ball with increasing speed, accuracy and success in a game situation.          Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game.          Make the best use of space to pass and receive the ball.</p>	<p><b>Striking and Fielding</b>          Use a bat to hit a ball with accuracy and control.          Use hand-eye coordination to strike a moving and stationary ball.          Develop different ways of throwing and catching.</p> <p>Move with the ball using a range of techniques showing control and fluency.          Contribute towards helping their team to keep and win back possession of the ball in a team game.          Use fielding skills as an individual to prevent a player from scoring.</p> <p>Vary the tactics they use in a game.</p>	<p><b>Net Wall</b>          Use a racquet to hit a ball with accuracy and control.          Accurately serve underarm.          Build a rally with a partner.          Use at least two different shots in a game situation.</p> <p>Use hand-eye coordination to strike a moving and stationary ball.          Move with the ball using a range of techniques showing control and fluency.          Vary the tactics they use in a game.</p> <p>Adapt rules to alter games.          Pupils will hit the ball into space on their opponent's side of the court, creating space for the next shot</p>	<p>Outwit Dribble Send Pass Bowling, Receive, Calling Signalling, Space Movement, scoring, High, Low Tactics, Opponent, Target, Invasion game, Net game, Throw, Catch, Evaluate, Health, Fitness Tackling, Blocking, Free Hit, Turning, Try, Tagging, Ball Carrier, Forward Pass, Feed, Aiming, Striking, Hitting, Rules, Overarm, Under Arm, Chest pass, bounce pass, shoulder pass Fielding Net Games Chasing Rolling Barrier Space, Movement, Warm Up Cool Down Team Work, Forehand, Backhand, Ready position, Shot, Grip, Contact, Rally, Out</p>
-----------------	--	---	--	--	--	---

		<p>collaborate with others, applying the rules of the game.</p> <p><b>Self and peer evaluation</b> Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.</p>	<p>Use a range of attacking and defending skills and techniques in a game. Vary the tactics they use in a game. Adapt rules to alter games.</p>	Adapt rules to alter games.	that will win them the point.	
<b>Year 5</b>		<p><b>Invasion Games</b> Pupils will know how to pass, move, dribble and shoot accurately and consistently, switching fluidly between attack and defence as possession changes. Pupils will begin to create and apply tactics that they can then adapt depending on the situation. Pupils will develop communication skills as they officiate in game based scenarios. Pupils will begin to develop an understanding of how to lead their team and manage their games.</p> <p><b>Striking and Fielding Games</b> Pupils will create, apply and refine tactics for batting, bowling and fielding, reflecting on the tactics and making any necessary adaptations.</p>	<p><b>Invasion</b> Consolidate different ways of throwing and catching and know when each is appropriate in a game. Use a variety of ways to dribble in a game with success. Use ball skills in various ways, and begin to link together. Pass a ball with speed and accuracy using appropriate techniques in a game situation Keep and win back possession of the ball</p>	<p><b>Striking and Fielding</b> Use different techniques to hit a ball. Identify and apply techniques for hitting a tennis ball. Explore when different shots are used. Practise techniques for all strokes. Consolidate different ways of throwing and catching and know when each is appropriate in a game. Use fielding skills as a team to prevent the</p>	<p><b>Net Wall</b> Able to play the ball into space Able to serve the ball accurately to start the game. Explore when different shots are used. Develop a backhand technique and use it in a game Practise techniques for all strokes. Demonstrate an increasing awareness of space. Devise and adapt rules to create their own game.</p>	<p>Outwit Dribble Send Pass Bowling, Receive, Calling Signalling, Space Movement, scoring, High, Low Tactics, Opponent, Target , Health, Fitness, Invasion game, Net game, Throw, Catch, Evaluate, Tackling, Blocking, Free Hit, Turning, Try, Tagging, Ball Carrier, Forward Pass Shadowing, Tracking back, Drag back, Marking, Pressure, Counter Attack, Man to man marking , Goal side, Offside, Transition, Feed, Aiming, Striking, Hitting, Run out, Wicket keeper, Backstop, No ball, Wide, Base, Rules, Referee, Overarm, Under Arm, Chest pass, bounce pass, shoulder pass Fielding Net Games Chasing Rolling Barrier Space, Movement, Warm Up Cool Down Team Work, Forehand, Backhand, Ready</p>

		<p><b>Net Wall Games</b> Pupils will understand where to serve and why. Pupils will begin to create, understand and apply tactics in their games. Pupils will apply effective communication and cooperative skills as they work with their partner in doubles games.</p> <p><b>Self and peer evaluation</b> Choose and use criteria to evaluate own and others performance.</p> <p>Explain why they have used particular skills or techniques, and the effect they have had on their performance.</p>	<p>effectively in a team game. Demonstrate an increasing awareness of space. Choose the best tactics for attacking and defending. Shoot in a game. Know when to pass and when to dribble in a game. Devise and adapt rules to create their own game.</p>	<p>opposition from scoring. Devise and adapt rules to create their own game.</p>		<p>position, Shot, Grip, Contact, Rally, Out, Volley</p>
<b>Year 6</b>	<p><b>End of Key Stage 2 Statement:</b> Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.</p> <p>Use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where</p>	<p><b>All Games</b> Pupils will effectively apply their tactics, demonstrating a clear understanding of the role each team member will perform and will ensure the team feels motivated Pupils will demonstrate resourcefulness and problem solving skills by creating a range of tactics, applying these into their games. Pupils will collaborate effectively with their partner/ team, communicating and supporting each other.</p> <p><b>Self and peer evaluation</b></p>	<p><b>Invasion</b> Throw and catch accurately and successfully under pressure in a game. Choose and make the best pass in a game situation and link a range of skills together with fluency. Show confidence in using ball skills in various ways in a game</p>	<p><b>Striking and Fielding</b> Hit a bowled ball over longer distances.  Use good hand-eye coordination to be able to direct a ball when striking or hitting.  Throw and catch accurately and successfully under pressure in a game.</p>	<p><b>Net Wall</b> Understand how to serve in order to start a game.  Demonstrate a good awareness of space.  Think ahead and create a plan of attack or defence. Follow and create complicated rules to play a</p>	<p>Outwit Dribble Send Pass Bowling, Receive, Calling Signalling, Space Movement, scoring, High, Low Tactics, Opponent, Target, Health, Fitness, Invasion game, Net game, Throw, Catch, Evaluate, Tackling, Turning, Try, Tagging, Ball Carrier, Forward Pass. Knock on, Blocking, Free Hit, Shadowing, Tracking back, Drag back, Marking, Pressure, Counter Attack, Man to man marking, Goal side, Offside, Transition, Through ball, Feed, Aiming, Striking, Hitting, Run out, Wicket keeper, Backstop, No</p>



	<p>appropriate and apply basic principles suitable for attacking and defending.</p> <p>Develop technique and control</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Pupils should enjoy communicating, collaborating and competing with each other.</p>	<p>Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p>	<p>situation and link these together effectively. Keep and win back possession of the ball effectively and in a variety of ways in a team game. Demonstrate a good awareness of space. Think ahead and create a plan of attack or defence. Follow and create complicated rules to play a game successfully. Communicate plans to others during a game. Lead others during a game.</p>	<p>Show confidence in using ball skills in various ways in a game situation and link these together effectively. Work as a team to develop fielding strategies to prevent the opposition from scoring. Follow and create complicated rules to play a game successfully. Communicate plans to others during a game. Lead others during a game.</p>	<p>game successfully. Communicate plans to others during a game. Lead others during a game.</p>	<p>ball, Wide, Base, Over, Innings Boundary, Four runs, Six runs, Umpire, Rules, Referee, Overarm, Under Arm, Chest pass, bounce pass, shoulder pass Fielding, Net Games, Chasing Rolling Barrier Space, Movement, Warm Up Cool Down Team Work, Forehand, Backhand, Ready position, Shot, Grip, Contact, Rally, Out, Volley, Doubles, Singles</p>
--	--	--	---	---	---	---

## Physical Activity: Gymnastics

Year group	National Curriculum	Sticky knowledge	Skills	Key vocabulary
<b>EYFS</b>	<p><b>ELG: Gross Motor Skills</b> Negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. They handle equipment and tools effectively.</p> <p><b>ELG: Managing Self</b> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p><b>ELG: Building Relationships</b> Work and play cooperatively and take turns with others; Show sensitivity to their own and to others' needs.</p>	<p>Pupils will experiment moving their bodies in a variety of ways on the floor and on apparatus. Pupils will know how to move and balance in high and low ways, applying champion gymnastics criteria, both on the floor and on apparatus. (Champion Gymnastics: 'Champion' refers to when pupils are being silent, pointing their fingers and toes and are still when they make a shape/balance.) .</p> <p><b>Self and Peer Evaluation</b> Talk about what they have done. Talk about what others have done.</p>	<p>Create a short sequence of movements using a variety of different body parts.</p> <p>Roll in different ways with control.(Pencil roll/ egg roll)</p> <p>Travel in different ways in different directions and on different body parts.</p> <p>Stretch different body parts in different ways.</p> <p>Jump in a range of ways from one space to another with control. Jump and land in a safe way</p> <p>Begin to balance with control.</p> <p>Move around, under, over and through different objects and equipment. Applying moving on different levels to apparatus. Creating shapes with their bodies individually and in pairs</p>	<p>Warm up Cool down Control Balance Move Jump Land High Low Shape Travel Health Explore Diet Stretch Exercise Healthy Safety Space Copy Watch Equipment</p>

<h1>Year1</h1>		<p>Pupils will be able to move and balance in wide, narrow and curled ways, applying champion gymnastics criteria, on the floor and on apparatus.</p> <p>Pupils will experiment moving in a variety of wide, narrow and curled ways understanding the differences between each type of movement.</p> <p><b>Self and Peer Evaluation</b> Watch and describe performances.</p> <p>Begin to say how they could improve.</p>	<p>Create and perform a movement sequence.</p> <p>Copy actions and movement sequences with a beginning, middle and end.</p> <p>Link two actions to make a sequence.</p> <p>Recognise and copy contrasting actions (small/tall, narrow/wide)</p> <p>Travel in different ways, changing direction and speed.</p> <p>Hold still shapes and simple balances.</p> <p>Carry out simple stretches</p> <p>Carry out a range of simple jumps, landing safely.</p> <p>Begin to move with control and care.</p>	<p>Points Patches High Low</p> <p>Travel strong (tension) stretch (extension) control</p> <p>Flight Bounce Jump Flexible</p> <p>Balance Stretch Spin Shape</p> <p>Land Wide Narrow Curled</p> <p>Transition Linking</p> <p>Warm up Cool down</p>
<h1>Year 2</h1>	<p><b>End of Key Stage 1 Statement</b></p> <p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</p> <p>They should be able to engage in co-operative physical activities, in a range of increasingly challenging situations.</p>	<p>Pupils will know how to be able to link movements and balances together, applying champion gymnastics criteria, on the floor and on apparatus.</p> <p>Pupils will demonstrate an understanding of the concept of flow and apply this to their developing sequences.</p> <p><b>Self and Peer evaluation</b> Watch and describe performances and use what they see to improve their own performance.</p>	<p>Copy, explore and remember actions and movements to create their own sequence.</p> <p>Link actions to make a sequence.</p> <p>Travel in a variety of ways, including rolling.</p> <p>Hold a still shape whilst balancing on different points of the body.</p> <p>Jump in a variety of ways and land with increasing control and balance.</p>	<p>High Low Travel, Slide Rolling</p> <p>Jump Land Flexible Tension</p> <p>Extension Stretch</p> <p>Balance Spin Shape Linking</p> <p>Sequence Technique Flow</p> <p>Warm up Cool down</p> <p>Leap Direction</p>

		<p>Talk about their differences between their work and that of others.</p>	<p>Climb onto and jump off the equipment safely.</p> <p>Move with increasing control and care.</p>	
<b>Year3</b>		<p>Pupils will know how to execute 'excellent' balances and movements in both symmetrical and asymmetrical ways.</p> <p>Pupils will know how to link these movements and balances together ( <b>Excellent gymnastics:</b> 'Excellent' refers to when pupils are being silent, extending their fingers and toes and when they make a shape/ balance are able to hold it still for at least 4 seconds.)</p> <p>Pupils will know how to collaborate showing cooperation skills with their partner / group as they work together to create their sequences and share apparatus space with others.</p> <p><b>Self and Peer evaluation</b> Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.</p>	<p>Choose ideas to compose a movement sequence independently and with others.</p> <p>Link combinations of actions with increasing confidence, including changes of direction, speed or level.</p> <p>Develop the quality of their actions, shapes and balances.</p> <p>Move with coordination, control and care.</p> <p>Use turns whilst travelling in a variety of ways.</p> <p>Use a range of jumps in their sequences.</p> <p>Begin to use equipment to vault.</p> <p>Create interesting body shapes while holding balances with control and confidence.</p>	<p>Pathway Flexible Direct Travel Stretch Wide Thin Long Short Curled Roll Jump Levels Speeds, extension Sequence Contrasting Acceleration deceleration Direction forwards backwards sideways co-ordination leap Spin side step tension extension even uneven symmetrical asymmetrical balance</p>

			Begin to show flexibility in movements	
Year 4		<p>Pupils will know how to execute 'excellent' balances and movements in both symmetrical and asymmetrical ways.</p> <p>Pupils understand what constitutes a bridge.</p> <p><b>(Excellent gymnastics:</b> 'Excellent' refers to when pupils are being silent, extending their fingers and toes and when they make a shape/ balance are able to hold it still for at least 4 seconds.)</p> <p>Understand why certain movements and balances are 'excellent'</p> <p>Pupils will know how to link these movements and balances together</p> <p>Pupils understand what 'flow' is.</p> <p>Pupils will know how to collaborate showing cooperation skills with their partner / group as they work together to create their sequences and share apparatus space with others.</p> <p><b>Self and Peer evaluation</b></p> <p>Watch, describe and evaluate the effectiveness of</p>	<p>Create a sequence of actions that fit a theme.</p> <p>Use an increasing range of actions, directions and levels in their sequences.</p> <p>Move with clarity, fluency and expression.</p> <p>Show changes of direction, speed and level during a performance.</p> <p>Travel in different ways, including using flight.</p> <p>Improve the placement and alignment of body parts in balances.</p> <p>Use equipment to vault in a variety of ways.</p> <p>Carry out balances, recognising the position of their centre of gravity and how this affects the balance.</p> <p>Begin to develop good technique when travelling, balancing and using equipment.</p> <p>Develop strength, technique and flexibility throughout performances.</p>	<p>Balance Travel Shape</p> <p>Extension Tension</p> <p>Direction Sliding</p> <p>Rolling Contrasting</p> <p>Communication co-operation</p> <p>receiving weight jumping</p> <p>bunny hop leaping</p> <p>cart-wheel twisting</p> <p>turning speeds levels</p> <p>Spin flexibility co-ordination</p> <p>Bridges Warm up</p> <p>Cool down</p>

		performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.		
Year5		<p>Pupils will know how to execute 'excellent' balances and movements in both symmetrical and asymmetrical ways. Pupil understand what counter balance and tension is.</p> <p><b>(Excellent gymnastics:</b> 'Excellent' refers to when pupils are being silent, extending their fingers and toes and when they make a shape/ balance are able to hold it still for at least 4 seconds.) Understand why certain movements and balances are 'excellent'</p> <p>Pupils will know how to accurately apply flow as they link their balances with movement.</p> <p>Pupils will know how to collaborate showing cooperation skills with their partner / group as they work together to create their sequences and share apparatus space with others.</p>	<p>Select ideas to compose specific sequences of movements, shapes and balances.</p> <p>Adapt their sequences to fit new criteria or suggestions.</p> <p>Perform jumps, shapes, and balances fluently and with control.</p> <p>Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of balance.</p> <p>Confidently use equipment to vault in a variety of ways.</p> <p>Apply skills and techniques consistently.</p> <p>Develop strength, technique and flexibility throughout performances.</p>	<p>Bridges Balance Travel Shape Roll Turn Jump Slide Levels Speed Direction Sequence Extension Tension Strong contrasting communication leadership Spin Rotate Axis Flight Vault Wheel Spring Leap take-off land clock wise &amp; anti clock wise Warm up, Counter-balance Counter-tension</p>

		<p><b>Self and Peer Evaluation</b> Choose and use criteria to evaluate own and others performance.</p> <p>Explain why they have used particular skills or techniques, and the effect they have had on their performance.</p>	Combine equipment with movement to create sequences.	
<b>Year 6</b>	<p><b>End of Key Stage 2 Statement:</b> Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.</p> <p>Develop flexibility, strength, technique, control and balance</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>They should enjoy communicating and collaborating with each other.</p>	<p>Pupils will know how to execute 'excellent' balances and movements in both symmetrical and asymmetrical ways. Pupil understand what matching and mirroring is. Pupils understand the terms unison and canon and demonstrate this in their work</p> <p><b>(Excellent gymnastics:</b> 'Excellent' refers to when pupils are being silent, extending their fingers and toes and when they make a shape/ balance are able to hold it still for at least 4 seconds.) Understand why certain movements and balances are 'excellent'</p> <p>Pupils will know how to accurately apply flow as they link their balances with movement.</p>	<p>Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching, both on floor and on apparatus</p> <p>Demonstrate precise and controlled placement of body parts in their actions, shapes and balances.</p> <p>Confidently use equipment to vault and incorporate this into sequences.</p> <p>Apply skills and techniques consistently, showing precision and control.</p> <p>Develop strength, technique and flexibility throughout performances.</p>	<p>Bridges Balance Travel Shape Roll Turn Jump Slide Levels Speed Direction Sequence Extension Tension Strong contrasting communication leadership Spin Rotate Axis Flight Vault Wheel Spring Leap take-off land Matching Mirroring contrasting communication leadership Synchronisation Canon Warm up Cool down Counter-balance Counter-tension</p>

Pupils explore a variety of movements to ascertain the best moves to allow for flow and interesting, challenging gymnastics for sequences.

Pupils will know how to collaborate showing cooperation skills with their partner / group as they work together to create their sequences and share apparatus space with others  
**Self and Peer evaluation.**  
Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.



## Physical Activity: Dance

Year group	National Curriculum	Sticky knowledge	Skills	Key vocabulary
<b>EYFS</b>	<p><b>ELG: Gross Motor Skills</b> Negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing;</p> <p>Move energetically, such as running, jumping, <b>dancing</b>, hopping, skipping and climbing. They handle equipment and tools effectively.</p> <p><b>ELG: Managing Self</b> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p><b>ELG: Building Relationships</b> Work and play cooperatively and take turns with others; Show sensitivity to their own and to others' needs.</p>	<p>Pupils will develop their curiosity and imagination as they experiment moving in different ways.</p> <p>Pupils understand what a 'champion' dancer is.</p> <p><b>(Champion Dancers:</b> Champion dancers can move with control, respond to the rhythm and move in relation to the music.)</p> <p><b>Self and Peer Evaluation.</b> Talk about what they have done. Talk about what others have done.</p>	<p>Join a range of different moves together.</p> <p>Change the speed of their actions.</p> <p>Change the style of their movements.</p> <p>Create a short movement phrase which demonstrate their own ideas.</p>	<p>Warm up Cool down Large movements Small movementsy, Move Health Explore Performance Perform Diet Exercise Healthy Safe Space Music Copy Watch Equipment Travel Spinning Turning Rolling Jump Timing Beat, Control Rhythm</p>
<b>Year 1</b>		<p>Pupils can move in relation to the music and respond with appropriate movements and actions.</p> <p>Pupils can ensure their movements are big and clear.</p> <p>Pupils understand what a 'champion' dancer is.</p> <p><b>(Champion Dancers:</b></p>	<p>Copy and repeat actions.</p> <p>Put a sequence of actions together to create a motif.</p> <p>Vary the speed of their actions.</p> <p>Use simple choreographic devices such as unison, canon and mirroring.</p>	<p>Compose Timing Gesture Movement Dance phrase Choreography Routine Formation Explore Rhythm Performance Perform Music Exercise Direction Spinning Turning Warm up Cool down Speeds Levels Copy Watch Describe Travel Slide Spinning Turning</p>

		<p>Champion dancers can move with control, respond to the rhythm and move in relation to the music.)</p> <p><b>Self and Peer Evaluation.</b> Watch and describe performances. Begin to say how they could improve.</p>	<p>Begin to improvise independently and create a simple dance.</p>	<p>Evaluate Rolling, Tempo, Sequence</p>
<b>Year 2</b>	<p><b>End of Key Stage 1 Statement</b> Perform dances using simple movement patterns</p> <p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</p> <p>They should be able to engage in co-operative physical activities, in a range of increasingly challenging situations.</p>	<p>Pupils can respond to the music with appropriate movements and actions, using their whole body. Pupils can ensure their movements are big and clear.</p> <p>Pupils understand what a 'champion' dancer is. <b>(Champion Dancers:</b> Champion dancers can move with control, respond to the rhythm and move in relation to the music.)</p> <p><b>Self and Peer Evaluation.</b> Watch and describe performances and use what they see to improve their own performance.</p>	<p>Copy, remember and repeat actions. Create a short motif inspired by a stimulus. Change the speed and level of their actions. Use simple choreographic devices such as unison, canon and mirroring. Use different transitions within a dance motif. Improve the timings of their actions.</p>	<p>Compose Timing Gesture Movement Dance phrase Choreography Routine Formation Explore Rhythm Performance Perform Music Exercise Direction Spinning Turning Warm up Cool down Speeds Levels Copy Watch Describe Travel Slide Spinning Turning Evaluate Rolling, Tempo, Sequence, Tension Control Extension, Spring, Express, Pathways, Motif, Expression, Unison, Stimulus, Emotion Opposite, Pattern</p>
<b>Year 3</b>		<p>Pupils will know how to perform with expression and emotion as they tell a story. Pupils will understand what makes an 'excellent dance'. Pupils will apply creativity as</p>	<p>Begin to improvise with a partner to create a simple dance. Create motifs from different stimuli.</p>	<p>Compose Timing Gesture Movement Dance phrase Choreography Routine Formation Explore Rhythm Performance Perform Music Exercise Direction Spinning Turning Warm up</p>

		<p>they try a range of movement options.</p> <p><b>(Excellent Dancers:</b> Excellent dancers interpret the music, perform with good timing and musicality, show expression and creativity and are able to choreograph)</p> <p><b>Self and Peer Evaluation.</b> Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.</p>	<p>Begin to compare and adapt movements and motifs to create a larger sequence. Pupils work successfully with their partner to execute their sequences in unison. Perform with some awareness of rhythm and expression.</p>	<p>Cool down Speeds Levels Copy Watch Describe Travel Slide Spinning Turning Evaluate Rolling, Tempo, Sequence Tension Control Extension, Spring, Express, Pathways, Motif, Expression, Unison, Stimulus, Emotion Opposite, Pattern Creativity, Aesthetic Dynamic, Transition, Rotation Mimic, Mime, Gesture Flow</p>
<b>Year 4</b>		<p>Pupils will understand how to perform with big and clear movements that flow. They will understand how to perform with expression and be able to stay in character.</p> <p>Pupils will understand what makes an 'excellent dance'. Pupils will apply creativity as they try a range of movement options.</p> <p><b>(Excellent Dancers:</b> Excellent dancers interpret the music, perform with good timing and musicality, show expression and creativity and are able to choreograph)</p> <p><b>Self and Peer Evaluation</b> Watch, describe and evaluate the effectiveness of</p>	<p>Identify and repeat the movement patterns and actions of a chosen dance style. Compose a dance that reflects the chosen dance style. Confidently improvise with a partner or on their own. Compose longer dance sequences in a small group. Demonstrate precision and some control in response to stimuli. Begin to vary dynamics and develop actions and motifs in response to stimuli. Demonstrate rhythm and special awareness.</p>	<p>Compose Timing Gesture Movement Dance phrase Choreography Routine Formation Explore Rhythm Performance Perform Music Exercise Direction Spinning Turning Warm up Cool down Speeds Levels Copy Watch Describe Travel Slide Spinning Turning Evaluate Rolling, Tempo, Sequence, Tension Control Extension, Spring, Express, Pathways, Motif, Expression, Unison, Stimulus, Emotion Opposite, Pattern Creativity, Aesthetic Dynamic, Transition, Rotation Mimic, Mime, Gesture Narrative, Character, Formation Canon</p>

		<p>performances, giving ideas for improvements.</p> <p>Modify their use of skills or techniques to achieve a better result.</p>		
<b>Year 5</b>		<p>Pupils will understand how to perform accurately and convincingly in character with big bold actions.</p> <p>Pupils will understand how to perform with flow and include a change of level and dynamic.</p> <p>Pupils will apply effective decision making as they construct their sequences.</p> <p>Pupils will understand what makes an 'excellent dance'.</p> <p>Pupils will apply creativity as they try a range of movement options.</p> <p><b>(Excellent Dancers:</b> Excellent dancers interpret the music, perform with good timing and musicality, show expression and creativity and are able to choreograph)</p> <p><b>Self and Peer Evaluation</b></p> <p>Choose and use criteria to evaluate own and others performance.</p> <p>Explain why they have used particular skills or techniques, and the effect they have had on their performance</p>	<p>Compose individual, partner and group dances that reflect the chosen dance style.</p> <p>Show a change of pace and timing in their movements.</p> <p>Develop an awareness of their use of space.</p> <p>Demonstrate imagination and creativity in the movements they devise in response to stimuli.</p> <p>Use transitions to link motifs smoothly together.</p> <p>Improvise with confidence, still demonstrating fluency across the sequence.</p> <p>Ensure their actions fit the rhythm of the music.</p> <p>Modify parts of a sequence as a result of self or peer evaluation</p>	<p>Compose Timing Gesture Movement Dance phrase Choreography Routine Formation Explore Rhythm Performance Perform Music Exercise Direction Spinning Turning Warm up Cool down Speeds Levels Copy Watch Describe Travel Slide Spinning Turning Evaluate Rolling, Tempo, Sequence, Tension Control Extension, Spring, Express, Pathways, Motif, Expression, Unison, Stimulus, Emotion Opposite, Pattern Creativity, Aesthetic Dynamic, Transition, Rotation Mimic, Mime, Gesture Narrative, Character, Formation Canon, Stillness, clarity, Action, Choreograph, Reaction</p>

# Year 6

## End of Key Stage 2 Statement:

Perform dances using a range of movement patterns.

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.

Develop flexibility, strength, technique, control and balance

Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

They should enjoy communicating and collaborating with each other.

Pupils will know how to perform with clarity, fluency, accuracy and consistency as part of a big group. Pupils will always perform with high energy.

Pupils will understand what makes an 'excellent dance'. Pupils will apply creativity as they try a range of movement options.

**(Excellent Dancers:** Excellent dancers interpret the music, perform with good timing and musicality, show expression and creativity and are able to choreograph)

## Self and Peer Evaluation

Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.

Compose individual, partner and group dances that reflect the chosen dance style.

Use dramatic expression in dance movements and motifs.

Perform with confidence, using a range of movement patterns.

Demonstrate strong and controlled movements throughout a dance sequence.

Combine flexibility, techniques and movements to create a fluent sequence.

Move appropriately and with the required style in relation to the stimulus.

Show a change of pace and timing in their movements.

Move rhythmically and accurately in dance sequences.

Improvise with confidence, still demonstrating fluency across their sequence.

Dance with fluency and control, linking all movements and ensuring that transitions flow.

Demonstrate consistent precision when performing dance sequences.

Modify some elements of a sequence as a result of self and peer evaluation.

Compose Timing Gesture

Movement Dance phrase

Choreography Routine

Formation Explore Rhythm

Performance Perform

Music Exercise Direction

Spinning Turning Warm up

Cool down Speeds Levels

Copy Watch Describe Travel

Slide Spinning Turning

Evaluate Rolling, Tempo,

Sequence, Tension Control

Extension, Spring, Express,

Pathways, Motif, Expression,

Unison, Stimulus, Emotion

Opposite, Pattern Creativity,

Aesthetic Dynamic,

Transition, Rotation

Mimic, Mime, Gesture

Narrative, Character,

Formation

Canon, Stillness, clarity,

Action, Choreograph,

Reaction Structure, Fluency

Combination

## Physical Activity: Locomotion and Athletics

Year group	National Curriculum	Sticky knowledge	Skills	Key vocabulary
<b>EYFS</b>	<p><b>ELG: Gross Motor Skills</b> Negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. They handle equipment and tools effectively.</p> <p><b>ELG: Managing Self</b> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p><b>ELG: Building Relationships</b> Work and play cooperatively and take turns with others; Show sensitivity to their own and to others' needs.</p>	<p>Pupils will develop an understanding of why we move into space as they explore moving and walking</p> <p>Pupils will learn how and why we jump, using our head, arms and feet, applying the basic jumping technique</p> <p><b>Self and Peer Evaluation</b> Talk about what they have done. Talk about what others have done.</p>	<p>Explore walking using different body parts in different directions, at different levels and at different speeds.</p> <p>How to apply their walking skills into games</p> <p>Pupils will develop their ability to jump and land safely.</p> <p>Pupils will adjust their speed and change direction as they jump in order to avoid the defenders</p> <p>Explore/develop jumping Apply jumping into a game Jumping for distance Explore jumping high Explore hopping</p>	<p>Warm up Cool down Control Balance Move Jump Land Height, Distance High Low Shape Travel Health Explore Diet Stretch Exercise Healthy Safety Space Copy Watch Equipment Defender, March, Walk, Speed, Change direction Hopping</p>
<b>Year 1</b>		<p>Pupils will begin to understand the basic principles of attack and defence as they develop their understanding of where we need to run and why</p> <p>Pupils understand why we keep our head up, pump our</p>	<p>Pupils run and stay in space Pupils use correct technique (head up, pump arms, balls of feet) Apply running into a game Explore running at different speeds Running for speed:acceleration</p>	<p>Warm up Cool down Control Balance Move Jump Land Height, Distance High Low Shape Travel Health Explore Diet Stretch Exercise Healthy Safety Space Copy Watch Equipment Defender, March, Walk, Speed, Change</p>

		<p>arms and use the balls of our feet when running.</p> <p>Pupils will develop pupils' understanding of how and why we jump, using our head, arms and feet, applying the correct jumping technique.</p> <p>Pupils will begin to understand the different reasons when, where and why we jump in different ways</p> <p><b>Self and Peer Evaluation</b></p> <p>Watch and describe performances.</p> <p>Begin to say how they could improve.</p>	<p>Explore running in a team</p> <p>Consolidate running, apply running into a competitive game</p> <p>Recap jumping</p> <p>Develop jumping</p> <p>Explore how jumping affects our bodies</p> <p>Explore skipping</p> <p>Apply skipping and jumping into a game</p>	<p>direction, Hopping Tag, Attacker, acceleration, Skipping</p>
<b>Year 2</b>	<p><b>End of Key Stage 1 Statement</b></p> <p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</p> <p>They should be able to engage in co-operative physical activities, in a range of increasingly challenging situations.</p>	<p>Pupils will learn the roles of attacking and defending and start to understand when we attack and when we defend while using their dodging skills.</p> <p>Pupils will demonstrate a strong understanding of why, when and where we jump in a game and apply imagination and creativity to their jumping.</p> <p><b>Self and Peer evaluation</b></p>	<p>Pupils will be able to dodge, applying the correct technique to ensure maximum efficiency. (Head up with low body position, bent knees, planting one foot on floor, leaning body to one side and moving other way quickly)</p> <p>Pupils will run, dodge and stay in a space avoiding the defenders.</p> <p>Apply dodging in teams</p>	<p>Warm up Cool down Control Balance Move Jump Land Height, Distance High Low Shape Travel Health Explore Diet Stretch Exercise Healthy Safety Space Copy Watch Equipment Defender, March, Walk, Speed, Change direction, Hopping, Tag, Attacker, acceleration, Skipping, dodge, impact combination,</p>

		<p>Watch and describe performances and use what they see to improve their own performance.</p> <p>Talk about their differences between their work and that of others.</p>	<p>Pupils will consistently apply the correct technique for jumping, (using arms, bend knees, head up)</p> <p>Pupils will accurately apply their jumping skills in combination and also within games.</p> <p>Explore and then develop jumping combinations .</p>	
<b>Year 3</b>		<p>Pupils will apply an understanding of how to use the correct technique for running fast, jumping far and throwing for distance and why it is so important.</p> <p><b>Self and Peer Evaluation.</b> Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.</p>	<p>Pupils will develop their ability to run</p> <p>pupils run with their head up and focused forwards</p> <p>pupils able to run with a pumping action with their arms and elbows bent and jump as fast/far as possible with the correct techniques</p> <p>pupils bend their legs when they take off and land</p> <p>Can begin to combine jumps and throw for distance</p> <p>exploring the most effective technique.</p> <p>Explore different ways of throwing (sling, push overarm)</p> <p>pupils throw a bean bag for distance</p> <p>pupils able to release the bean bag at the right time by transferring body weight</p>	<p>Warm up Cool down Control</p> <p>Balance Move Jump Land</p> <p>Height, Distance</p> <p>High Low Shape Travel</p> <p>Health Explore Diet Stretch</p> <p>Exercise Healthy</p> <p>Safety Space Copy Watch</p> <p>Equipment Defender, March, Walk, Speed, Change direction, Hopping, Tag, Attacker, acceleration, Skipping, dodge, impact combination, Tactics, accuracy, relay, changeover</p>
<b>Year 4</b>		<p>Pupils will apply a developing understanding of the correct technique for</p>	<p>Pupils will be able to apply the correct technique for sprinting.</p>	<p>Warm up Cool down Control</p> <p>Balance Move Jump Land</p> <p>Height, Distance</p>



		<p>running fast vs pacing, triple jump, javelin and why the correct technique is important</p> <p>pupils understand why we need to change our stride pattern during a race</p> <p><b>Self and Peer Evaluation</b> Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.</p> <p>Modify their use of skills or techniques to achieve a better result.</p>	<p>pupils run with their head up and focused forwards</p> <p>pupils run on the balls of their feet so they are light and springy</p> <p>pupils dip at the finish line</p> <p>They will explore pacing and the correct technique for triple jump</p> <p>pupils able to combine jumps and land on two feet and remain balanced and javelin. Develop different ways of throwing (sling, push overarm)pupils apply the correct stance for throwing the javelin</p> <p>pupils rotate their bodies to create greater power to throw the javelin further</p>	<p>High Low Shape Travel</p> <p>Health Explore Diet Stretch</p> <p>Exercise Healthy</p> <p>Safety Space Copy Watch</p> <p>Equipment Defender, March, Walk, Speed, Change direction, Hopping, Tag, Attacker, acceleration, Skipping, dodge, impact combination, Tactics, accuracy, relay, changeover</p> <p>Pace, power, Stride pattern</p>
<b>Year 5</b>		<p>Pupils will demonstrate a strong understanding of how to apply the correct technique and why the correct technique is so important.</p> <p><b>Self and Peer Evaluation</b> Choose and use criteria to evaluate own and others performance.</p> <p>Explain why they have used particular skills or techniques, and the effect they have had on their performance</p>	<p>Pupils will apply the correct technique for sprinting individually and within a team whilst developing their technique for hurdling and throwing the shot put.</p> <p>pupils physically demonstrate how to change their stride length in order to improve acceleration</p> <p>pupils begin to apply an accurate stance combined with a well-timed release to throw further</p>	<p>Warm up Cool down Control</p> <p>Balance Move Jump Land</p> <p>Height, Distance</p> <p>High Low Shape Travel</p> <p>Health Explore Diet Stretch</p> <p>Exercise Healthy</p> <p>Safety Space Copy Watch</p> <p>Equipment Defender, March, Walk, Speed, Change direction, Hopping, Tag, Attacker, acceleration, Skipping, dodge, impact combination,Tactics, accuracy, relay, changeover</p> <p>Pace, power, Stride pattern</p> <p>Lap, Personal best</p> <p>Changeover</p>

			pupils able to apply the correct arm and leg technique to make themselves jump further consistently pupils perform hop, skip, and jump in sequence, linking them smoothly together	
<b>Year 6</b>	<p><b>End of Key Stage 2 Statement:</b> Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.</p> <p>Use running, jumping, throwing and catching in isolation and in combination play</p> <p>Develop technique and control</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Pupils should enjoy communicating, collaborating and competing with each other.</p>	<p>Pupils will apply a refined understanding of running for speed, pacing, throwing and jumping for distance.</p> <p>Pupils will demonstrate an advanced understanding of how to apply the correct technique in each event and why the correct technique is so important.</p> <p><b>Self and peer evaluation</b> Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p>	<p>Pupils will experience competition across all of the different areas of athletics that they have explored.</p> <p>pupils able to apply accurate head and arm technique to make themselves quicker</p> <p>pupils keep their pace even when other pupils are sprinting of</p> <p>pupils able to consistently apply an accurate stance combined with a well-timed release to throw further</p> <p>pupils consistently perform hop, skip, and jump in sequence, linking them smoothly together</p>	<p>Warm up Cool down Control Balance Move Jump Land Height, Distance High Low Shape Travel Health Explore Diet Stretch Exercise Healthy Safety Space Copy Watch Equipment Defender, March, Walk, Speed, Change direction, Hopping, Tag, Attacker, acceleration, Skipping, dodge, impact combination, Tactics, accuracy, relay, changeover Pace, power, Stride pattern Lap, Personal best Changeover, Events, False start</p>

## Physical Activity: Team building and OAA

Year group	National Curriculum	Sticky knowledge	Skills	Key vocabulary
<b>Year 1</b>		<p>Pupils will begin to understand what makes an effective team and why we must include everyone. Pupils will start to create simple tactics.</p> <p><b>Self and Peer Evaluation</b> Watch and describe performances.</p> <p>Begin to say how they could improve.</p>	<p>Pupils will explore and learn why it is important to include everyone when working as a team and what makes an effective team. Pupils will begin to explore simple strategies to solve problems.</p> <p>Pupils will use developing teamwork skills in pairs and small teams to complete all of the challenges successfully</p>	Teamwork, Inclusion, Communication, Cooperation, Trust, Team member , Fairness
<b>Year 2</b>	End of Key Stage 1 Statement <b>They should be able to engage in co-operative physical activities, in a range of increasingly challenging situations.</b>	<p>Pupils will demonstrate a strong understanding of what makes an effective team. Pupils will create and apply simple tactics.</p> <p><b>Self and Peer evaluation</b> Watch and describe performances and use what they see to improve their own performance.</p> <p>Talk about their differences between their work and that of others.</p>	<p>Pupils will develop pupils' ability to apply effective teamwork, ensuring that everyone is included and understands their role.</p> <p>Pupils will begin to develop and apply simple strategies to solve problems</p> <p>Pupils will develop and apply teamwork skills in pairs and small teams to complete all of the challenges successfully</p>	Teamwork, Inclusion, Communication, Cooperation, Trust, Team member , Fairness, Courage, Motivation, Strategy

Year 3		<p>Pupils will apply an understanding of what makes an effective team and understand how important their role is within the team within challenges and orienteering.</p> <p><b>Self and Peer Evaluation.</b> Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.</p>	<p>Explore what makes an effective team through different problem-solving challenges.</p> <p>Pupils will work within a team to complete the different problem solving challenges successfully.</p> <p>Pupils will develop their ability to orientate a map and locate points, returning to base as quickly as possible</p>	<p>Teamwork, Inclusion, Communication, Cooperation, Trust, Team member , Fairness, Courage, Motivation, Strategy, Problem solving Tactics, Navigate, Orienteering, Symbol</p>
Year 4		<p>Pupils will apply an ability to evaluate and improve strategies to solve the problems</p> <p>Pupils will apply a strong understanding of what makes an effective team and understand how important teamwork is when orienteering.</p> <p><b>Self and Peer Evaluation</b> Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.</p> <p>Modify their use of skills or techniques to achieve a better result.</p>	<p>Pupils will work within teams to find effective strategies and tactics in order to complete the different problem solving challenges successfully.</p> <p>Develop pupils' ability to orientate a map, locate points in a set order. Pupils will follow the route they have been given to reach as many points as possible in an allocated time. Pupils will develop their ability to collaborate with others and work as a team to complete the challenges.</p>	<p>Teamwork, Inclusion, Communication, Cooperation, Trust, Team member , Fairness, Courage, Motivation, Strategy, Problem solving Tactics, Navigate, Orienteering, Symbol Non –verbal communication, Verbal communicationMap, Route, Out of bounds</p>
Year 5		<p>Pupils will be able to think tactically and suggest good ideas for completing the challenges</p>	<p>Pupils will be able to pass, move and shoot accurately and consistently. They will be able to switch fluidly</p>	<p>Teamwork, Inclusion, Communication, Cooperation, Trust, Team member , Fairness, Courage,</p>

		<p>Pupils will consolidate their understanding of what makes an effective team and understand how important teamwork is when orienteering</p> <p><b>Self and Peer Evaluation</b> Choose and use criteria to evaluate own and others performance. Explain why they have used particular skills or techniques, and the effect they have had on their performance</p>	<p>between attack and defence as possession changes Pupils will consolidate their developing ability to orientate a map and locate points, returning to base as quickly as possible.</p>	<p>Motivation, Strategy, Problem solving Tactics, Navigate, Orienteering, Symbol Non –verbal communication, Verbal communication, Map, Route, Out of bounds, Control point, Scale</p>
<b>Year 6</b>	<p><b>End of Key Stage 2 Statement</b> Take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p>Pupils should enjoy communicating, collaborating and competing with each other.</p>	<p>Pupils will refine their understanding of what makes an effective team and understand how important teamwork is when orienteering.</p> <p>Pupils will be able to think tactically and create, evaluate and refine tactics for completing the challenges</p> <p><b>Self and peer evaluation</b> Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p>	<p>Refine pupils' ability to orientate a map, locate points in a set order. They must follow the route they have been given to reach as many points as possible in an allocated time.</p> <p>Pupils will refine their ability to collaborate with others and work as a team to complete the challenges.</p> <p>Pupils will apply a refined understanding of passing and moving to score points against another team.</p>	<p>Teamwork, Inclusion, Communication, Cooperation, Trust, Team member, Fairness, Courage, Motivation, Strategy, Problem solving Tactics, Navigate, Orienteering, Symbol Non –verbal communication, Verbal communication, Map, Route, Out of bounds, Control point, Scale Leadership, Responsibility</p>