PE Curriculum Overview

This overview has been written with consideration to our school commitment to the Rights of the Child and our achievement of becoming a Rights Respecting School and it complies with Article 28 of the UNCRC 'Every child has the right to an education' as well as Article 29 'Education must develop every child's personality, talents and abilities to the full'. Although direct reference to this is not continuously made, the policy has been written with full awareness of our responsibility and commitment to children's Rights.

Rights
Article 24 – Every child has the right to the best possible health.
Article 29 – Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and environment.
Article 31 – Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

Intent
PE is instrumental in promoting health and wellbeing in young children. At Wingate Primary School, we believe that PE should promote development of key skills and participation in a variety of games, activities and sports. At our school PE is used to give children an opportunity to work as a team, develop leadership skills and tactical awareness as well as fostering an enthusiasm for sport.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	**Movement and using space (SAQ and Assessment)** Moves freely with pleasure and confidence in a range of ways. Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Experiments with different ways of moving. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Observes the effects of activity on their bodies. Dresses with help. Shows understanding of the need for safety when tackling new challenges,	**Ball skills** Observes the effects of activity on their bodies. Dresses with help, e.g. puts arms into open- fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom. Usually dry and clean during the day. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles Can catch a large ball. Negotiates space successfully when playing racing and chasing games with other children,	**Gymnastics** Understands that equipment and tools have to be used safely Observes the effect of exercise on their bodies. Shows understanding of the need for safety when tackling new challenges. Practices some appropriate safety measures without direct adult supervision. Shows understanding of how to transport and store equipment safely, Practises some appropriate safety measures without direct supervision Mounts stairs, steps and climbing equipment using alternate feet. Shows increasing control over an object by pushing, patting, throwing, catching or kicking it. Jumps off an objects and lands appropriately.	**Dance** Observes the effect of activity on their bodies. Shows understanding of the need for safety when tackling new challenges. Practices some appropriate safety measures without direct adult supervision. Run skilfully and negotiate space successfully. Move freely in a range of ways Travel with confidence and skill around, under over objects. Experiments with different ways of moving .	**SAQ and Ball Skills** Observes the effects of activity on their body. Understands that equipment and tools have to be used safely. Shows some understanding that good practices with regard to exercise, sleeping, eating and hygiene can contribute to good health. Shows understanding of how to transport and store equipment safely. Moves freely and with pleasure and confidence in a range of ways, such as, slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Can stand momentarily on one foot when show	**Athletics & Races (SAQ)** Observes the effects of activity on their bodies Shows an understanding of the need for safety when tackling new challenges, and considers and manages some risks Runs skilfully and negotiates space successfully Negotiates space successfully when playing racing games

	and considers and manages some risks. Practices some appropriate safety measures without direct supervision.	adjusting speed or changing direction to avoid obstacles Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.	Travels with confidence and skill, around, under, over and through balancing and climbing equipment. Children show good control and coordination in large and small movements.			
Y1 (Objectives)	**Dance/SAQ** To perform dances, using simple movement patterns. To 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. Theme – Penguin	**Dance/SAQ** To perform dances, using simple movement patterns To 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. Core task – Moving Along	**Gymnastics /SAQ** To 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.	**Gymnastics/SAQ** To 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.	**Team Games** To 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. To participate in team games, developing simple tactics for attacking and defending	**Team Games** To 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. To participate in team games, developing simple tactics for attacking and defending.
Y1 (Vocabulary)	**Dance Vocabulary:** travel, direction, space, speed, rhythm, pulse, forwards, backwards, movement, perform, skip, unison, routine, rehearse, patterns, straight, curved		**Gymnastics Vocabulary:** place, stretch, push, pull, hop, skip, step, spring, crawl, still, slowly, tall, long, wide, narrow, up, down, forwards, high, low, bottom, back, around, extension, roll, copy, pathway, along, jump, land, balance, tension, curved, straight, zig-zag, shape, over, hang, grip		**Team Games Vocabulary:** avoiding, tracking a ball, rolling, striking, overarm, throw, bouncing, catching, free space, own space, opposite, team, rebound, follow, aiming, speed, direction, passing, controlling, shooting, scoring	
	SAQ Vocabulary: sideways, forwards, backwards, balance, speed, agility, quickness, motion, direction, patterns, co-ordination, running, jumping, throwing, catching, space, focus					
Y1 (Skills)	**Dance Skills** To change direction during travelling moves. To link travelling moves that change direction. To link moves together. To use a variety of moves. To explore basic body patterns and movements to music. To use a variety of moves that change speed and direction. To link together dance moves with gestures and changing direction in time to music.		**Gymnastics Skills** To explore movement actions with control and link them together with flow. To explore gymnastic actions and shapes. To explore travelling on benches. To explore movement actions with control, and to link them together with flow. To choose and use simple compositional ideas by creating and performing sequences. To repeat and link combinations of gymnastic actions. To link combinations of movements and shapes with control.		**Team Games Skills** To learn basic sending and receiving skills. To develop balance, agility and co-ordination. To use ball skills in game-based activities. To make use of co-ordination, accuracy and weight transfer. To use throwing and catching skills in a game. To work as part of a team to develop simple team building skills.	

<table>
<tr><td></td><td colspan="4">SAQ Skills
To explore static balancing and understand the concept of bases.
To combine a number of co-ordination drills, using upper and lower body movements.
To travel in different ways, showing clear transitions between movements.
To travel in different directions (side to side, up and down) with control and fluency.
To practise speed, agility, quickness, balance and co-ordination at circuit stations.</td><td colspan="2"></td></tr>
<tr><td>Y2
(Objectives)</td><td>Dance/SAQ

Perform dances using simple movement patterns
Master basic movements including running, jumping, throwing and catching, developing balance, agility and co-ordination and begin to apply these in a range of activities

Core Task - Machines</td><td>Dance/SAQ

Perform dances using simple movement patterns
Master basic movements including running, jumping, throwing and catching, developing balance, agility and co-ordination and begin to apply these in a range of activities

Core Task – Round the clock</td><td>Gymnastics/SAQ

Master basic movements including running, jumping, throwing and catching, developing balance, agility and co-ordination and begin to apply these in a range of activities

Core Task - Families of actions</td><td>Gymnastics/SAQ

Master basic movements including running, jumping, throwing and catching, developing balance, agility and co-ordination and begin to apply these in a range of activities

Core Task – Balancing act.</td><td>Games/SAQ

Master basic movements including running, jumping, throwing and catching, developing balance, agility and co-ordination and begin to apply these in a range of activities
Participate in team games, developing simple tactics for attacking and defending

Game – Piggy in the middle</td><td>Games//SAQ

Master basic movements including running, jumping, throwing and catching, developing balance, agility and co-ordination and begin to apply these in a range of activities
Participate in team games, developing simple tactics for attacking and defending

Game – Kick rounders</td></tr>
<tr><td rowspan="2">Y2
(Vocabulary)</td><td colspan="2">Dance Vocabulary:
travel, stillness, direction, space, levels, speed, rhythm, pulse, forwards, backwards, movement, perform, skip, paired, group, performance, evaluate, compare</td><td colspan="2">Gymnastics Vocabulary:
in front, slow, fast, land, over, jump, high, low, stretch, point, balance, curled, level, backwards, sideways, forwards, under, behind, tension, copy, smooth, sequence, height, tucked roll, pencil roll, travelling, teddy bear roll, movement, side roll, position, combination, sequence, evaluate</td><td colspan="2">Games Vocabulary:
avoiding, tracking a ball, rolling, striking, overarm, throw, bouncing, catching, free space, own space, opposite, team, rebound, follow, aiming, speed, direction, passing, controlling, shooting, scoring</td></tr>
<tr><td colspan="5">SAQ Vocabulary:
speed, agility, quickness, balance, direction, neatest, quickest, body mechanics, jumps, sprint, stations, spatial awareness, dodge, travel, improve, circuits, hurdles, ladders, fast feet.</td></tr>
<tr><td>Y2
(Skills)</td><td colspan="2">Dance Skills
To explore different levels and speeds of movement.
To compose and perform simple dance phrases.
To show contrasts in simple dances with good body shape and position.
To develop a range of dance movements and improve timing.
To work to music, creating movements that show rhythm and control.
To work to music, creating movements that show rhythm and control.
To compare and evaluate performances.</td><td colspan="2">Gymnastics Skills
To remember and repeat simple gymnastic actions with control.
To balance on isolated parts of the body using the floor and hold balance.
To develop a range of gymnastic moves, particularly balancing.
To link together a number of gymnastic actions into a sequence.
To explore ways of travelling around on and over equipment.
To choose and use a variety of gymnastic actions to make a sequence.</td><td colspan="2">Games Skills
To use hand-eye-co-ordination to control a ball.
To catch a variety of different shapes and sizes of balls.
To vary types of throw.
To learn basic skills to prepare for striking and fielding games.
To develop catching skills.
To throw a ball for distance.
To play a game fairly and in a sporting manner.</td></tr>
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<tr><td></td><td colspan="6">SAQ Skills
To show balance and co-ordination when running at different speeds.
To link running and jumping movements with some control and balance.
To show hopping and jumping movements with some control and balance.
To perform actions with increased control when co-ordinating their body with and without equipment.</td></tr>
<tr><td>Y3
(Objectives)</td><td><u>Football/SAQ</u>
To use running, jumping, throwing and catching in isolation and in combination.
To play competitive games.</td><td><u>Hockey/SAQ</u>
To use running, jumping, throwing and catching in isolation and in combination.
To play competitive games.</td><td><u>Gymnastics/SAQ</u>
To develop flexibility, strength, technique, control and balance.
To compare their performance with previous ones and demonstrate improvement to achieve their personal best.</td><td><u>Dance/SAQ</u>
To perform dances using a range of movement patterns.
To develop flexibility, strength, technique, control and balance.</td><td><u>Athletics/OAA</u>
To develop flexibility, strength, technique, control and balance.
To compare their performance with previous ones and demonstrate improvement to achieve their personal best.
To take part in outdoor and adventurous activity challenges both individually and within a team.</td><td><u>Rounders/OAA</u>
To use running, throwing and catching in isolation and combination.

To take part in outdoor and adventurous activity challenges both individually and within a team.</td></tr>
<tr><td>Y3
(Vocabulary)</td><td colspan="2">Dance Vocabulary
action, reaction, create, combination, sequence, space, improvisation, repetition, adapt, pattern, movement, evaluate, improve, agility, flexibility, strength, control, balance, stimulus, rhythm, timing perform.</td><td colspan="2">Gymnastics Vocabulary
flow, explosive, symmetrical, asymmetrical, combination, evaluate, improve, stretch, refine, adapt, pathway, contrasting, curled, stretched, suppleness, strength, inverted, jump, land, over, under, technique, strength, control, balance, evaluate, contrasting.</td><td colspan="2">Games Vocabulary
avoiding, tracking a ball, rolling, striking, bouncing, free space, own space, opposite, team, rebound, follow, aiming, speed, direction, passing, controlling, shooting, scoring, possession, co-ordination, co-operation, dribble, rules, tactics, overarm, throw, fielding, catching, speed, aiming, boundary, rounder, backstop, points, goals, batting, striking, pitch.</td></tr>
<tr><td></td><td colspan="2">SAQ Vocabulary
speed, agility, quickness, balance, direction, neatest, quickest, body mechanics, jumps, sprint, stations, spatial awareness, dodge, travel, improve, circuits, hurdles, ladders, fast feet.</td><td colspan="2">Outdoor Adventurous Vocabulary
rules, maps, partner, team work, competition, direction, skills, symbols, move/travel safely, instructions, route, trust, team building, problem solving, strategy, communication, (verbal and non-verbal) algorithm,</td><td colspan="2">Athletics Vocabulary
sling, pull, distance, sprint, steady, pace, accuracy, height, record, joints, rhythm, leading, leg, measure, underarm, overarm, heartbeat, pulse, rate, jogging, walk, hurdles, landing, control, preferred, landing foot, time, stamina, obstacles, stance, diagonal, approach, speed, relay.</td></tr>
<tr><td>Y3
(Skills)</td><td colspan="2">Dance Skills
To begin to improvise independently to create a simple dance.
To begin to improvise with a partner to create a simple dance.
To translate ideas from stimuli into movement with support.
To begin to compare and adapt movements and motifs to create a larger sequence.
To use simple dance vocabulary to compare and improve work.</td><td colspan="2">Gymnastics Skills
To apply compositional ideas independently and with others to create a sequence.
To copy, explore and remember a variety of movements and use these to create their own sequence.
To describe their own work using simple gym vocabulary.
To begin to notice similarities and differences between sequences.
To use turns whilst travelling in a variety of ways.
To begin to show flexibility in movements
To begin to develop good technique when travelling, balancing, using equipment.</td><td colspan="2">Games Skills
To understand tactics and composition by starting to vary how they respond.
To vary skills, actions and ideas and link these in ways that suit the games activity.
To begin to communicate with others during game situations.
To use skills with coordination and control. Develops own rules for new games.
To make imaginative pathways using equipment.
To work well in a group to develop various games.</td></tr>
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<tr><td></td><td colspan="2">To explore dance movements and create patterns of movement.
To work with a partner to create dance patterns.
To perform a dance with rhythm and expression.
To use knowledge of dance to create a story in small groups.
To develop precision of movement.
To work co-operatively with a group to create a dance piece.
To perform in front of others with confidence.</td><td colspan="2">To explore jumping techniques and link them with other gymnastic actions.
To explore jumping techniques and to link them with other gymnastic actions.
To select and adapt gymnastics actions to meet the task.
To work with a partner or a small group to create a sequence that develops jumping skills.
To improve the ability to choose appropriate actions when creating a sequence of gymnastic movements to music.</td><td colspan="2">To begin to understand how to compete with each other in a controlled manner.
To begin to select resources independently to carry out different skills.
To know what they and their team need to do to keep possession and contribute to this occasionally.
To begin to see strength and areas to improve.</td></tr>
<tr><td></td><td colspan="2">SAQ Skills
To explain why it is important to warm up and cool down.
To select and use the most appropriate skills, actions or ideas.
To move and use actions with co-ordination and control.</td><td colspan="2">Outdoor Adventurous Skills
To develop listening skills.
To create simple body shapes.
To listen to instructions from a partner/ adult.
To begin to think activities through and problem solve. To discuss and work with others in a group.
To demonstrates an understanding of how to stay safe.</td><td colspan="2">Athletics Skills
To begin to run at speeds appropriate for the distance. e.g. sprinting and cross country
To perform a running jump with some accuracy
To perform a variety of throws using a selection of equipment.</td></tr>
<tr><td>Y4</td><td><u>Tag Rugby/Swimming/ SAQ</u>
To play competitive games and apply basic principles suitable for attacking and defending.
Core Task – To pass the ball to a nominated player.

To swim competently and confidently over at least 25 metres.</td><td><u>Basketball/Swimming/SAQ</u>
To play competitive games and apply basic principles suitable for attacking and defending
Core Task – Trying to score goals/points by using throwing, catching, kicking striking techniques.

To swim competently and confidently over at least 25 metres.</td><td><u>Gymnastics/SAQ</u>
Develop flexibility, strength, technique, control and balance.
Core Task – Using floor apparatus, create and perform a sequence of contrasting actions.</td><td><u>Dance/SAQ</u>
To perform dances using a range of movement patterns
Core Task – To create and perform a dance either on your own or with a small group.
Gymnastics
Develop flexibility, strength, technique, control and balance.

Core Task – To create a gymnastic sequence on floor, mats and apparatus focussing on working with a partner.

Theme – Machines</td><td><u>Athletics/SAQ</u>
Develop flexibility, strength, technique, control and balance.
Core Task – Compare the effectiveness of running, jumping and throwing.

Core Task – To devise and put into practice a plan for rescuing objects.</td><td><u>Cricket/OAA</u>
To play competitive games and apply basic principles suitable for attacking and defending.

To take part in outdoor and adventurous activity challenges both individually and within a team.

Outdoor Adventure Activities
To take part in outdoor and adventurous activity challenges both individually and as a team.

Core Task – To hit a ball into an arc and score points by running to one of four zones before the fielding team return the ball to the stumping base.</td></tr>
<tr><td>Y4
(Vocabulary)</td><td colspan="2">Dance Vocabulary
spatial awareness, repeat, dance, character, repetition, action, reaction, pattern, movement, evaluate, improve, agility, flexibility, strength, technique, control, balance, combination, stimulus, dynamics, perform.</td><td colspan="2">Gymnastics Vocabulary
degrees, balance, forwards, backwards, combine, rotation, against, towards, across, evaluate, improve, height, strength, suppleness, stamina, speed, level, wide, tucked, straight, twisted, constructive points, twist, turn, safety, refine, agility, strength, technique, control,</td><td colspan="2">Games Vocabulary
possession, scoring, space, pass/send/receive, dribble, travel, team, striking, bowling, throwing, fielding, combinations, co –ordination, fluency, co – operation, competition, technique, partner, points, goals, rules, tactics, batting, fielding, bowler, wicket,</td></tr>
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			balance, evaluate, improve, 90 degrees, 180 degrees, approaching, leaving, canon, unison, construct.		tee, base, boundary, innings, rounder, backstop, court, target, net, defending, hitting, stance, offside, pitch, batting, fielding, bowler, wicket, tee, base, innings, boundary, backstop	
	SAQ Vocabulary balance, direction, neatest, quickest, body mechanics, jumps, sprint, stations, spatial awareness, improve, circuits, hurdles, ladders, fast feet, take off, technique, accelerate		**Outdoor Adventurous Vocabulary** rules, maps, partner and team work, competition, direction, skills, symbols, move/travel, safely, instructions, route, trust, team building, problem solving, strategy, communication (verbal and non-verbal), algorithm		**Athletics Vocabulary** Running, technique, pace, accuracy, power, throw, high, low, skip, aim, fast, slow, bounce, jump, leap, hop, run, target, overarm, underarm, walking, jogging, accelerate, baton, relay, push, take off, landing, sling, pull, distance, sprint, steady, pace, accuracy, height, record, joints, rhythm, leading, leg, measure, underarm, overarm, heartbeat, pulse, rate, jogging, walk, hurdles, landing, control, preferred, landing foot, time, stamina, obstacles, stance, diagonal, approach, speed, relay	
Y4 (Skills)	**Dance Skills** To confidently improvise with a partner or on their own. To begin to create longer dance sequences in a larger group. To demonstrate precision and some control in response to stimuli. To begin to vary dynamics and develop actions and motifs. To modify parts of a sequence as a result of self-evaluation. To use simple dance vocabulary to compare and improve work. To identify and practise the patterns and actions of chosen dance style. To demonstrate an awareness of the music's rhythm and phrasing when improvising. To create an individual dance that reflects the chosen dancing style. To create partnered dances that reflect the dancing style and apply the key components of dance. To perform dance using a range of movement patterns. To perform and evaluate own and others' work		**Gymnastics Skills** To link skills with control, technique, co-ordination and fluency. To understand composition by performing more complex sequences. To begin to use gym vocabulary to describe how to improve and refine performances. To develop strength, technique and flexibility throughout performances. To create sequences using various body shapes and equipment. To combine equipment with movement to create sequences. To identify and practise body shapes. To identify and practise symmetrical and asymmetrical body shapes. To construct sequences using balancing and linking movements. To use counterbalances and incorporate them into a sequence of movements. To perform movements in canon and in unison. To perform and evaluate own and others' sequences		**Games Skills** To vary skills, actions and ideas and link these in ways that suit the games activity. To show confidence in using ball skills in various ways, and can link these together. To use skills with coordination, control and fluency. To take part in competitive games with a strong understanding of tactics and composition. To create their own games using knowledge and skills. To make suggestions as to what resources can be used to differentiate a game. To apply basic skills for attacking and defending. To use running, jumping, throwing and catching in isolation and combination.	
	SAQ Skills To explain why warming up is important. To explain why keeping fit is good for my health. To modify use of skills or techniques to improve my work explain what effect exercise has on my body.		**Outdoor Adventurous Skills** To develop strong listening skills. To use simple maps. To begin to think activities through and problem solve. To choose and apply strategies to solve problems with support. To discuss and work with others in a group. To demonstrate an understanding of how to stay safe.		**Athletics Skills** To begin to build a variety of running techniques and use with confidence. To perform a running jump with more than one component. e.g. hop skip jump (triple jump) To demonstrate accuracy in throwing and catching	
Y5 (Objectives)	<u>Hockey/SAQ</u> To play competitive games, modified where appropriate [for example, badminton,	<u>Football/SAQ</u> To play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football,	<u>Gymnastics/Swimming/SAQ</u> To develop flexibility, strength, technique, control and balance [for example,	<u>Dance/Swimming/SAQ</u> To perform dances using a range of movement patterns (compose, perform, appreciate).	<u>Athletics/OAA</u> To learn to use, running, throwing and jumping in isolation and in combination	<u>Rounders/OAA</u> To use running, throwing and catching in isolation and combination.

	basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending To compare their performance with previous ones and demonstrate improvement to achieve their personal best Core task – Calling the Shots	hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending To use running, jumping, throwing and catching in isolation and in combination Coe task – Fives and Threes	through athletics and gymnastics] To compare their performance with previous ones and demonstrate improvement to achieve their personal best Core Task – Acrobatics Gymnastics To swim competently and confidently over at least 25 metres. To develop flexibility, strength, technique, control and balance. To swim competently, confidently and proficiently over a distance of at least 25 metres	To compare their performance with previous ones and demonstrate improvement to achieve their personal best Core Task – Indian Delight - Jai Ho To swim competently and confidently over at least 25 metres. To develop flexibility, strength, technique, control and balance. To swim competently, confidently and proficiently over a distance of at least 25 metres	To take part in outdoor and adventurous activity challenges both individually and within a team. To develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] To compare their performance with previous ones and demonstrate improvement to achieve their personal best Core Task – Distance Challenge and Take Aim OAA To take part in outdoor and adventurous activity challenges both individually and within a team Core Task – Where am I?	To develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] To take part in outdoor and adventurous activity challenges both individually and within a team. Core Task – Zone Rounders
Y5 (Vocabulary)	**Dance Vocabulary** dance phrase, technique, formation, pattern, rhythm, expression, improvisation, modify, pace, timing, action, reaction, dynamics, interpret, exploration, agility, flexibility, combination, strength, technique, control, balance, evaluate, improve, timing, perform, health and fitness – warm up/ cool down/ heart rate/ pulse		**Gymnastics Vocabulary** dynamics, combination, contrasting, control, mirroring, matching, accurately, refine, evaluate, asymmetry, performance, create, symmetry, refinements, assessment, suppleness, strength, muscles, joints, explore, rotation, spin, turn, shapes – tuck, straddle, pike, arch, back support, front support, shoulder stand, bridge partner balances, ankles, high legs, high knees, thighs without support, landing take-off flight agility strength, technique, control balance evaluate improve		**Games Vocabulary** possession, speed, direction, range of techniques, combinations, competition, tactics, co-operation, create, control, decisions, passing, dribbling, shooting, shield, ball, support, marking, repossession, attackers, defenders, team play, batting, fielding, bowler, wicket, tee, base, boundary, innings, rounder, backstop, court, target, net, defending, hitting, stance, offside, pitch, forehand, backhand, volley, overhead, singles	
	SAQ Vocabulary technique, agility, momentum, drive, rhythm, power, distance, technique, control, tension, coordination, rhythm		**Outdoor Adventurous Vocabulary** tactical, collaborate, control, collective, navigation, orienteering, communication, tactics, guide		**Athletics Vocabulary** pull, accuracy, technique, distance, sprint, steady, pace, accuracy, height, record, joints, rhythm, leading leg, measure, underarm, overarm, jogging, walk, hurdles, landing, control, preferred landing foot, time, stamina, obstacles, stance, approach, speed, relay, strength, technique, control, balance, evaluate, improve, health and fitness – warm up/ cool down/ heart rate	

<table>
<tr><td rowspan="2">Y5
(Skills)</td><td colspan="2">Dance Skills
To identify and practise the patterns and actions of the chosen dance style.
To demonstrate an awareness of the music's rhythm and phrasing when improvising.
To create and perform an individual dance that reflects the chosen dance style.
To create partnered dances that reflect the chosen dancing style and apply the key components of dance.
To create group dances that reflect the dance style.
To perform a dance using a range of movement patterns.
To perform and evaluate own and others' work.</td><td colspan="2">Gymnastics Skills
To identify and practise body shapes and balances.
To identify and practise symmetrical and asymmetrical body shapes.
To use and refine the following skills: flexibility, strength, balance, power and mental focus.
To develop skills for movement, including rolling, bridging and dynamic movement.
To use counterbalances and incorporate them into a sequence of movements.
To perform movements in canon and in unison.
To perform and evaluate own and others' sequences</td><td colspan="2">Games Skills
To vary skills, actions and ideas and link these in ways that suit the activity of the game.
Shows confidence in using ball skills in various ways, and can link these together.
To use skills with coordination, control and fluency.
To take part in competitive games with a strong understanding of tactics and composition.
To create their own games using knowledge and skills.
To make suggestions as to what resources can be used to differentiate a game.
To apply basic skills for attacking and defending.
To use running, jumping, throwing and catching in isolation and combination.</td></tr>
<tr><td colspan="2">SAQ Skills
To explain some important safety principles when preparing for exercise.
To explain why exercise is important.
To choose appropriate warm ups and cool downs.
To link skills, techniques and ideas and apply them accurately and appropriately.
To show good control in my movements.
To create my own success criteria for evaluating.</td><td colspan="2">Outdoor Adventurous Skills
To think activities through and problem solve using general knowledge.
To choose and apply strategies to solve problems with support.
To discuss and work with others in a group.
To demonstrate an understanding of how to stay safe.
To develop strong listening skills.
To use and interprets simple maps.</td><td colspan="2">Athletics Skills
To begin to build a variety of running techniques and use with confidence.
To perform a running jump with more than one component. e.g. hop skip jump (triple jump)
To begin to record peers performances, and evaluate these.
To demonstrate accuracy and confidence in throwing and catching activities.
To describe good athletic performance using correct vocabulary.
To use equipment safely and with good control.</td></tr>
<tr><td>Y6
(Objectives)</td><td><u>Tag Rugby/SAQ</u>
To learn to use, running, throwing and catching in isolation and in combination.
To play competitive games.</td><td><u>Basketball/SAQ</u>
To learn to use, running, throwing and catching in isolation and in combination.
To play competitive games.
To compare their performances and demonstrate improvements to achieve personal bests.</td><td><u>Gymnastics/SAQ</u>
To develop flexibility, strength, technique, control and balance</td><td><u>Dance/SAQ</u>
To perform dances using a range of movement patterns.
To work in groups to create, practise and edit set dance routines.</td><td><u>Athletics/Swimming/OAA</u>
To learn to use, running, throwing and jumping in isolation and in combination.
To play competitive games.
To compare their performances and demonstrate improvements to achieve personal bests.
To develop flexibility, strength, technique, control and balance
To take part in outdoor and adventurous activity challenges both individually and within a team.</td><td><u>Cricket/Swimming/OAA</u>
To learn to use, running, throwing and catching in isolation and in combination.
To play competitive games.
To compare their performances and demonstrate improvements to achieve personal bests.

To take part in outdoor and adventurous activity challenges both individually and within a team.

To swim competently and confidently over at least 25 metres.</td></tr>
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					To swim competently and confidently over at least 25 metres. To develop flexibility, strength, technique, control and balance. To swim competently, confidently and proficiently over a distance of at least 25 metres	To develop flexibility, strength, technique, control and balance. To swim competently, confidently and proficiently over a distance of at least 25 metres
	Dance Vocabulary dance style, dance phrase, fluency, travelling, technique, formation, pattern, rhythm, variation, improvisation, unison, canon, action, reaction, dynamics, phrase, interpret, exploration, agility, flexibility, combination, strength, technique, control, balance, evaluate, improve, timing, perform, health and fitness – warm up/ cool down/ heart rate/ pulse/ recovery		**Gymnastics Vocabulary** co-operate, audience, elements, twist, refine, aesthetically, criteria, extension, tension, inverted, judge, dynamics, combination, canon, counter-tension, counter-balance, criteria, performance, imaginative, parallel, creativity, flight, timing, agility, strength, technique, control balance, evaluate, improve, shapes – tuck, straddle, pike, arch, back, support, front support, shoulder stand, bridge, partner balances – angle, lunge, feet, high thighs, straddle lift, trunk health and fitness – warm up/ cool down/ heart rate/ pulse/ recovery		**Games Vocabulary** effective, use of space, control, accuracy, technique, combinations, co-operation, tactics, composition, fluency, create, rules, keeping possession, passing, range, decisions, dribbling, shooting, shield, ball, width, depth, support, marking, covering, repossession, attackers, defenders, marking, team play, batting, fielding, bowler, wicket, tee, base, boundary, innings, rounder, backstop, court, target, net, defending, hitting, stance, offside, pitch, forehand, backhand	
	SAQ Vocabulary record, analyse, flexibility, measure, continuous, generate force, momentum, decelerate, transfer, accelerate, pace, stability,		**Outdoor Adventurous Vocabulary** strategy, cooperatively, symbol, critical thinking, location, boundaries, tactics, teamwork, guidance.		**Athletics Vocabulary** Sprint, team, distance, measure, height, target, pacing, rhythm, obstacles, leading leg, hurdles, throwing, speed, accuracy, take off, stamina, time, release, performance, accuracy, take off, distance, target, time, position, measure, control, height, run up, hurdles, strength, technique, control balance evaluate improve health and fitness – warm up/ cool down/ heart rate/ pulse/ recovery	
	Dance Skills To exaggerate dance movements and motifs (using expression when moving) To perform with confidence, using a range of movement patterns. To demonstrate a strong imagination when creating own dance sequences and motifs. To demonstrate strong movements throughout a dance sequence. To combine flexibility, techniques and movements to create a fluent sequence. To move appropriately and with the required style in relation to the stimulus. e.g using various levels, ways of travelling and motifs.		**Gymnastics Skills** To plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions. To perform difficult actions, with an emphasis on extension, clear body shape and changes in direction. To adapt sequences to include a partner or a small group. To gradually increase the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement. To draw on what they know about strategy, tactics and composition when performing and evaluating. To analyse and comment on skills and techniques and how these are applied in their own and others' work.		**Games Skills** To vary skills, actions and ideas and link these in ways that suit the activity of the game. To show confidence in using ball skills in various ways, and can link these together effectively. e.g. dribbling, bouncing, kicking To keep possession of balls during games situations. To consistently uses skills with coordination, control and fluency. To take part in competitive games with a strong understanding of tactics and composition. To create their own games using knowledge and skills. To modify competitive games.	

	To begin to show a change of pace and timing in their movements. Is able to move to the beat accurately in dance sequences. To improvise with confidence, still demonstrating fluency across their sequence. To dance with fluency, linking all movements and ensuring they flow. To demonstrate consistent precision when performing dance sequences. To modify parts of a sequence as a result of self and peer evaluation. To use more complex dance vocabulary to compare and improve work.	To use more complex gym vocabulary to describe how to improve and refine performances. To develop strength, technique and flexibility throughout performances. To identify and practise gymnastic shapes and balances. To identify and practise symmetrical and asymmetrical body shapes. To construct sequences using balancing and linking movements. To use counterbalances and incorporate them into a sequence of movements. To perform movements in canon and in unison. To perform and evaluate own and others' sequences	
	SAQ Skills To explain how the body reacts to different exercises. To explain why we need regular and safe exercise. To apply my skills, techniques and ideas consistently. To show precision, control and fluency, To compare their performances with previous ones to achieve their personal best.	**Outdoor Adventurous Skills** To think activities through and problem solve using general knowledge. To choose and apply strategies to solve problems with support. To discuss and work with others in a group. To demonstrate an understanding of how to stay safe.	**Athletics Skills** To begin to build a variety of running techniques and use with confidence. To can perform a running jump with more than one component. e.g. hop skip jump (triple jump) To begin to record peers performances, and evaluate these. To demonstrate accuracy and confidence in throwing and catching activities. To describe good athletic performance using correct vocabulary. To use equipment safely and with good control.