

National Curriculum Objectives	Curriculum Coverage Chart Statements	Knowledge, Skills and Vocabulary
<p>(These statements are across KS1)</p> <p>PE1/1.1a 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>PE1/1.1b participate in team games, developing simple tactics for attacking and defending</p> <p>PE1/1.1c perform dances using simple movement patterns.</p>	<p>Run, Jump, Throw I can begin to link running and jumping. I can learn and refine a range of running. I can develop throwing techniques to throw over longer distances. I can increase stamina and core strength. I can work collaboratively on more complex tasks. I can work to improve strength, balance, agility and coordination.</p> <p>Hit, Catch, Run I can hit objects with my hand or a bat. I can track and retrieve a rolling ball. I can throw and catch a variety of balls and objects. I can develop sending and receiving skills to benefit fielding as a team. I can distinguish between the roles of batters and fielders. I can introduce the concept of simple tactics.</p> <p>Send and Return I can send an object with increased confidence using my hand or a bat. I can move towards a moving ball to return it. I can send and return a variety of balls. I can develop sending skills with a variety of balls. I can track, intercept and stop a variety of objects. I can select and apply skills to beat the opposition.</p>	<p>Run, Jump and Throw Skills:</p> <ul style="list-style-type: none"> To begin to link running and jumping To learn and refine a range of running - start and stop at speed, run in straight lines using a variety of speeds To attempt a variety of jumps taking off and landing on different foot combinations e.g., 2 to 1, 1 to 2 etc. To develop throwing techniques to throw over longer distances To work with a partner to help improve performances To copy and repeat basic movements for extended periods of time developing stamina To increase core strength and stamina To develop agility and coordination skills in a range of activities To participate as part of a team to compete in running relays <p>Vocabulary: Backwards, distance, far, fast, forwards, furthest, high, hop, link, medium, fastest, run, skip, step, sideways, throw, slow, skipping, power, track, relay, tag, partner, sprint</p> <p>Knowledge:</p> <ul style="list-style-type: none"> To suggest links between types of exercises e.g. training speed for different jumping activities To identify when they have completed a good run, throw or jump Demonstrate awareness for the need to improve and attempt to improve Select correct skill for the situation <p>Hit, Catch and Run Skills:</p> <ul style="list-style-type: none"> Track balls and retrieve a rolling ball, moving in line with the ball to collect it To catch a medium sized ball thrown over a short distance To intercept, retrieve and stop items with some consistency To run between bases to score points To retrieve and return a ball to a base To use a range of sending skills to put ball into space To work collaboratively to score runs showing encouragement and support To show awareness of teammates fielding positions to restrict runs in a simple game scenario <p>Vocabulary: Batter, bowl, catch, collect, feed, field, hit, hitter, pick up, retrieve, roll, stop, strike, throw</p> <p>Knowledge:</p> <ul style="list-style-type: none"> To be able to choose where to send the ball to maximise the chance to score Able to identify when a point has been scored and keep count of score To make choices where to stand in the field to restrict runs scored <p>Send and Return Skills:</p> <ul style="list-style-type: none"> To be able to send an object with increased confidence using hand or bat To move towards a moving ball to return with hand or bat To score points against opposition over a line/net To select and apply skills to win points To chase, stop and control pieces of equipment To track balls and other equipment sent to them, moving in line with the ball to collect or return To work with a partner to send and return an object and play in a simple rally To play cooperatively in a game situation

Attack, Defend, Shoot

I can practice basic movements including running, jumping etc. and begin to engage in competitive activities.

I can experience opportunities to improve ABCs.

I can recognise rules and apply them.

I can use simple strategies for invasion games.

I can prepare for and explain the reasons why we enjoy exercise.

Gymnastics

I can use simple gymnastics actions and shapes. I can apply basic strength to gymnastic actions.

I can begin to carry basic apparatus.

I can recognise like actions and link them.

I can perform a variety of basic gymnastics actions showing control.

I can introduce turn, twist, spin, rock and roll and link these.

I can perform longer movements phrases and link with confidence.

Dance

I can respond to a range of stimuli.

I can explore space, direction, levels and speeds and perform with different body parts.

I can build simple movement patterns from given actions.

I can compose and link actions to make simple movement phrases.

Vocabulary:

Hit, send, collect, stop, net, throw, roll, strike, catch, bowl, feed, pick up, batter, hitter, forehand, backhand, court, serve, track, opposition, umpire

Knowledge:

- To be able to describe how they worked with their partner to send and receive
- To identify a space to send a ball into

Attack, Defend and Shoot**Skills:**

- To begin to engage in competitive activities
- To roll, slide or throw a beanbag or ball with accuracy
- To bounce a medium sized ball to self and attempt to bounce to others
To attempt to intercept and catch a thrown ball
- To work in collaboration with others to attack and score points
- To recognise rules and apply them in competitive and cooperative games

Vocabulary:

Attack, catch, compete, defend, over-arm, play against, receive, rolling, send, throw, under-arm, cooperate, fluency, heart rate outwit, physical activity, pitch

Knowledge:

- To identify the things that they like about exercise both in and outside of school
- To make decisions about how to defend a target

Gymnastics**Skills:**

- To begin to safely move and carry basic gym equipment such as mats and benches
- To perform simple gymnastic actions and shapes
- To remember and perform a simple sequence using rolling, travelling, climbing, balancing and jumping
- To make their body tense, relaxed, stretched and curled
- To perform in unison and canon
- To move on, off and over object with confidence
- To communicate with a partner to create short sequence

Vocabulary:

balance, body tension, tensed, relaxed, stretched, curled, carry, control, extension, fast, hang, high, jump, like, link, low, safety, relaxation, rock, roll, sequence, shape, slow, speed, spin, strength, timing, travel, turn

Knowledge:

- To use words such as rolling, travelling, balancing, climbing
- To decide which supporting concepts and actions to add to their sequence
- To recognise like actions and link them together

Dance**Skills:**

- To perform basic body actions along with music
- To use different parts of the body, combine arm and leg actions
- To perform with an awareness of the body shape required
- To remember and repeat simple movement patterns
- To move with control and show spatial awareness
- To, with help, compose a basic movement phrase
- To work with a partner
- To engage with the class to perform marching sequence and canon

Vocabulary:

		<p>Stretch, swing, mood, feeling, theme, story, static, friendship, start, middle, end, compose, choose, select, emotions, canon, rhyme, theme, character, round, respond</p> <p>Knowledge:</p> <ul style="list-style-type: none">• To recognise that dances can have themes and stories• To confidently explore space within their dances and movements
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<p>(These statements are across KS1)</p> <p>PE1/1.1a 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>PE1/1.1b participate in team games, developing simple tactics for attacking and defending</p> <p>PE1/1.1c perform dances using simple movement patterns.</p>	<p>Run, Jump, Throw</p> <p>I can throw and handle a variety of objects. I can develop power, agility, coordination and balance. I can negotiate obstacles showing increased control. I can improve running and jumping movements over sustained periods. I can reflect on activities and make connections to healthy active lifestyles. I can jump for distance and height.</p> <p>Hit, Catch, Run</p> <p>I can develop hitting skills with a variety of bats. I can practice feeding / bowling skills. I can hit and run to score points in games. I can work on a variety of ways to score runs in the different hit, catch, run games. I can work in teams to field. I can begin to play the role of wicketkeeper or backstop.</p> <p>Send and Return</p> <p>I can track the path of a ball over a net and move towards it. I can begin to hit and return a ball with some consistency. I can play modified net / wall games throwing, catching and sending over a net. I can make it difficult for my opponent to score a point. I can begin to choose specific tactics. I can transfer net / wall skills. I can improve agility and coordination and use in a game.</p>	<p>Run, Jump, Throw</p> <p>Skills:</p> <ul style="list-style-type: none"> To throw and handle a variety of objects To develop power, agility, coordination and balance over a variety of activities To negotiate obstacles showing increased control of body and limbs To use agility in running games To apply skills in a variety of activities To practise to improve skills To work cooperatively to complete running, jumping and throwing tasks To consider others when playing games to respect their space and boundaries <p>Vocabulary: Run, throw, handle, power, quick, burpee, obstacle, control, static, dynamic, collect, lunges, strength, power, repetition, power, accuracy, burn, stamina, fitness, persevere, tally, develop, lap, cooperate, compete</p> <p>Knowledge:</p> <ul style="list-style-type: none"> To identify areas of activities that need improvement e.g. power in throws to throw further To discuss thoughts and feelings around physical challenges and what it means to be a team player To make choices about appropriate throws for different types of activity <p>Hit, Catch, Run</p> <p>Skills:</p> <ul style="list-style-type: none"> To practise bowling/feeding a ball to other players To develop hitting skills with a variety of bats To run in a game to score points To work in small groups to field and bat To begin to play the role of wicket keeper or backstop To make attempts to catch balls coming towards player in games To display sportsmanship when competing against others <p>Vocabulary: Hit, catch, runs, wicket, bats, bowl, feed, throw, catch, underarm, overarm, field, hitter, bowler, umpire, posts, stumps, outwit, strike, respond, stumping, wicketkeeper, backstop, position, role</p> <p>Knowledge:</p> <ul style="list-style-type: none"> To make choices about where to hit the ball To make tactical decisions about where to position themselves in the field <p>Send and Return</p> <p>Skills:</p> <ul style="list-style-type: none"> To begin to hit a ball using both hand and racquet with some consistency To play in a modified game send and return the ball over a line/net To demonstrate basic sending skills in isolation and small games To show agility to track the path of ball over a line/net and move towards it To return a ball coming towards them using hand or racquet To start a game using basic serving skills To develop hitting skills with a variety of bats <p>Vocabulary: Serve, bounce, drop, badminton, tennis, volleyball, squash, shuttlecock, racquet, front, back, tactics, compete, score, wide, deep, rotate, point</p> <p>Knowledge:</p>

Attack, Defend, Shoot

I can send and receive a ball using my feet.
I can refine ways to control bodies and a range of equipment.
I can recall and link combinations of skills e.g. dribbling and passing.
I can select and apply a small range of simple tactics.
I can recognise good qualities in myself and others.
I can work with others to build basic attacking play.

Gymnastics

I can describe and explain how performers can transition and link elements.
I can perform basic actions with control and consistency.
I can create and perform a simple sequence.
I can develop body management through a range of floor exercises.
I can use core strength to link recognised gymnastics elements.
I can attempt to use rhythm while performing a sequence.

Dance

I can describe and explain how performers can transition from shapes and balances.
I can challenge myself to move imaginatively responding to music.
I can work as part of a group to create and perform.
I can perform using more sophisticated formations as well as an individual.
I can use the stimuli to copy, repeat and create dance actions and motifs.

- To decide on and play with dominant hand
- To develop tactics to outwit your opponent so they cannot return the ball

Attack, Defend, Compete

Skills:

- To send a ball using feet
- To receive a ball using feet
- Link combinations of skills e.g. dribbling and passing with hands in isolation and combination
- To begin to look for space to pass into or run to in order to receive
- To send a ball using hands
- To receive a ball using hands
- To play in a variety of positions in both defence and attack
- To work with a partner and in small groups to develop skills
- To show awareness of teammates and opponents in games

Vocabulary:

Aim, attack, compete, controlling, cooperate, receive, control, rebound, aim, speed, direction, scoring, controlling, following, intercepting, tactics

Knowledge:

- To select the more appropriate skill to move forwards to shoot
- To select and apply a small range of simple tactics

Gymnastics

Skills:

- To perform with control and consistency basic actions at different speeds and on different levels
- To create and perform a simple sequence Show contrasts in gymnastics shapes and actions
- To use core strength to link gymnastic elements e.g. back support and half twist
- To attempt to use rhythm whilst performing a sequence
- To remember and repeat sequences
- To work to improve flexibility and strength
- To develop character and maturity to work in close proximity with others

Vocabulary:

Shape, sequence, pattern, movement, music, timing, hang, like, carry, power, judging, body tension, control, extension, fast, travel, turn, transition, smooth

Knowledge:

- To comment on aspects of own and others' performances
- To reflect on own performance and use scoring system to judge performance

Dance

Skills:

- To show some sense of dynamic, expressive and rhythmic qualities in their own dance
- To use different parts of the body in isolation and combination
- To perform with control and balance and demonstrating coordination
- To explore and use basic choreography including levels, speed changes, unison and canon
- To move with imagination responding the music
- To perform with expression
- To attempt to work as part of a group to perform a dance

Vocabulary:

Direction, huddle, group, mood, feeling, penguin, musicality, respond, galloping, flying, dynamic, independent, pair, clock face, time, motif, freestyle, formation, on stage, off stage

Knowledge:

- To select movements that show a clear understanding of the theme/story/idea of the dance
- To be able to comment on ideas and emotions and how they can be portrayed through dance
- To show confidence to perform in front of others

National Curriculum Objectives	Curriculum Coverage Chart Statements	Knowledge, Skills and Vocabulary
<p>(These statements are across KS2)</p> <p>PE2/1.1a use running, jumping, throwing and catching in isolation and in combination</p> <p>PE2/1.1b play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p> <p>PE2/1.1c develop flexibility, strength, technique, control and balance</p> <p>PE2/1.1d perform dances using a range of movement patterns</p> <p>PE2/1.1e take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>PE2/1.1f compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Athletics I can control movement in response to instructions. I can demonstrate agility and speed. I can jump for height and distance. I can throw with speed and power and apply appropriate force.</p> <p>Rounders I can play simple rounders games. I can apply some rules to games. I can develop and use simple rounders skills.</p> <p>Badminton I can identify and describe some rules of badminton. I can serve to begin a game. I can explore forehand hitting.</p> <p>Tennis I can identify and describe some rules of tennis. I can serve to begin a game. I can explore forehand hitting.</p>	<p>Athletics Events Taught (Year group to complete) Skills:</p> <ul style="list-style-type: none"> To control movements and body actions in response to specific instructions To jump for height and distance with control and balance To throw a variety of objects using different recognised throws To throw more accurately and over greater distances To link running and jumping activities with some fluency and consistency To run at different speeds according to event and instruction To run as part of a relay team <p>Vocabulary: Run, jump, throw, agility, power, speed, track, force, distance, curve, accelerate, hurdles, pull, record, pace, approach, combine</p> <p>Knowledge:</p> <ul style="list-style-type: none"> To compete with others and record points To take part in basic scoring of different events To identify how to improve own and others work and be tactful <p>Striking and Fielding Sports Taught (Cricket) Skills:</p> <ul style="list-style-type: none"> To play in simplified games To adhere to some basic rules of recognised games To develop skills to use in isolation and in competitive play e.g. throwing, catching and bowling To apply simple tactics to choose where to hit the ball To bowl accurately To show ready position to catch a ball To strike a bowled ball with some consistency To field as a team to return the ball to the bowler/base effectively <p>Vocabulary: Batting, fielding, bowling, bases, long barrier, innings, no ball, batting box, backstop, rounders, half rounders</p> <p>Knowledge:</p> <ul style="list-style-type: none"> To explain how fielders work together to restrict batters runs To identify how to improve own and others work and be tactful <p>Net/Wall Sports Taught (Tennis) Skills:</p> <ul style="list-style-type: none"> To serve to begin a game To play a continuous game using throwing and catching or some simple hitting To play within boundaries To use a small range of basic racquet skills To move towards a ball/shuttle to return over a line/net To play over a net To work with a partner to play in a doubles game <p>Vocabulary: Hit, return, court, forehand, shuttlecock, points, score, net, underarm, racquet, backhand, bounce, tactics</p>

Tag Rugby

I can handle a rugby ball with confidence.
 I can evade attackers using footwork and body control.
 I can link skills to perform as a team in attack.
 I can use basic game principles of tag rugby and play within simpler rules.

Football

I can show basic control skills.
 I can send the ball with some accuracy to maintain possession and build attacking play. I can implement the basic rules of football.

Netball

I can perform basic netball skills such as passing and catching using recognised throws.
 I can use space efficiently to build attacking play.
 I can implement the basic rules of netball.

Handball

I can show basic passing and catching skills. I can learn basic defensive techniques.
 I can implement the rules of handball.

Gymnastics

I can modify actions independently using different pathways, directions and shapes. I can consolidate and improve movements and gymnastics actions. I can relate strength and flexibility to actions. I can use basic compositional ideas.
 I can identify similarities and differences in sequences.
 I can develop body management over a range of floor exercises. I can attempt to bring explosive moves into floor work. I can show increasing flexibility in shapes and balances.

Dance

I can practise and put together a performance.
 I can perform using facial expressions.
 I can perform with a prop.
 I can build stylistic qualities through repetition and applying movement to my body.
 I can build basic creative choreography skills in travelling, dynamics and partner work.

Knowledge:

- To discuss the different type of shots that may be used in a variety of situations
- To keep count/score of a game

Invasion**Sports Taught (Basketball, Football, Netball, Handball)****Skills:**

- To sometimes move into space to receive the ball
- To use recognised passes in isolation e.g. chest pass for netball or kicking with the inside of the foot for football
- To shoot at a goal using appropriate skills
- To work as part of a team to attack towards a goal
- To send and receive a ball with some consistency to keep possession

Vocabulary:

Teamwork, score, shoot, intercept, foot, inside of the foot, touch, possession, accuracy, dribble, space, pass, mark, dodge, attack, defend, netball, rules, improve, control, bounce, target, assist, jump ball, offensive, block, run, catch, handball, intercepting

Knowledge :

- To recognise when you need to defend
- To be aware and able to undertake the demands different positions to support both attack defence
- To employ tactics to put pressure opponents
- To play using basic rules of recognised game e.g. hockey or football

Gymnastics**Skills:**

- To modify actions independently using different pathways, directions and shapes
- To show strength and flexibility to shapes and actions being performed
- To remember and repeat sequences
- To adapt basic sequences to include some apparatus
- To perform sequences with contrasting actions
- To develop body management over a range of floor exercises

Vocabulary:

Fluency, contrasting, unison, low, combinations, full turn, half-turn, flexibility, compositional ideas, healthy active lifestyle, sustained, explosive, power, control, group, similar, different, bounce, box splits, dynamic, static, half lever, extension

Knowledge:

- To identify similarities and differences in sequences
- To comment on others' gymnastics sequences describing what they did well
- To suggest how developing strength and flexibility helps in maintaining a healthy active lifestyle

Dance**Skills:**

- To attempt to perform with a sense of dynamics
- To competently include props and other ideas in their dance
- To attempt short pieces of improvised dance responding to the structure/theme of the dance
- To share and create short dance phrases with a partner and in small groups
- To perform movements with increased control
- To decide with others which floor patterns/pathways to follow
- To express moods and feelings throughout the dance piece

Vocabulary:

Facial expression, improvisation, rehearse, director, Do Se Do, hope step ball change, partner work, floor patterns, angular, energetic, strong, linear

Knowledge:

- To contribute ideas to the structure of the dance
- To describe using appropriate language the features of dances performed by others

	<p>OAA I can take part in a range of PE games and activities I can follow simple instructions and apply rules. I can work collaboratively as a pair and in a small group. I can use and apply simple diagrams with pictures and symbols. I can work with others to solve problems. I can describe my work and use different strategies to solve problems. I can lead others and be led. I can differentiate between when a task is competitive and when it is collaboratively.</p>	<p>OAA Skills:</p> <ul style="list-style-type: none"> • To describe their work and the strategies they use to solve problems • To independently identify factors needed to complete a task • To use acquired skills to create maps and directions • To play competitively and fairly implementing the rules • To participate safely, considering others • To perform with strength, stamina and endurance in more physical tasks • To lead others and be led • To work with others to solve problems <p>Vocabulary: Maps, diagrams, scale, symbols, orienteering, controls, challenges, problem-solving, lead, follow, plan, trust.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • To use acquired skills to create maps and directions • To perform with strength, stamina and endurance in more physical tasks
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<p>I can consistently perform basic tag rugby skills. I can implement rules and develop tactics in competitive situations. I can increase speed and build endurance during gameplay.</p> <p>Football I can introduce some defensive skills. I can dribble in different directions using different parts of my feet. I can pass for distance. I can evaluate skills to aid improvement.</p> <p>Netball I can introduce high five netball positions. I can acquire and apply basic shooting techniques. I can demonstrate and implement some basic rules of high five. I can develop netball skills such as marking and footwork.</p> <p>Handball I can develop the 3 step rule incorporating bounce. I can defend and stop attacks by blocking and intercepting. I can pass and move with the ball to set up attacks. I can demonstrate and implement the rules of handball.</p> <p>Gymnastics I can become increasingly competent and confident to perform skills more consistently. I can perform in time with a partner and group. I can use compositional ideas in sequences. I can develop an increased range of body actions and shapes to include in a sequence. I can define muscle groups needed to support the core of their body. I can refine taking weight on small and large body parts.</p> <p>Dance I can include freeze frames in routines. I can practise and perform a variety of different formations in dance. I can concentrate on one simple theme throughout and linking all activities to the communication of this to an audience.</p>	<p>Sports Taught (Basketball, Football, Netball, Handball)</p> <p>Skills:</p> <ul style="list-style-type: none"> To work with team mates to make it difficult for the opposition To use tactics to perform defensively both as a team and as an individual To send and receive the ball with accuracy, controlling to score points/goals To keep possession of the ball as an individual using skills such as dribbling and running with the ball To show speed and endurance in a game situation To move into space to help others and the ball over longer distances To work as part of a team to attack and score in defined area. In netball play within positional restrictions <p>Vocabulary: Passing, running, backwards, tag, straight, space, teamwork, try-area, control, use space, defend, defensive, attack, dribble, pass, tactics, direction, tackle, footwork, foul, free pass, goal attack, centre, goal shooter, goal defence, goal keeper, marking, high five, free throw, link, double dribble, 3 step, 3 man weave</p> <p>Knowledge:</p> <ul style="list-style-type: none"> To use and apply the basic rules of the game To play using recognised marking techniques of specific game <p>Gymnastics</p> <p>Skills:</p> <ul style="list-style-type: none"> To apply a broader range of more challenging skills executed with precision To perform actions such as balance, body shapes and flight with control To develop an increased range of body actions and shapes to use in longer, more complex sequences To use core muscles to improve quality of shapes and actions To show smooth transitions and flow in sequences To adapt actions and sequences to work with partners and small groups <p>Vocabulary: control, group, similar, different, direction, speed, partner, actions, compositional, stamina, leap, refine, progression, tension, travelling steps, muscles (abdominals, obliques), engage, core, stabilise</p> <p>Knowledge:</p> <ul style="list-style-type: none"> To decide on ways to improve a piece of work using compositional elements and implement changes To identify 'core muscles' To, at key points, compare their performances to previous ones <p>Dance</p> <p>Skills:</p> <ul style="list-style-type: none"> To dance using a variety of formations confidently To refine, repeat and remember short dance phrases To perform with increasing musicality with control and confidence To perform dances with consistency To show rhythm and style when performing as an individual and with others To show self-control and maturity to perform a partner/ group contact work <p>Vocabulary: Improvisation, rehearse, director, choreographer, slide, formation, freeze frames, size, direction, background, ornamentation, facing</p>
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	<p>OAA I can work with others to solve problems. I can describe my work and use different strategies to solve problems. I can lead others and be led. I can differentiate between when a task is competitive and when it is collaborative. I can work well in a team or group with defined and understood roles. I can plan and refine strategies to solve problems. I can identify the relevance of and use maps, compass and symbols. I can identify what I need to do well and suggest what can be improved.</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> • To respond sensitively to professional work • To show sensitivity to a dance idea/theme or story <p>OAA</p> <p>Skills:</p> <ul style="list-style-type: none"> • To plan and refine strategies to solve problems • To identify what I have done well and suggest ways to improve • To work out answers from clues, working independently from the teacher • To use maps, symbols and compass confidently to navigate • To confidently undertake tasks with time limits and other restrictions • To remember and recall map symbols and additional relevant key information • To work well as part of a team or group within well-defined roles • To listen and be directed by others <p>Vocabulary: Challenges, problem-solving, lead, follow, plan, trust, solve, cardinal points, success</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • To plan and refine strategies to solve problems • To use maps, symbols and compass confidently to navigate
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National Curriculum Objectives	Curriculum Coverage Chart Statements	Knowledge, Skills and Vocabulary
<p>(These statements are across KS2)</p> <p>PE2/1.1a use running, jumping, throwing and catching in isolation and in combination</p> <p>PE2/1.1b play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p> <p>PE2/1.1c develop flexibility, strength, technique, control and balance</p> <p>PE2/1.1d perform dances using a range of movement patterns</p> <p>PE2/1.1e take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>PE2/1.1f compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Athletics I can investigate ways of performing running, jumping and throwing activities I can use a variety of equipment to measure time and compare different styles of runs, jumps and throws</p> <p>Rounders I can develop a range of skills in a competitive context I can choose and use a range of simple tactics in isolation and a game context I can identify different roles in rounders</p> <p>Cricket I can develop and apply a range of skills in a competitive context I can choose and use a range of simple tactics in isolation and game context I can consolidate existing skills and apply with consistency</p>	<p>Athletics Skills:</p> <ul style="list-style-type: none"> To identify how they can change an activity by using the STEP principle To distinguish between good and poor performances and suggest ways to improve self and others To sustain pace over shorter and longer distances such as running 100m and running for 2 minutes To sustain pace over shorter and longer distances such as running 100m and running for 2 minutes To explore a range of baton handling activities and attempt to receive in a restricted area To combine jumping sequences e.g. hop, step, jump To perform a range of jumps in different activities To demonstrate a range of throwing actions using different equipment with some consistency and control To run as part of a team in relay style events and demonstrate max effort pace To compare own performance with previous ones and demonstrate improvements to achieve personal best <p>Vocabulary: Bounce, relay, baton, safety, rules, targets, record, set, take over, pass, sustain, push, receive, hope – step – jump</p> <p>Knowledge:</p> <ul style="list-style-type: none"> To distinguish between good and poor performances and suggest ways to improve self and others To sustain pace over shorter and longer distances <p>Striking and Fielding Sports Taught (Rounders, Cricket) Skills:</p> <ul style="list-style-type: none"> To apply the backwards hitting rules To apply tactics when setting the field To make choices on how many bases to run based on the distance/location of the hit To increase accuracy when throwing over shorter distances To track flight of the ball to improve catching success To play more attacking shots looking for gaps in the field To show correct position to attempt to catch on stumps To show perseverance during the game and commitment to the team To work collaboratively with others to both score runs and in the field to restrict runs To recognise in a game when to play a defensive shot To field with some awareness of batters strengths To describe what ‘setting a field’ means To throw with accuracy and consistency over short distances To follow the path of the ball, as the wicketkeeper To attempt a range of shots in a game To employ specific bowling techniques such as overarm with more consistent accuracy To communicate with your partner to maximise runs To show perseverance during the game and commitment to learn <p>Vocabulary: Power, consistently, accuracy, stump, conditioned, fitness, miss hit, strength, encouragement, defensive, offensive, calling, rise of the ball, anticipating, forward defensive shot, setting a field flexibility, cardiovascular endurance</p> <p>Knowledge:</p> <ul style="list-style-type: none"> To apply the backward hitting rules To play more attacking shots looking for gaps in the field To describe what ‘setting a field’ means

	<p>Badminton I can explore and use different shots with both the forehand and backhand I can demonstrate different badminton skills I can practise some trick shots in isolation</p> <p>Tag Rugby I consistently perform basic tag rugby skills To implement rules and develop tactics in competitive situations To increase speed and endurance during gameplay</p> <p>Netball I can introduce to high five netball positions I can acquire and apply basic shooting techniques I can demonstrate and implement some basic rules I can develop netball skills such as marking and footwork</p> <p>Hockey I can learn about attacking as a team and moving toward a goal I can follow the basic rules for modified / mini hockey games I can learn how to pass, receive, control, dribble and shoot</p>	<ul style="list-style-type: none"> To begin to employ specific bowling techniques such as overarm <p>Net/Wall Sports Taught (Badminton) Skills:</p> <ul style="list-style-type: none"> To recognise how reaction time can impact on play To umpire a badminton game To hit the shuttle to different areas of the court To apply court position techniques to single play To demonstrate a variety of service shots in isolation and some game play To move around the court to return shots To use a variety of shots in a game To play with others with some flow to the game, keeping track of their own scores To apply some control when returning the shuttle including foot placement, shot selection and aim <p>Vocabulary: Clear, overhead, cooperate, collaborate, lunge, shuffle, skip, run, backline, movements</p> <p>Knowledge:</p> <ul style="list-style-type: none"> To recognise how reaction time can impact play To demonstrate a variety of service shots in isolation and some game play <p>Invasion Sports Taught (Tag Rugby, Netball, Hockey, Basketball) Skills:</p> <ul style="list-style-type: none"> To recognise the principles of defence To play in formations, e.g. magic diamond To combine running and passing skills with accuracy and consistency To know and apply the rules consistently in game situations To send and receive a pop pass during a game To adapt learnt skills to play in different positions with some success To use appropriate language to explain their attacking and defensive play To maintain possession, as a team To mark an opponent as an individual whilst communicating as a team <ul style="list-style-type: none"> To know and apply the rules consistently in game situations To explain the technique for different passes To use a variety of passes in a game at appropriate times To try different dodging techniques To use pivoting to pass in a game To attempt two-hand shooting To effectively find space in a game to receive the ball To use appropriate language to explain their attacking and defensive play To use verbal and non-verbal communication to show teammates where you want the ball <ul style="list-style-type: none"> To apply basic defensive positions in the game To know and apply the rules consistently in game situations To use a block tackle in a game To combine basic skills such as dribbling and passing To apply basic marking in a game situation To play in different positions with some success To drag the ball left to right with some control and consistency To use a range of skills to keep possession e.g. stop, control and send To work as a team to attack and defend To cover a variety of specific skills or concepts, discussing how to improve
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	<p>Basketball I can increase confidence and selection of basic skills such as dribbling, throwing and shooting I can develop a range of ball handling skills I can use footwork rules in a game situation and explore basic marking</p> <p>Gymnastics I can create longer and more complex sequences and adapt performance I can take the lead in a group I can develop symmetry I can compare performances and judge strengths and areas for improvements I can select a component for improvement I can become more confident to perform skills consistently I can work to improve sequences and individual actions I can work in groups and aim to perform sequences in time with others I can make changes to sequences using compositional ideas</p>	<ul style="list-style-type: none"> • To explain the need for different tactics and attempt these in a game situation • To make appropriate choices on when to pass, shoot or dribble • To combine skills such as passing and dribbling • To show 'blocking' in a game • To use correct foot placement to forward pivot • To use a push pass in a game situation • To use boxing out to win a rebound • To use w shape hand position to catch more consistently • To build an offence as a team • To apply knowledge of personal fouls in a competition setting <p>Vocabulary: Content, possession, pressure, support, pop pass, turn over, lose pass, W grip, offence, formation, dribble, block, screen, pivoting, steps, double fault, offensive foul, free throw, teamwork, score sheet, positions, power, distance, perform, consistent, fair play, score, shoot, footwork, foul, free pass, pivot, umpire, dodging, attack, defence, dodge, stationary, distance, perform, speed, fair play, regain, goal side, interchange</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • To recognise principles of defence • To combine skills such as running and passing • To describe some specific skills used in a game and if they were effective or not • To move balls over longer distances accurately, demonstrating power • To apply basic defensive positions • To combine basic skills such as dribbling and passing • To explain the need for different tactics and attempt these in a game situation <p>Gymnastics</p> <p>Skills:</p> <ul style="list-style-type: none"> • To select a component for improvement and use guidance from others to do so • To take the lead in a group • To create longer and more complex sequences and adapt their performances • To attempt to perform more complex skills in isolation such as round-off • To make a dynamic sequence with contrasting shapes and actions and balances, demonstrating smooth transitions • To remember and repeat long sequences with more difficult movements such as cartwheels, shoulder rolls • To work responsibly in trust exercises and when counterbalancing • To perform symmetry and asymmetry individually, in pairs and as a group • To compare performances and judge strengths and areas for improvement • To explain the significance of a warm-up and how it relates to gymnastics activity • To perform with confidence and showmanship • To work within/on set pathways • To develop strength and flexibility to hold more complex balances and shapes such as bridge with control • To incorporate travel with taking weight on hands • To use given teaching points to practise, improve and perform jumps • To take weight on hands in a variety of ways • To lead others to warm-up with confidence in own preparation • To observe others performing and suggest ways of improving <p>Vocabulary: Symmetry, asymmetry, sequences, combinations, direction, speed, partner, asymmetrical, symmetrical, aesthetics, counterbalance, elements, control, balance, strength, bridge, warmup, injury, core temperature</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • To select a component for improvement and use guidance from others to do so • To attempt to perform more complex skills in isolation such as round-off • To explain the significance of a warm-up and how it relates to gymnastics activity • To lead others in a warmup with confidence in own preparation
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Dance
 I can perform different styles of dance fluently and clearly
 I can refine and improve dances adapting them to include the use of space rhythm and expression
 I can concentrate on one simple theme throughout and link all activities to the communication of this to an audience

Swimming
Beginner:
 I can swim short distances unaided between 5 and 20 metres using one consistent stroke.
 I can propel myself over longer distances with the assistance of swimming aids.
 I can move with more confidence in the water including submerging myself fully.
 I can enter and exit the water independently.

Intermediate:
 I can swim over greater distances, between 10 and 20 metres with confidence in shallow water.
 I can begin to use basic swimming techniques.
 I can explore and use basic breathing patterns.
 I can enter and exit the water in a variety of ways.
 I can take part in problem-solving activities such as group floats and team challenges.

Dance
Skills:

- To confidently participate in dances from different parts of the world
- To discuss what non-locomotor is and demonstrate a non-locomotor movement
- To refine and improve dances adapting them to include the use of space rhythm and expression
- To perform different styles of dance clearly and fluently
- To perform a solo dance to an audience
- To incorporate more challenging formations into dances
- To create and use compositional ideas confidently, such as pathways, step patterns and unison
- To recognise and comment on dances suggesting ways to improve
- To adapt a pair dance into a small group dance
- To respond sensitively and make comments on professional work
- To show ways in which you can communicate a narrative through dance
- To incorporate simple levels and flight into movement patterns and dances
- To show levels and flight during dances with high energy and control
- To use bold movements to show the character they are portraying
- To use devices to change actions e.g. fragmentation, inversion etc.
- To show resilience in performance even when a mistake is made
- To show movements that communicate narratives
- To work effectively with others to improve dances

Vocabulary:
 Facial expression, rehearse, choreographer, locomotion, bhangra, line dance, wall patterns, assemble, sissonne, sauté, chaîné, retrograde, inversion, instrumentation, fragmentation

Knowledge:

- To confidently participate in dances from different cultures/parts of the world
- To refine and improve dances adapting them to include rhythm and expression
- To show ways in which you can communicate a narrative through dance
- To adapt their skills to meet the demands of a range of dance styles

Swimming
Beginner
Skills:

- To enter and exit the water independently
- To move with more confidence in water including submerging themselves fully
- To propel themselves over longer distances using swimming aids
- To float and regain to standing confidently
- To push and glide and transition from glide to stroke
- To apply basic arm and leg action to 'doggy paddle'
- To swim a short distance between 5 and 20 metres unaided using one consistent stroke
- To attempt skill of sculling and use to propel themselves

Vocabulary:
 Swim, kick, front, back, arms, legs, lie on front/back, breath, splash, sculling, doggy paddle, prone, supine, glide, stroke, float, pace

Knowledge:

- To move with more confidence in the water including submerging self fully

Intermediate
Skills:

- To attempt surface dive
- To enter and exit the water in a variety of ways
- To begin to use basic swimming techniques including correct arm and leg action
- To attempt to use basic breathing patterns when swimming
- To submerge, sink, roll and rotate underwater
- To swim over greater distance of 10 and 20 metres with confidence in shallow water
- To work in collaboration to perform group challenges such as group floats

	<p>Advanced: I can bring control and fluency to at least two recognised strokes. I can implement good breathing technique. I can attempt personal survival techniques as an individual and group with success. I can link lengths together with turns and attempt tumble turn in isolation and during a stroke.</p>	<p>Vocabulary: Breath, rotate, submerge, sink, float, sculling, breaststroke, glide, surface dive, jump, on top of the water, underwater, front crawl</p> <p>Knowledge:</p> <ul style="list-style-type: none"> To attempt to use basic breathing patterns when swimming <p>Advanced</p> <p>Skills:</p> <ul style="list-style-type: none"> To work up to crouching dive To surface dive and travel to the bottom of the pool to collect objects Bring control and fluency to at least two recognised strokes To have attempted personal survival techniques as an individual and a group with success To link lengths together with turns and attempt a tumble turn in isolation and during stroke To swim competently, confidently and proficiently over a distance of at least 25 metres To implement good breathing technique to allow for smooth stroke patterns To compete as part of a team <p>Vocabulary: Metres, distance, back crawl, breaststroke, complete, improve, challenge, personal survival, treading, crouching</p> <p>Knowledge:</p> <ul style="list-style-type: none"> To swim competently, confidently, and proficiently over a distance of at least 25 metres.
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National Curriculum Objectives	Curriculum Coverage Chart Statements	Knowledge, Skills and Vocabulary
<p>(These statements are across KS2)</p> <p>PE2/1.1a use running, jumping, throwing and catching in isolation and in combination</p> <p>PE2/1.1b play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p> <p>PE2/1.1c develop flexibility, strength, technique, control and balance</p> <p>PE2/1.1d perform dances using a range of movement patterns</p> <p>PE2/1.1e take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>PE2/1.1f compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Athletics I can apply strength and flexibility to throwing, running and jumping. I can accurately and confidently judge across a variety of activities. I can work in collaboration to demonstrate improvement.</p> <p>Cricket I can link a range of skills and use in combinations. I can collaborate with a team to choose, use and adapt rules in games. I can recognise how some aspects of fitness apply to cricket, e.g. power, flexibility and cardiovascular endurance.</p> <p>Rounders I can apply rounders rules consistently. I can play small sided games using standard rounders pitch layout. I can use a range of tactics for attacking and defending in the role of bowler, batter and fielder.</p>	<p>Athletics Skills:</p> <ul style="list-style-type: none"> To accurately and confidently judge across a range of athletics activities To record accurate scores given in a variety of events To demonstrate accuracy and good technique when throwing for distance To show good technique and control for jumping activities To use power to improve the start of a sprint To use skill and knowledge of activity to teach and lead others confidently To choose appropriate run-up distances as an individual for athletic jumps To use the right pace for different running distances To demonstrate improvement when working with self and others To use appropriate language to deliver a taught activity to peers <p>Vocabulary: Safety, rules, targets, record, set, take over, pass, strength, judge, trajectory, sprint, shuttle, assess</p> <p>Knowledge:</p> <ul style="list-style-type: none"> To accurately and confidently record multiple scores under pressure To combine different jumping skills to accurately replicate triple jump technique To judge strengths and weaknesses to fulfil the role in a running challenge <p>Striking and fielding Sports Taught (Rounders. Cricket) Skills:</p> <ul style="list-style-type: none"> To apply with consistency standard rules of modified cricket games To use a range of tactics for attacking and defending in the role of bowler, batter and fielder To attempt attacking field placement including slip, leg and cover position To track and catch high balls in games and attempt a range of shots To show urgency when necessary when in the field To work as a pair to field long balls To identify ways to support the batting partner To demonstrate urgency when in the field To apply a range of rules in a full game To show attacking and defensive skills as a batter To attempt to track and catch high balls insolation and gameplay To increase speed when bowling To play in a complete game with markings To recognise when to run and when to stop To understand teammates perspective and motivation when accumulating runs / rounders To work with a partner / team to field longer balls To apply simple tactics to ensure all runners make it about bases <p>Vocabulary: Shot, defensive, offensive, predict, place, select, tactics, stance, tracking, urgency, acquire, high ball, tracking, short delivery, long balls, on drive, off drive, slip, short leg, cover, innings, retires</p> <p>Knowledge:</p> <ul style="list-style-type: none"> To correctly use the rules for running round bases in rounders To apply with consistency standard rules of (modified) games To demonstrate urgency when in a field

	<p>Tennis I can introduce volley shots and overhead shots. I can apply new shots into game situations. I can play with others to score and defend points in competitive games. I can further explore tennis service rules</p> <p>Tag Rugby I can choose and implement a range of strategies and tactics to attack and defend. I can combine and perform more complex skills at speed. I can observe, analyse and recognise good individual and team performances. I can suggest, plan and lead a warm-up as a small group.</p> <p>Football I can choose and implement a range of strategies to attack and defend. I can perform a wider range of more complex skills. I can recognise and describe good performances. I can suggest, plan and lead simple drills for given skills.</p> <p>Netball I can explore ways of communicating in a range of challenging activities. I can navigate and solve problems from memory. I can develop and use trust to complete the task and perform under pressure.</p> <p>Hockey</p>	<p>Net/Wall Sports Taught (Tennis) Skills:</p> <ul style="list-style-type: none"> To apply tactics in games effectively To use forehand, backhand and overhead shots in isolation To use forehand, backhand and overhead shots with more confidence in games To start games with the appropriate serve To develop doubles play to further implement basic position tactics (team play for volleyball) To use speaking and listening skills to umpire and play with peers without dispute <p>Vocabulary: Lob shot, positioning, footwork, listening skill, dispute, peers, attacking, defensive, improvement</p> <p>Knowledge:</p> <ul style="list-style-type: none"> To make appropriate choices in games about the best shot to use To begin to use full scoring systems <p>Invasion Sports Taught (Tag Rugby, Football, Netball, Hockey, Handball) Skills:</p> <ul style="list-style-type: none"> To use STEP principle to suggest, plan and lead a warm-up to compliment the lesson objectives To recognise the difference between attacking and defensive tactics To support players when you are off the ball To consistently catch/stop and control a ball To make quicker decisions in games (on and off the ball) To use a variety of techniques for passing, controlling and moving the ball To use speed and agility in game play To suggest ways to improve set plays To offer suggestions for improvements on other's warm-up activities <ul style="list-style-type: none"> To devise a drill that develops a particular skill To explain why certain areas of the goal are better to shoot at To pass the ball to set up others to shoot To apply speed and accuracy to a penalty shot To apply correct body positioning when closing down a player to defence To attempt proper foot placement to send and receive the ball To shoot during a game To collaborate with a partner to implement simple defensive techniques To work as a team to attack and defend, implementing a variety of football skills <ul style="list-style-type: none"> To umpire a game, explaining decisions where necessary To help the shooter by staying 'free' around the D To make choices about where to pass the ball To mark the ball for a pass or shot To anticipate, track and control a rebounding ball from a shot To knock away the ball when appropriate To make quicker decisions in a game (on and off the ball) To apply the 1m rule consistently To play in a competition To play in high 5 squad rotations keeping track of who is where and where you are rotating to next <ul style="list-style-type: none"> To choose and implement a range of strategies to attack and defend, such as restricting attackers space or goal To suggest, plan and lead a warm-up or drill and use STEP technique to modify To play confidently in a variety of positions (attacking and defensive) To channel opposition players away from the middle of the pitch
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Handball

- To use and apply more rules such as where to take hit-outs and long corner rules
- To use a variety of techniques for passing, controlling, dribbling and shooting the ball in games
- To use simple set plays
- To consistently stop and control a ball
- To shoot from close range
- To work as a team to identify and communicate players that need to be marked
- To use and apply boundary rules such as corners, self pass and sideline

- To say why you need to get 'free' in handball to receive the ball
- To recognise when a rule has been broken and explain the repercussions
- To make appropriate pass choices
- To implement 'screening' into game play
- To use space in a counterattack
- To use accurate dribbling skills in a game
- To combine dribbling with other handball skills
- To work as part of a team to switch from defensive to attacking play
- To decide, as a team, tactics to implement into the game

Vocabulary:

Transition, principle, STEP, agility, turnover, support, observe, analyse, fair play, tackle, covering, supporting, strategy, set up, assist, deny, set play, defender, tactics, gameplay, blocking, free, metre, organisation, rebounds, prone, thirds, are, offside, power, distance, perform, consistent, use space, screen, skill selection, conditioned games, appropriate, consistency, counterattack

Knowledge:

- To use and apply boundary rules such as corners, self-pass and sideline in relevant game
- To choose and implement a range of strategies to attack and defend such as restricting attackers' space or goal side marking
- To suggest, plan and lead a warmup or drill and use STEP technique to modify
- To make quicker decisions in games (on and off the ball)

Gymnastics

I can demonstrate accuracy, consistency, and clarity of movement.

I can arrange my own apparatus to enhance work and vary compositional ideas.

I can experience flight on and off of high apparatus.

I can perform increasingly complex sequences.

I can combine my own ideas with others to build sequences.

I can compose and practise actions and relate to music.

I can show a desire to improve competency across a broad range of gymnastics actions.

Gymnastics

Skills:

- To identify strengths and weaknesses to a performance
- To explain why dismounting safely is so important
- To experience flight on and off of apparatus
- To arrange own apparatus to enhance work
- To devise a sequence that uses cannon
- To include a piece of equipment in sequence
- To show awareness of how a sequence might need to be adapted when performing to music
- To lead a group warm-up demonstrating the importance of strength and flexibility
- To show good character when being lead as part of a group
- To compose a sequence that will achieve the highest score against the criteria
- To perform showing awareness of the judging criteria
- To perform increasingly complex sequences
- To perform sequence to music
- To devise and perform a sequence with a time limit
- To show clarity, fluency, accuracy and consistency in movements
- To handle equipment during a sequence
- To show a desire to improve competence across a broad range of actions
- To work independently and in small groups to make up sequences to perform to an audience

Vocabulary:

Flight, consistent, vault, vaulting sequences, combinations, direction, dismount, half lever, box splits, bridge, broad jump, splits, dish, arch, bounce, competence, complex, stimuli, mirror, match

Knowledge:

	<p>Dance I can work collaboratively to include more complex compositional ideas. I can talk about different styles of dance with understanding, using appropriate language and terminology. I can demonstrate narrative through contact and relationships. I can show tension through pattern and formation.</p> <p>OAA I can explore ways of communicating in a range of challenging activities. I can navigate and solve problems from memory. I can develop and use trust to complete the task and perform under pressure.</p>	<ul style="list-style-type: none"> • To identify their strengths and weakness and compose a sequence which will achieve the highest score against criteria • To lead group warm up demonstrating the importance of strength and flexibility <p>Dance Skills:</p> <ul style="list-style-type: none"> • To warm-up and cool down independently • To interpret different stimuli with imagination and flair • To work creatively and imaginatively on their own, in pairs and in a group, to create simple dances • To use recognised dance actions and adapt to develop motifs and movement patterns • To show tension and extension in dance movements • To perform a duet including a range of elements • To show appropriate facial expressions and gestures • To attempt to include dynamics in dance • To work in groups/pairs, taking the lead, suggesting ideas and refining actions of others • To work sensibly with others during contact and lift work • To identify in others and self where a performance shows good qualities • To explain what a live aural setting is and show a simple individual demonstration • To practice and refine coordination skills through activities such as live aural setting / freeze frame • To use gestures to communicate a theme • To communicate the artistic intention of a dance fluently, musically and with control • To implement skills from other activity areas, e.g. gym and games, to perform tasks • To use facial expression to communicate emotion and a further narrative • To improve own choreography to make dance more interesting <p>Vocabulary: Motif, street dance, Hakka, composition, collaborate, stag leap, rebound, expression, narrative, tension and relationships, aural setting, accompany, contact, quality, confidence</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • To interpret different stimuli with imagination and flair • To identify in others and self where good performance qualities are achieved • To warm up and cool down independently • To know recognised dance actions <p>OAA Skills:</p> <ul style="list-style-type: none"> • To work collaboratively to perform a more complex task • To takes responsibility for a role in a task • To refine and adapt ideas in group task • To use information given by others to complete a task and work collaboratively <p>Vocabulary: Maps, diagrams, scale, symbols, orienteering, compass, challenges, design, instructions, extend, know, orient</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • To use knowledge of games in PE to suggest adaptations and variations to games/activities • To follow instructions accurately • To use written description to identify objects
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