Cropredy C of E Primary School

Curriculum Handbook
Key Stage 1 and Key Stage 2
Physical Education

Curriculum Statement

INTENT

The aim of PE at Cropredy Church of England Primary School is for all children to become capable, confident and competent within PE and school sports. We want the children to be able to transfer and build upon their knowledge and skill application previously taught so that they develop a deep and rich skill set. We believe this will set the children up with a secure foundation to carry forward with them as well as help them to lead a healthy and active lifestyle.
Furthermore, our PE also aims to promote the children's social skills and demonstrates the importance of working as a team as well as encouraging children individually to work on their own resilience and determination to succeed and celebrate success.
PE is taught with an emphasis on the skills that the children are learning rather than the sport. We use Get Set for PE to support the implementation and application of skills which are taught through certain sport or skills focus to then transfer and apply to a new sport.
Throughout all forms of exercise undertaken by the children, there is always an element of emphasis on how being active supports our mental health and wellbeing.

IMPLEMENTATION

Children are taught PE for 2 hours a week. Throughout the school all sessions will focus on key skills which are applied to sports and transferred into others. Depending on the term, each year will either have one or two sports to support the development of key skills. Children are given time to practice ensuring skills are refined so all children are able to make progress.
In KS1 children will focus on developing their fundamental skills so that they can progress into KS2 with a secure foundation of skills to apply to a given sport. The school employ a sports coach who has a focus on deepening the skills and working with the children to encourage deeper thinking of how each skill can be applied to other sports. The sports coach is also a trained forest school practitioner. He takes weekly sessions with all ranges of children to the forest school.
During their PE lessons, children are encouraged to discuss how previously learnt skills can be used and developed to support their progression within their new focus area or sport. Teachers are also encouraged to show snippets of professional athletes using the skills they are working on within their sport to expose children to elite competition and to give them an idea of what could be achieved.

Alongside the PE curriculum, a range of extra-curricular clubs are run for all year groups in KS1 and KS2. The school also participates in a range of School Games, football and intra-house events so that the profile of school sport is raised and children can begin to understand how representing their school feels and should be something to celebrate. At Cropredy we ensure we play, have fun and celebrate our successes no matter how small so that the children are inspired to lead a healthy, happy and active lifestyle.

The school has links with local sports teams that operate in the village with a view that children continue their physical activity outside of school provision.

IMPACT

The curriculum has been mapped to ensure development of a depth of skills. As a result, the children should leave Cropredy Church of England Primary School with a secure foundation of all the fundamental skills which they can confidently link and use between sports and be competent sports people who enjoy being physically active. The children will be aware of key competitions as well as how sports are adapted and disability sports. They will have had the opportunity to practice both Olympic and Paralympic sports.

As a result, the school will work towards maintaining its Silver School Games Mark with an aspiration to achieve Gold. This will be helped by the year 5 and 6 children having a responsibility to encourage physical activity during lunch times and regular inter-house competitions to encourage healthy competition between children and year groups.

RECORDING

To evidence the range of PE which takes place across the school, evidence is gathered throughout the school newsletter to highlight what we have been taking part in throughout PE lessons.
There is no specific 'book' to record PE lessons, but children are asked throughout the year by the PE about their PE lessons, their quality, and those children who are lower and higher attaining are spoken to in detail to ascertain why this may be.

ASSESSMENT

To assess PE at Cropredy , teachers will use the KCVs and assessment tools on Get Set for PE to help reflect after their first lesson to establish where the children begin each unit. This will allow teachers to identify if the children have the prior learning of the skills that they are building on and hence create lessons based on the children's needs in line with the KCVs. Teachers will use Get Set for PE lessons to ensure the progression of skills but are encouraged (based on their AfL) to spend more than one lesson on each skill to ensure skills are refined.

At the end of each unit of work, teachers will look back on the KCVs and assessment frameworks on Get Set for PE to reassess the children's skill development, knowledge and tactical and technical aspects within each sport.
Children will get a chance to participate in inter-house competitions which will give teachers the chance see who can apply their skills and knowledge into a competitive situation.

INCLUSION

Within our PE lessons to help encourage inclusivity for all children, we use the F.A. STEP principles (Space, Task, Equipment, People/Progression) so that all children feel like they can achieve. We also acknowledge that although mixed ability pairs is mostly helpful, it may not always be appropriate and so teachers are encouraged to group children according to their professional judgement to ensure all children come away from their PE lessons feeling encouraged and proud of their achievements.

CULTURAL CAPITAL

Children in KS2 can become sports leaders giving them the responsibility to become leaders as well as role models for the younger children. This will encourage the children to be healthy physically and mentally.
Inter-house competitions gives all children the opportunity to work collaboratively as a team, with children they may not usually work with, in order to succeed.
All children are given the chance to participate in EPA festivals that are focussed on improving participation in sport and children's enjoyment. They are given the chance to participate in sports that they may not usually be exposed to.
Over the course of the year, we work with external people to give children a chance to learn about different cultures, countries and sports.
Sports teams participate in leagues and cup competitions which will help children learn more about teamwork and sportsmanship.

Curriculum Overview

YEAR	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
1	Fundamentals & Team Building	Ball Skills & Invasion Games	Sending & Receiving & Net and wall games	Dance	Gymnastics & Striking and Fielding	Athletics & Target Games
2	Fundamentals & Team Building	Ball Skills & Invasion Games	Sending & Receiving & Net and wall games	Dance	Gymnastics & Striking and Fielding	Athletics & Target Games
3	OAA & Fundamentals	Gymnastics & Basketball	Hockey & Dodgeball	Dance & Swimming	Cricket & Tennis	Athletics & Rounders
4	OAA & Ball Skills	Gymnastics & Dodgeball	Swimming & Tennis	Dance	Tennis	Athletics
5	OAA & Tag Rugby	Gymnastics & Swimming	Goalball & Hockey	Dance	Tennis & Cricket	Athletics & Dodgeball
6	Swimming & Tag Rugby	Gymnastics & Basketball	Netball & OAA	Dance	Tennis & Rounders	Athletics & Kayaking

The National Curriculum

Key Stage one

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

- Pupils should be taught 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
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns

Key stage 2

- Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
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- Pupils should be taught to:
- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.
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Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.
- In particular, pupils should be taught to:
- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

Skills Progression

DANCE

FOUNDATION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Actions: explore how my body moves Dynamics: explore actions in response to music Space: explore pathways and the space around me Performance: perform short phrases of movement	Actions: create actions to a theme Dynamics: vary speed Space: explore pathways Relationships: begin with a partner Performance: perform solo/group	Actions: remember, repeat, and link actions Dynamics: develop use of dynamics Space: use space and direction with control Relationships: work with a partner or small group Performance: perform using expression	Actions: choreograph sequences Dynamics: change in response to theme/music Space/Relationships: use formations, directions Performance: use timing and emotion	Actions: adapt actions using feedback Dynamics: perform fluidly Space/Relationships: apply compositional elements Performance: express character/emotion	Actions: apply motif development Dynamics: contrast sharp/soft movement Space/Relationships: choreograph for effect Performance: perform with control and mood	Actions: select and refine for audience Dynamics: communicate theme with control Space/Relationships: use staging and direction Performance: emotional and technical performance

Skills Progression

ATHLETICS

FOUNDATION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Running: explore running and stopping safely Jumping: explore jumping and hopping safely Throwing: explore throwing to a target	Running: explore running at different speeds Jumping: balance while jumping and landing Throwing: explore throwing for distance and accuracy	Running: demonstrate sprinting technique Jumping: develop jumping, hopping and skipping Throwing: develop overarm throw for accuracy	Running: use technique in relays Jumping: jump for distance Throwing: develop pull throw technique	Running: fluency in relays Jumping: develop triple jump Throwing: develop control in shot/discus	Running: apply sprint technique with pace Jumping: triple jump with control Throwing: javelin, shot put with power	Running: understand and apply race strategy Jumping: consistency in triple jump Throwing: precision with distance in events

Skills Progression

SWIMMING

FOUNDATION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Children will hopefully become more comfortable with being in the water by completing tasks such as splashing their feet, jumping up and down in the water, washing their face with the water, putting their hair in the water, as well as blowing bubbles in the water. By completing these exercises then they will become increasingly confident with spending time in the water, before beginning to master basic strokes. They will also look at (with the use of aids if necessary) regaining feet on their front, alternating their legs on front with a woggle around. Alternating legs on their front with a woggle around back blowing a ball and bubbles.	Children will begin by learning about how to enter the pool area safely, by climbing down the steps using both hand rails and facing the steps. Children will look at various ways that they can travel around the pool. Children will be looking at their legs when beginning to learn how to swim using front crawl. They will begin to look at how they swim on their backs. Children will aim to swim 5 metres unaided.	Children will begin to focus and refine their skills when swimming on their front and back, focussing on the use of alternate legs. Children will explore how their legs can be used to kick from the hips with straight legs and floppy feet. They will also look at their arms and how they should be shaped when underwater to gather as much water as possible. Children will also begin to focus upon their legs whilst performing a push and glide, and how this can transition into a paddle. Children will also begin to learn about water safety and what they can do to keep themselves safe and alive in the water. This will involve them learning the skill of treading water.	Children will begin to transform their paddles into proper swimming strokes such as front crawl. Children will look at the correct body, arm, leg and head position throughout front crawl. Children will be introduced to Breaststroke Children will build upon their water safety skills and look at starting to learn about water rescue. Children will be able to swim 10 metres unaided.	Children will learn how to perform a reach rescue. Children will learn backstroke focussing on body position, arm position and leg positions as well as regulating breathing. Children will build upon their push and glide skills on their front, to transferring this to their backs.	Children perfect their crawl, they will look at how they can train their arms by using a float by extending one arm in front and then refining the arm technique. Some children will begin to look at a somersault. Children will look at developing water safety and rescue techniques including the huddle position.	Children will be taught about the new stroke - Butterfly stroke. Children will learn about a tumble turn so that they can change direction quicker in the preparation for races. Explore the strokes involved in an individual medley. Children will have to swim 25 metres in closing, and tread water, dive 5 metres underwater. Demonstrate that they can complete the rescues including the use of sidestroke.

OAA (OUTDOOR ADVENTUROUS ACTIVITY)

FOUNDATION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Problem Solving: make simple decisions Navigational Skills: move into space safely Communication: talk with a partner	Problem Solving: suggest ideas Navigation: follow path, lead others Communication: communicate simple instructions	Problem Solving: suggest and try solutions Navigation: orient simple maps and symbols Communication: share ideas clearly in a team	Problem solving: discuss how to follow trails and solve problems. Work with others to select appropriate equipment for the task. Navigational skills: identify where I am on a simple map. Use and begin to create simple maps and diagrams and follow a trail. Communication: follow and give instructions and accept other peoples' ideas.	Problem solving: plan independently and in small groups, implementing a strategy with increased success. Navigational skills: identify key symbols on a map and follow a route. Communication: confidently communicate ideas and listen to others.	Problem solving: explore tactical planning within a team to overcome increasingly challenging tasks. Navigational skills: develop navigational skills and map reading in increasingly challenging tasks. Communication: explore a variety of communication methods with increasing success.	Problem solving: pool ideas within a group, selecting and applying the best method to solve a problem. Navigational skills: orientate a map efficiently to navigate around a course with multiple points. Communication: inclusively communicate with others, share job roles and lead when necessary.

Skills Progression

GYMNASTICS

FOUNDATION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Shapes: show contrast with my body	Shapes: explore shapes	Shapes: develop control of stretched/tensed shapes	Shapes: use in routines	Shapes: fluent transitions	Shapes: create sequences with shape clarity	Shapes: include in complex sequences
Balances: still shapes using different body parts	Balances: hold stretched/ tensed positions	Balances: explore counter balance	Inverted: begin shoulder stands	Inverted: bridge/ cartwheel	Inverted: full cartwheel	Inverted: link advanced inverted actions
Rolls: explore rocking and rolling	Rolls: begin barrel/ straight roll	Rolls: develop barrel, straight, straddle rolls	Balances: symmetrical/ asymmetrical	Balances: perform counter balances	Balances: group balances	Balances: fluent partner/ group work
Jumps: explore jumping safely	Jumps: shape jumps	Jumps: perform shape jumps with control	Rolls: develop forward roll	Rolls: combine forward/ backward	Rolls: fluent sequences	Rolls: advanced fluency and direction
			Jumps: perform rotation jumps	Jumps: varied jumps with shape and height	Jumps: combine with rolls/balances	Jumps: combine with inverted and travelling skills

Skills Progression

BALL SKILLS

FOUNDATION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Sending: roll, throw and kick a ball to hit a target	Sending: roll and throw with accuracy	Sending: throw and kick with direction	Sending: send to a target with control	Sending: use appropriate technique in games	Sending: execute under match pressure	Sending: execute under competitive pressure
Catching: catch with and without a bounce	Catching: begin to catch with two hands	Catching: catch after a bounce and without	Catching: catch consistently	Catching: consistency under pressure	Catching: catch with movement	Catching: control while transitioning
Tracking: track and collect a ball being sent directly	Tracking: track direct throws	Tracking: track and stop a ball	Tracking: track using multiple techniques	Tracking: advanced techniques with movement	Tracking: anticipate opponent's moves	Tracking: anticipate and intercept
Dribbling: explore dribbling with hands and feet with increasing control	Dribbling: explore with control	Dribbling: dribble with hands/feet using control	Dribbling: controlled dribbling with purpose	Dribbling: confident under pressure	Dribbling: apply strategy	Dribbling: combine with team play

Skills Progression

FUNDAMENTALS

FOUNDATION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Running: explore running and stopping Balancing: explore balancing Jumping & Hopping: explore jumping and hopping Skipping: explore skipping	Running: explore changes in speed/direction Balancing: balance with control Jumping & Hopping: control take off/landing Skipping: coordinate rope & jump rhythm	Running: change speed and direction Balancing: balance with increasing control Jumping/Hopping: jump/hop in varied sequences Skipping: skip consistently	Running: change direction. Show an increase and decrease in speed. Balancing: demonstrate balance when performing other fundamental skills. Jumping and hopping: link jumping and hopping actions. Skipping: jump and turn a skipping rope.	Sh		

Skills Progression

INVASION GAMES

FOUNDATION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Sending & Receiving: explore Dribbling: explore Space: move into space Attacking: explore changing direction Defending: explore tracking	Sending & Receiving: explore with hands/feet Dribbling: explore Space: recognise good space Attacking: change direction Defending: track a partner	Sending/Receiving: send with control and direction Dribbling: dribble under control Space: move to good space Attacking: lose a defender Defending: begin marking and intercepting	Sending/Receiving: accurate passing under pressure Dribbling: with purpose in game Space: transition into and out of space Attacking: confidently evade opponent Defending: mark/ intercept under pressure	Sending & receiving: develop passing techniques appropriate to the game with increasing success. Catch and receive a ball with feet/object with increasing success. Dribbling: link dribbling the ball with other actions and change direction whilst dribbling with some control. Space: develop moving into space to help my team. Attacking: change direction to lose an opponent with some success. Defending: develop defending one on one and begin to intercept.	Sending & receiving: develop control when s&r under pressure. Dribbling: dribble with some control under pressure. Space: explore moving to create space for themselves and others in their team. Attacking: use a variety of techniques to lose an opponent e.g. change of direction or speed. Defending: develop tracking and marking with increased success. Explore intercepting a ball using one and two hands.	Sending & receiving: s&r consistently using a range of techniques with increasing control under pressure. Dribbling: dribble consistently using a range of techniques with increasing control under pressure. Space: move to the correct space when transitioning from attack to defence or defence to attack and create and use space for self and others. Attacking: confidently change direction to lose an opponent Defending: use a variety of defending skills (tracking, interception) in game situations.

Skills Progression

NET & WALL GAMES

FOUNDATION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Hitting: explore hitting a ball Feeding/Rallying: explore with a partner Footwork: explore direction and stopping	Hitting: hit dropped ball Feeding: underarm to partner Rallying: catch after bounce Footwork: use ready position	Hitting: return forehand with control Serving: underarm serve with accuracy Rallying: short rally with partner Footwork: appropriate movement to play ball	Shots: explore returning a ball using shots such as the forehand and backhand. Rallying: explore rallying using a forehand. Footwork: consistently use and return to the ready position in between shots.	Shots: demonstrate technique when using shots playing co-operatively and beginning to execute this competitively. Rallying: develop rallying using both forehand and backhand with increased technique. Footwork: begin to use appropriate footwork patterns to move around the court.	Shots: develop the range of shots used in a variety of games. Serving: develop the range of serving techniques appropriate to the game. Rallying: use a variety of shots to keep a continuous rally. Footwork: demonstrate effective footwork patterns to move around the court.	hots: demonstrate increased success and technique in a variety of shots. Serving: serve accurately and consistently. Rallying: successfully apply a variety of shots to keep a continuous rally. Footwork: demonstrate a variety of footwork patterns relevant to the game I am playing.

Skills Progression

OAA

FOUNDATION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Problem Solving: make simple decisions Navigational Skills: move into space safely Communication: talk with a partner	Problem Solving: suggest ideas Navigation: follow path, lead others Communication: communicate simple instructions	Problem Solving: suggest and try solutions Navigation: orient simple maps and symbols Communication: share ideas clearly in a team	Problem solving: discuss how to follow trails and solve problems. Work with others to select appropriate equipment for the task. Navigational skills: identify where I am on a simple map. Use and begin to create simple maps and diagrams and follow a trail. Communication: follow and give instructions and accept other peoples' idea	Problem solving: plan independently and in small groups, implementing a strategy with increased success. Navigational skills: identify key symbols on a map and follow a route. Communication: confidently communicate ideas and listen to others.	Problem solving: explore tactical planning within a team to overcome increasingly challenging tasks. Navigational skills: develop navigational skills and map reading in increasingly challenging tasks. Communication: explore a variety of communication methods with increasing success.	Problem solving: pool ideas within a group, selecting and applying the best method to solve a problem. Navigational skills: orientate a map efficiently to navigate around a course with multiple points. Communication: inclusively communicate with others, share job roles and lead when necessary

Skills Progression

STRIKING AND FIELDING

FOUNDATION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Striking: explore striking with hand/equipment Fielding: develop tracking Throwing: explore over/ underarm Catching: develop coordination and technique	Striking: send to partner Fielding: track/stop a ball Throwing & Catching: roll, throw, catch	Striking: strike with consistency Fielding: stop and return the ball quickly Throwing/Catching: accurate over/underarm throws	Striking: begin to strike a bowled ball after a bounce with different equipment. Fielding: explore bowling to a target and fielding skills to include a two-handed pick up. Throwing: use overarm and underarm throwing in game situations. Catching: catch with some consistency in game situations.	Striking: develop batting technique with a range of equipment. Fielding: develop bowling with some consistency, abiding by the rules of the game. Throwing: use overarm and underarm throwing with increased consistency in game situations. Catching: begin to catch with one and two hands with some consistency in game situations.	Striking: explore defensive and driving hitting techniques and directional batting. Fielding: develop over and underarm bowling technique. Develop long and short barrier and two handed pick up. Throwing: demonstrate good technique when using a variety of throws under pressure. Catching: explore catching skills (close/deep and wicket keeping) and apply these with some consistency in game situations.	Striking: strike a bowled ball with increasing accuracy and consistency. Fielding: use a wider range of fielding skills with increasing control under pressure. Throwing: consistently demonstrate good technique in throwing skills under pressure. Catching: consistently demonstrate good technique in catching skills under pressure.

Skills Progression

TARGET GAMES

FOUNDATION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Throwing: explore Catching: explore Striking: explore	Throwing: overarm/ underarm to target Catching: explore Striking: explore with equipment	Throwing overarm: develop co-ordination and technique when throwing overarm towards a target. Throwing underarm: develop co-ordination and technique when throwing underarm towards a target. Striking: develop striking a ball with equipment with some consistency.	Throwing: explore throwing at a moving target. Catching (dodgeball): begin to catch whilst on the move. Striking: begin to strike a ball with accuracy and balance.	Throwing: throw with increasing accuracy at a target. Catching (dodgeball): catch with increasing consistency. Striking: strike a ball with increasing consistency.	Throwing: demonstrate clear technique and accuracy when throwing at a target. Catching (dodgeball): demonstrate good technique and consistency in catching skills. Striking: develop a wider range of striking techniques and begin to use them under pressure	

Skills Progression

GYMNASTICS

FOUNDATION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Shapes: show contrast with my body Balances: still shapes using different body parts Rolls: explore rocking and rolling Jumps: explore jumping safely				Sh		

Skills Progression

BALL SKILLS

FOUNDATION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Sending: roll, throw and kick a ball to hit a target Catching: catch with and without a bounce Tracking: track and collect a ball being sent directly Dribbling: explore dribbling with hands and feet with increasing control						

YEAR 1 Dance

Ladder Knowledge

Actions:	Dynamics:	Space:	Relationships:	Performance:
Actions can be linked to create a dance.	You can create fast and slow actions to show an idea.	There are different directions and pathways within space.	When dancing with a partner it is important to be aware of each other and keep in time.	Stand still at the start and at the end of the dance. It will let the audience know when you have started and when you have finished.

PRIOR LEARNING

Children are able to follow simple instructions and move using simple rhythms. Children will have explored basic body actions and observed the different types of movements in others. They will have explored and learned actions songs and rhymes.

HIGH FREQUENCY VOCABULARY

Forwards	Freeze	Turn	fast
Skip	Respond	action	level
Spin	Speed	balance	pathway
Watch	Sideways	beat	pose
Repeat	Bounce	copy	
Backwards	Space	counts	
Jump	Copy	direction	

KEY CONCEPT QUESTIONS

Can you identify and copy the beat in a given piece of music?

Can you copy the movement that you can see?

Can you create a sequence of movements in response to a piece of music?

KEY KNOWLEDGE & SKILLS

By the end of the term children will have gained the following skills:

- Actions, Dynamics, Space, relationships

By the end of the term children will have gained the following knowledge & skills:

I am beginning to use counts.

I can copy, remember and repeat actions.

I can move confidently and safely.

I can use different parts of the body in isolation and together.

I can work with others to share ideas and select actions.

I choose appropriate movements for different dance ideas.

I say what I liked about someone else's performance.

I show some sense of dynamic and expressive qualities in my dance.

This unit of work will formulate part of the schools annual Mayday celebration.

SUBJECT SPECIFIC VOCABULARY

Rhythm
A strong, regular repeated pattern of sound or movement.

Imagination
The ability to create and form new ideas in your mind.

Mimic
To be able to copy and replicate the movements of somebody or something else.

Movement
To be able to move all or parts of the body.

Beat
The repeated noise that helps to create the rhythm for a piece of music.

Pose
Be in a position which you could be photopgraphed still

Respond
Doing something as an action to reply to someone.

SMSC LINKS

SPIRITUAL
Children are developing a sense of enjoyment while learning what they can do.

MORAL
Children are learning the difference between right and wrong.

SOCIAL
Children are developing skills needed to communicate with others and work as part of a team.

CULTURAL
Children will have a willingness to participate in and respond positively to different sporting opportunities.

YEAR 2

Dance

Ladder Knowledge

Actions:
Placing actions in a particular order will help you to tell the story of your dance.

Dynamics:
You can change the way you perform actions to show an idea.

Space:
You can use different directions, pathways and levels in your dance.

Relationships:
Use counts of 8. It will help you to stay in time with your partner and the music.

Performance:
Use facial expressions it will help to show the mood of your dance.

PRIOR LEARNING

Children are beginning to use counts, repeating taught actions - using differnt parts of their body in isolation. Children can start to choose their own ideas for a dance style or stimulus. Children can start to say what they liked or what can improve in someone else's dance.

HIGH FREQUENCY VOCABULARY

Repeat	Bounce	copy	Action
Backwards	Space	counts	Create
Jump	Copy	direction	Direction
Freeze	Turn	fast	Level
Respond	action	level	Matching
Speed	balance	pathway	Perform
Sideways	beat	pose	

KEY CONCEPT QUESTIONS

How does your body feel during exercise?

How can your body help show you as a character?

How can expression help improve a dance?

How do you feel when you perform in front of a class or group?

KEY KNOWLEDGE & SKILLS

By the end of the term children will have gained the following skills:

Actions, Dynamics, Space, relationships

By the end of the term children will have gained the following knowledge & skills:

I am beginning to provide feedback using key words.

I can copy, remember, repeat and create dance phrases.

I can describe how my body feels during exercise.

I can show a character and idea through the actions and dynamics I choose.

I can use counts to stay in time with the music.

I can work with a partner using mirroring and unison in our actions. I show confidence to perform.

This unit of work will formulate part of the schools annual Mayday celebration.

SUBJECT SPECIFIC VOCABULARY

Rhythm
A strong, regular repeated pattern of sound or movement.

Beat
The repeated noise that helps to create the rhythm for a piece of music.

Pose
Be in a position which you could be photopgraphed still

Respond
Doing something as an action to reply to someone.

Mirroring
the reflection or replication of something.

Counts
An 8 count is a method of breaking down and counting dance moves. It is the amount of time it takes to complete 8 counts of music

Dynamics
the branch of mechanics concerned with the motion of bodies under the action of forces.

Expression
a look on someone's face that conveys a particular emotion.

Unison
simultaneous performance or utterance of action or speech.

SMSC LINKS

SPIRITUAL
Children are developing a sense of enjoyment while learning what they can do.

MORAL
Children are learning the difference between right and wrong.

SOCIAL
Children are developing skills needed to communicate with others and work as part of a team.

CULTURAL
Children will have a willingness to participate in and respond positively to different sporting opportunities.

YEAR 3 Dance

Ladder Knowledge

Actions:

If you share ideas with other people in your group and work collaboratively, you can try ideas before deciding on the best actions for your dance.

Dynamics:

All actions can be performed differently to help to show effect.

Space:

Use space to help your dance to flow.

Relationships:

'Formation' means the same in dance as in other activities such as football, rugby and gymnastics.

PRIOR LEARNING

I am beginning to provide feedback using key words, taking into accout others feeligns. Able to copy and remember small sequences of dance. Children can use counts to stay in time with the music, children can work with a partner using mirroring and unison in our actions.

HIGH FREQUENCY VOCABULARY

Forwards	Freeze	Turn	fast
Skip	Respond	action	level
Spin	Speed	balance	pathway
Watch	Sideways	beat	pose
Repeat	Bounce	copy	imagination
Backwards	Space	counts	movement
Jump	Copy	direction	pose

KEY CONCEPT QUESTIONS

Why is unison important when performing a group dance?

Is it easier to perform by yourself or as part of a group? Why?

How can formation be effective within a group dance?

KEY KNOWLEDGE & SKILLS

By the end of the term children will have gained the following skills:

Actions, Dynamics, Space, relationships

By the end of the term children will have gained the following knowledge & skills:

I am respectful of others when watching them perform.

I can provide feedback using key words.

I can repeat, remember and perform a dance phrase.

I can use counts to keep in time with a partner and group.

I can use dynamic and and expressive qualities in relation to an idea.

I can work with a partner and in a small group, sharing ideas.

I create short dance phrases that communicate the idea.

This unit of work will formulate part of the schools annual Mayday celebration.

SUBJECT SPECIFIC VOCABULARY

Rhythm
A strong, regular repeated pattern of sound or movement.

Mimic
To be able to copy and replicate the movements of somebody or something else.

Beat
The repeated noise that helps to create the rhythm for a piece of music.

Respond
Doing something as an action to reply to someone.

Canon
when performers complete the same action one after the other

Dynamics
how an action is performed e.g. quickly, slowly, gently

Formation
where performers are in the space in relation to others

Pathway:
designs traced in space (on the floor or in the air)

Unison
two or more people performing the same movement at the same time

SMSC LINKS

SPIRITUAL
Children are developing a sense of enjoyment while learning what they can do.

MORAL
Children are learning the difference between right and wrong.

SOCIAL
Children are developing skills needed to communicate with others and work as part of a team.

CULTURAL
Children will have a willingness to participate in and respond positively to different sporting opportunities.

YEAR 4

Dance

Ladder Knowledge

Actions:

Some actions are better suited to a certain character, mood or idea than others. Think carefully about the actions you choose to help you show your dance idea.

Dynamics:

Some dynamics are better suited to a certain character, mood or idea than others. Think carefully about the dynamics you choose to help you show your dance idea.

Space:

Space can be used to express a certain character, mood or idea.

Relationships:

Some relationships are better suited to a certain character, mood or idea than others. Think carefully about the relationships you choose to help you show your dance idea.

PRIOR LEARNING

Children are respectful of others when watching them perform. Children can use counts to keep in time with a partner and group, whilst doing so, use dynamic and and expressive qualities in relation to an idea.I create short dance phrases that communicate an idea.

HIGH FREQUENCY VOCABULARY

Forwards	Freeze	Turn	fast
Skip	Respond	action	level
Spin	Speed	balance	pathway
Watch	Sideways	beat	pose
Repeat	Bounce	copy	imagination
Backwards	Space	counts	movement
Jump	Copy	direction	respond

KEY CONCEPT QUESTIONS

How can your actions display an idea in dance?

How important is imagination with a dance routine?

Why can a pose be an effective thing to include in a dance?

KEY KNOWLEDGE & SKILLS

By the end of the term children will have gained the following skills:

- Actions, Dynamics, Space, relationships

By the end of the term children will have gained the following knowledge & skills:

I can choose actions and dynamics to convey a character or idea.

I can copy and remember set choreography.

I can provide feedback using appropriate language relating to the lesson.

I can respond imaginatively to a range of stimuli relating to character and narrative.

I can use changes in timing and spacing to develop a dance.

I can use counts to keep in time with others and the music.

I can use simple movement patterns to structure dance phrases on my own, with a partner and in a group.

I show respect for others when working as a group and watching others perform.

SUBJECT SPECIFIC VOCABULARY

Rhythm
A strong, regular repeated pattern of sound or movement.

Mimic
To be able to copy and replicate the movements of somebody or something else.

Beat
The repeated noise that helps to create the rhythm for a piece of music.

Pose
Be in a position which you could be photopgraphed still

Formation
where performers are in the space in relation to others

Canon
when performers complete the same action one after the other

SMSC LINKS

SPIRITUAL
Children are developing a sense of enjoyment while learning what they can do.

MORAL
Children are learning the difference between right and wrong.

SOCIAL
Children are developing skills needed to communicate with others and work as part of a team.

CULTURAL
Children will have a willingness to participate in and respond positively to different sporting opportunities.

This unit of work will formulate part of the schools annual Mayday celebration.

YEAR 5 Dance

Ladder Knowledge

Actions:
Different dance styles utilise selected actions to develop sequences in a specific style. Consider the actions you choose to help show your dance style.

Dynamics:
Different dance styles utilise selected dynamics to express mood. Consider the dynamics you choose to help show your dance style.

Space:
Space relates to where your body moves both on the floor and in the air.

Relationships:
Different dance styles utilise relationships to express a chosen mood. Consider the relationships you choose to help show your dance style.

PRIOR LEARNING

Children can choose actions and dynamics to convey a character or idea and copy and remember set choreography. Once finished, they can provide feedback using appropriate language relating to the lesson. Children are takign into accoutn timing and spacing. Children can keep time with others as part of the dance.

HIGH FREQUENCY VOCABULARY

Forwards	Respond	balance	pose
Skip	Speed	beat	imagination
Spin	Sideways	copy	movement
Watch	Bounce	counts	respond
Repeat	Space	direction	beat
Backwards	Copy	fast	actions
Jump	Turn	level	space
Freeze	action	pathway	

KEY CONCEPT QUESTIONS

What differences are there with different styles of dance?

How do counts work within music and dance?

How can a stimulus effect the style of dance you choose to perform?

KEY KNOWLEDGE & SKILLS

By the end of the term children will have gained the following skills:

- Actions, Dynamics, Space, relationships

By the end of the term children will have gained the following knowledge & skills:

I can accurately copy and repeat set choreography.

I can choreograph phrases individually and with others considering actions and dynamics.

I can confidently perform different styles of dance, clearly and fluently, showing a good sense of timing.

I can lead a group through short warm-up routines.

I can refine the way I use actions, dynamics, relationships and space in my dance in response to a stimulus.

I can suggest ways to improve my own and other people's work using key terminology.

I can use counts when choreographing to stay in time with others and the music.

I can use feedback provided to improve my work.

SUBJECT SPECIFIC VOCABULARY

Rhythm
A strong, regular repeated pattern of sound or movement.

Mimic
To be able to copy and replicate the movements of somebody or something else.

Choreograph
create a sequence of actions or movements

Choreography
the sequence of actions or movements collaborate: work jointly with others

Motif
a movement phrase that relates to the stimulus

Unison
two or more people performing the same movement at the same time

Posture
the position someone holds their body in

SMSC LINKS

SPIRITUAL
Children are developing a sense of enjoyment while learning what they can do.

MORAL
Children are learning the difference between right and wrong.

SOCIAL
Children are developing skills needed to communicate with others and work as part of a team.

CULTURAL
Children will have a willingness to participate in and respond positively to different sporting opportunities.

This unit of work will formulate part of the schools annual Mayday celebration.

YEAR 6

Dance

Ladder Knowledge

Actions:

Actions can be improved with consideration to extension, shape and recognition of intent. Remember what you are trying to tell the audience when choosing your actions.

Dynamics:

Selecting a variety of dynamics in your performance can help to take the audience on a journey through your dance idea.

Space and relationships:

Combining space and relationships with a prop can help you to express your dance idea.

PRIOR LEARNING

Children can can accurately copy and repeat set choreography, as well as choreograph phrases individually and with others considering actions and dynamics. They can confidently perform different styles of dance, clearly and fluently, showing a good sense of timing.I can lead a group through short warm-up routines.

HIGH FREQUENCY VOCABULARY

Forwards	Respond	balance	pose
Skip	Speed	beat	imagination
Spin	Sideways	copy	movement
Watch	Bounce	counts	respond
Repeat	Space	direction	beat
Backwards	Copy	fast	actions
Jump	Turn	level	respond
Freeze	action	pathway	pose

KEY CONCEPT QUESTIONS

How does your choreography change when you have a prop?

How important is timing as part of a dance routine?

What difficulties might you encounter when giving feedback?

KEY KNOWLEDGE & SKILLS

By the end of the term children will have gained the following skills:

- Actions, Dynamics, Space, relationships
-

By the end of the term children will have gained the following knowledge & skills:

I can choreograph a dance and work safely using a prop.

I can lead a small group through a short warm-up routine.

I can perform dances confidently and fluently with accuracy and good timing.

I can refine the way I use actions, dynamics and relationships to represent ideas, emotions, feelings and characters.

I can use appropriate language to evaluate and refine my own and others' work.

I can use feedback provided to improve the quality of my work.

I can work creatively and imaginatively on my own, with a partner and in a group to choreograph and structure dances.

SUBJECT SPECIFIC VOCABULARY

Mimic
To be able to copy and replicate the movements of somebody or something else.

Aesthetic
how a performance or skill looks

Dynamics
how an action is performed e.g. quickly, slowly, gently

Freeze frame
when performers create an image without movement

Motif
a movement phrase that relates to the stimulus that is repeated and developed throughout the dance

SMSC LINKS

SPIRITUAL
Children are developing a sense of enjoyment while learning what they can do.

MORAL
Children are learning the difference between right and wrong.

SOCIAL
Children are developing skills needed to communicate with others and work as part of a team.

CULTURAL
Children will have a willingness to participate in and respond positively to different sporting opportunities.

This unit of work will formulate part of the schools annual Mayday celebration.

YEAR 1

Athletics

Ladder Knowledge

Running:
Swing your arms, it will help you to run faster.

Jumping:
Landing on the balls of your feet helps you to land with control. Bend your knees, it will help you to jump further.

Throwing:
Stepping forward with your opposite foot to throwing hand will help you to throw further.

PRIOR LEARNING

Children will know that running and exercise keeps you healthy and that there are different ways that your body can move. They will know that there are different ways to jump, throw and travel around a certain course. Children will have a basic grasp on teamwork and working collaboratively as well as things that they can do by themselves.
Children can negotiate space safely as part of keeping themselves safe.

KEY KNOWLEDGE & SKILLS

By the end of the term children will have gained the following knowledge and skills:

- I am able to throw towards a target.
- I am beginning to show balance and co-ordination when changing direction.
- I am developing overarm throwing.
- I can recognise changes in my body when I do exercise.
- I can run at different speeds.
- I can work with others and make safe choices.
- I try my best.
- I understand the difference between a jump, a leap and a hop and can choose which allows me to jump the furthest.

HIGH FREQUENCY VOCABULARY

Pool	Goggles	Entry	Side
Trunks	Poolside	Exit	Toes
Towel	Safety	Hoop	
Swimming	Front	Deep	
Hat	Back	Rail	

SUBJECT SPECIFIC VOCABULARY

Stride
A step made whilst running or walking.

Spring
To move or jump suddenly or rapidly upwards or forwards.

Athletics
A sport comprising of track and field events including running races and competitions in jumping or throwing.

Pace
The speed at which an activity is taking place.

Lanes
The lanes that are created by dividing up an athletics track.

KEY CONCEPT QUESTIONS

Why can you not sprint for a long time?

Why is footwork important when jumping over hurdles?

What must you do if you knock over a hurdle?

What is an appropriate way to behave when you win a race?

SMSC LINKS

SPIRITUAL
Children will feel a sense of accomplishment when they achieve something for themselves.

MORAL
Acting with certain behaviour when winning or losing a race.

SOCIAL
Children will learn about how they can work collaboratively to achieve and support each other

YEAR 2 Athletics

PRIOR LEARNING

Children will know what sort of events can make up an athletics meet, as well as the correct etiquette that should be upheld throughout events. Children will know some basic techniques with regards to sprinting and hurdles as well as some exercises to help them improve their key skills which they will use for athletics such as speed, agility and co-ordination.

KEY KNOWLEDGE & SKILLS

By the end of the term children will have gained the following knowledge and skills:

- I can describe how my body feels during exercise.
- I can identify good technique.
- I can jump and land with control.
- I can use an overarm throw to help me to throw for distance.
- I can work with others, taking turns and sharing ideas.
- I show balance and co-ordination when running at different speeds.
- I try my best

Ladder Knowledge

Running:
Running on the balls of your feet, taking big steps and having elbows bent will help you to run faster.

Jumping:
Swinging your arms forwards will help you to jump further.

Throwing:
Throw in a straight line by pointing your throwing hand at your target as you let go of the object.

HIGH FREQUENCY VOCABULARY 2

Run	Move	Winner	Athletics
Speed	Lead	Loser	Stretch
Fast	Take the lead	Finish Line	Land
Race	First place	Lanes	Feet first
Jump		Pace	

SUBJECT SPECIFIC VOCABULARY 3

Technique:
A special way of doing something, especially a skill or method you practice to get better at it.

Distance:
How far one thing is from another.

Jog:
Running at a slow and steady speed.

Landing:
Coming back to the ground after jumping or flying.

Overarm:
Throwing or hitting something with your arm moving above your shoulder.

Sprint:
Running as fast as you can for a short distance.

Take Off:
When something leaves the ground to fly or jump.

Target:
A thing you try to hit or aim at.

Throw:
Using your hand to make something go through the air.

KEY CONCEPT QUESTIONS

How can good technique improve a jump?

Why is landing with control important when you jump?

Why might you use an underarm throw instead of an overarm throw?

Would you ever sprint in a long distance race?

SPIRITUAL
Children will feel a sense of accomplishment when they achieve something for themselves.

MORAL
Acting with certain behaviour when winning or losing a race.

SOCIAL
Children will learn about how they can work collaboratively to achieve and support each other.

SMSC LINKS

YEAR 3 Athletics

Ladder Knowledge

Running:
Leaning slightly forwards helps to increase speed. Leaning your body in the opposite direction to travel helps to slow down.

Jumping:
If you jump and land quickly it will help you to jump further.

Throwing:
The speed of the movement helps to create power. So, moving from to slow to fast will help you to throw further

PRIOR LEARNING

Children will have worked through previous years of Getset4PE Athletics and learnt the following in year 2:
Describe how my body feels during exercise.
- Identify good technique.
- Jump and land with control.
- Use an overarm throw to help me to throw for distance.
- Work with others, taking turns and sharing ideas.
- Show balance and co-ordination when running at different speeds.

KEY KNOWLEDGE & SKILLS

By the end of the term children will have gained the following knowledge and skills:

-
- I am developing jumping for distance.
- I can identify when I was successful.
- I can take part in a relay activity, remembering when to run and what to do.
- I can throw a variety of objects, changing my action for accuracy and distance.
- I can use different take off and landings when jumping.
- I can use key points to help me to improve my sprinting technique.
- I can work with a partner and in a small group, sharing ideas.
- I show determination to achieve my personal best.

KEY CONCEPT QUESTIONS

How can communication affect a baton change in a relay race?

Can you demonstrate an effective technique to take off and land?

Why is technique important to enhance someone's speed for a sprint?

Why might determination be one of the most important skills an athlete can have?

MORAL
Acting with certain behaviour when winning or losing a race.

SOCIAL
Children will learn about how they can work collaboratively to achieve and support each other.

SMSC LINKS

HIGH FREQUENCY VOCABULARY

Run	Move	Loser	Stretch
Speed	Lead	Finish Line	Land
Fast	Take the lead	Lanes	Feet first
Race	First place	Pace	
Jump	Winner	Athletics	

SUBJECT SPECIFIC VOCABULARY 3

Baton
The equipment which changes hands in a relay race.

Handover
Changing from one racer to another in a relay race.

Accuracy
How close you are to being correct or hitting the target.

Control
Being able to perform a skill with the right movements and good technique.

Event
The name of different sports or athletic activities in a competition.
Example: "The long jump is an event at the school sports day."

Further
A greater distance.

Personal Best
The best result you have ever achieved.

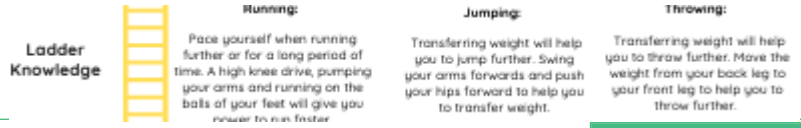
Power
Speed and strength combined.

Relay
A race where team members take turns running and passing a baton.

Strength
How much force your muscles can use.

Technique
The correct way to do something, especially in sports or skills.

YEAR 4 Athletics



PRIOR LEARNING

Children will have worked through previous years of Getset4PE Athletics and learnt the following in year 3:

I am developing jumping for distance.

- I can identify when I was successful.
- I can take part in a relay activity, remembering when to run and what to do.
- I can throw a variety of objects, changing my action for accuracy and distance.
- I can use different take off and landings when jumping.
- I can use key points to help me to improve my sprinting technique.

KEY KNOWLEDGE & SKILLS

By the end of the term children will have gained the following knowledge and skills:

- I can demonstrate the difference in sprinting and jogging techniques.
- I can explain what happens in my body when I warm up.
- I can identify when I was successful and what I need to do to improve.
- I can jump for distance with balance and control.
- I can throw with some accuracy and power to a target area.
- I show determination to improve my personal best.
- I support and encourage others to work to their best.

HIGH FREQUENCY VOCABULARY 2

Run	Lead	Lanes	Lanes
Speed	Take the lead	Pace	Pace
Fast	First place	Athletics	Distance
Race	Winner	Throw	Power
Jump	Loser	Release	
Move	Finish Line	Stride	

KEY CONCEPT QUESTIONS

What technique is used for triple jump?

Why might you throw ina different way when throwing for accuracy reather than distance?

What changes happen to your body when you are warmign up?

How does technique differ from sprinting to long distance running?

SPIRITUAL

Children will feel a sense of accomplishment when they achieve something for themselves

MORAL

Acting with certain behaviour when winning or losing a race.

SOCIAL

Children will learn about how they can work collaboratively to achieve and support each other

CULTURAL

Seeing something that they've learnt previously transform

SMSC LINKS

SUBJECT SPECIFIC VOCABULARY 3

Stride
A long decisive step, in this case within the triple jump

Hop Step Jump
The technique used within triple jump.

Penultimate stride
The stride taken before the last stride which propels an individual towards an action.

Take off foot
The foot in which an athlete takes off to perform an manoeuvre such as triple jump.

Plant
To set or place a part of your body in a certain position.

Outside Lane
The outside lane of a running track, the worst place to be on a long distance race as you run further.

Inside Lane
The inside lane of a running track, for long distance races, the best place to be.

Accuracy
Doing something exactly right or hitting the target.

Heave
To lift or throw something heavy with a lot of effort.

Launch
To send something flying into the air or to start something.

Measure
To find out how big, long, or heavy something is.

Official
Someone who makes sure the rules are followed in a game or event.

Officiate
To be in charge of a game or event and make sure the rules are followed.

Stamina
The ability to keep going for a long time without getting tired.

YEAR 5 Athletics

PRIOR LEARNING

Children will have worked through previous years of Getset4PE Athletics and learnt the following in year 4:

- I can demonstrate the difference in sprinting and jogging techniques.
- I can explain what happens in my body when I warm up.
- I can identify when I was successful and what I need to do to improve.
- I can jump for distance with balance and control.
- I can throw with some accuracy and power to a target area.
- I show determination to improve my personal best.
- I support and encourage others to work to their best.

KEY KNOWLEDGE & SKILLS

By the end of the term children will have gained the following knowledge and skills:

- I can choose the best pace for a running event.
- I can identify good athletic performance and explain why it is good.
- I can perform a range of jumps showing some technique.
- I can show control at take-off and landing in jumping activities.
- I can take on the role of coach, official and timer when working in a group.
- I can use feedback to improve my sprinting technique.
- I persevere to achieve my personal best.
- I show accuracy and power when throwing for distance

HIGH FREQUENCY VOCABULARY

Pace	Stretch	Throw	Stride
Athletics	Consistent	Release	Lanes

SUBJECT SPECIFIC VOCABULARY

Agility
Ability to move around something quickly & easily.

Accuracy
The degree to which the object is aimed and hits or is close to its intended target.

Approach
The steps you take to get ready for a jump or throw.

Changeover
The moment when one runner passes the baton to the next runner

Dominant
The strongest or most powerful; leading in a race or competition.

Field
The area where throwing and jumping events take place.

Force
The strength or energy used to move something.

Javelin
A long spear-like object that athletes throw as far as they can.

Momentum
The energy and speed that help you keep moving forward.

Shot Put
A heavy ball that athletes throw as far as they can.

Stamina
The ability to keep going for a long time without getting tired.

Stride
A big step you take when running or walking.

Track
A special path or oval where runners race.

KEY CONCEPT QUESTIONS

Why is momentum an important part of throwing for distance?

Why is accuracy more important than power with throwing?

Which Olympic events do you think you're better at? Track or field? Why?

How important is the changeover in a relay race?

SMSC LINKS

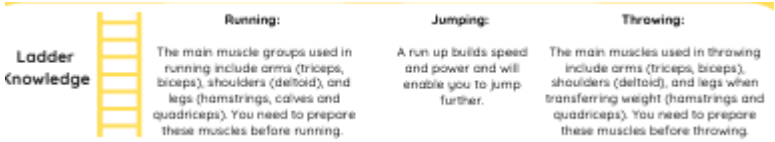
SPIRITUAL
Children will learn about how they can work collaboratively to achieve and support each other.

MORAL
Acting with certain behaviour when winning or losing a race.

SOCIAL
Children will feel a sense of accomplishment when they achieve something for themselves. Seeing something that they've learnt previously transform into a new skill.

YEAR 6

Athletics



PRIOR LEARNING

Children will have worked through previous years of Getset4PE Athletics and learnt the following in year 5:
I can choose the best pace for a running event.
I can identify good athletic performance and explain why it is good.
I can perform a range of jumps showing some technique.
I can show control at take-off and landing in jumping activities.
I can take on the role of coach, official and timer when working in a group.
I can use feedback to improve my sprinting technique.
I persevere to achieve my personal best.
I show accuracy and power when throwing for distance

KEY KNOWLEDGE & SKILLS

By the end of the term children will have gained the following knowledge and skills:

- I can compete within the rules showing fair play and honesty.
- I can help others to improve their technique using key teaching points.
- I can identify my own and others' strengths and areas for development and can suggest ways to improve.
- I can perform jumps for distance using good technique.
- I can select and apply the best pace for a running event.
- I can show accuracy and good technique when throwing for distance.
- I understand that there are different areas of fitness and how this helps me in different activities.
- I use different strategies to persevere to achieve my personal best.

HIGH FREQUENCY VOCABULARY

Lead	Loser	Stretch	Pace
Take the lead	Finish Line	Throw	Event
Aim	Lanes	Release	Grip
Winner	Pace	Stride	
	Athletics	Lanes	

SUBJECT SPECIFIC VOCABULARY

Discus:
A round, flat object that athletes throw as far as they can.

Drive:
Moving forward with power and determination.

Explosive:
Quick and powerful movement, like a sudden burst of energy. Imagine jumping up super fast, like a rocket!

Fling:
Throwing something quickly and with force. It's like tossing a ball really far!

Meet:
A gathering where athletes compete in different events. I

Officiate:
To be the person in charge of making sure the rules are followed during a game or event.

Pace:
How fast or slow you go when running or walking.

Pattern:
A repeated way of doing something.

Release:
Letting go of something, like when you throw a ball or let go of a discus.

Rhythm:
A regular beat or pattern of movement.

KEY CONCEPT QUESTIONS

How does the technique of throwing change from shot put to discus?

How important is rhythm when running in a long distance race??

How can the type of fitness training you do, improve you in different activities?

What are the best ways to coach someone with regards to improving their sprinting technique?

SMSC LINKS

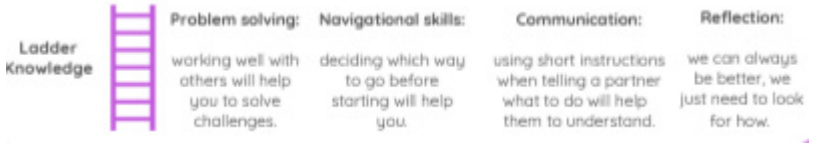
SPIRITUAL
Children will feel a sense of accomplishment when they achieve something for themselves. Seeing something that they've learnt previously transform into a new skill

MORAL
Acting with certain behaviour when winning or losing a race.

SOCIAL
Children will learn about how they can work collaboratively to achieve and support each other.

YEAR 1

Team Building



PRIOR LEARNING

Children have worked collaboratively with others throughout their time at the school. they have worked as part of a taem with their houses, making a contribution towards a team total.
They have also taken part in sports day with their teams in EYFS.
Children have also looked at the way which they work together to complete tasks in EYFS.

KEY KNOWLEDGE & SKILLS

By the end of the term children will have gained the following knowledge and skills:

- I can communicate simple instructions.
- I can follow instructions.
- I can follow path and lead others.
- I can listen to others' ideas.
- I can suggest ideas to solve tasks.
- I can work with a partner and a small group.
- I understand the rules of the game.

HIGH FREQUENCY VOCABULARY

Team	Friend	Respect	Solve
Share	Together	Co-operate	Play
Listen	Kind	Share	Listen
Help	Talk	Encourage	Win

SUBJECT SPECIFIC VOCABULARY

Challenge:
Something that is difficult but fun to try.

Co-operate:
Working together with others to get something done.

Plan:
Thinking ahead about what you're going to do.

Share:
Letting others use or have something that belongs to you.

Solve:
Finding an answer or fixing a problem.

Co-ordination:
Moving different parts of your body at the same time in a smooth way.

Include:
Making sure everyone feels welcome and part of the group.

Communicate:
Sharing ideas or feelings with others using words, signs, or actions.

KEY CONCEPT QUESTIONS

How can communication make a problem easier to solve?

When you find something hard as a team, what can you do to try and make it easier?

Why is it impotant that everyone feels involved when you're working as a team

What is an appropriate way to behave when you win an activity?

SMSC LINKS

SPIRITUAL
Children will feel a sense of accomplishment when they achieve something for themselves.

MORAL
Acting with certain behaviour when winning or losing a race.

SOCIAL
Children will learn about how they can work collaboratively to achieve and support each other

YEAR 2 Team Building

PRIOR LEARNING

Children will have worked through previous years of Getset4PE Team byuilding and learnt the following in year 1:

I can communicate simple instructions.
I can follow instructions.
I can follow path and lead others.
I can listen to others' ideas.
I can suggest ideas to solve tasks.
I can work with a partner and a small group.
I understand the rules of the game.

KEY KNOWLEDGE & SKILLS

By the end of the term children will have gained the following knowledge and skills:

- I can follow instructions carefully.
- I can say when I was successful at solving challenges.
- I can share my ideas and help to solve tasks.
- I can work co-operatively with a partner and a small group.
- I show honesty and can play fairly.
- I understand how to use, follow and create a simple diagram/map.

Ladder Knowledge	Problem solving:	Navigational skills:	Communication:	Reflection:
	listening to each other's ideas might give you an idea you hadn't thought of.	a map tells us where we are.	using encouraging words when speaking to a partner or group will help them to trust you.	talking about what you have done well and what you could improve will help you if you play again.

HIGH FREQUENCY VOCABULARY

Team	Together	Share	Win
Share	Kind	Encourage	Instructions
Listen	Talk	Solve	Find
Help	Respect	Play	
Friend	Co-operate	Listen	

SUBJECT SPECIFIC VOCABULARY

Communicate:
Sharing ideas or feelings with others using words, signs, or actions.

Include:
Making sure everyone feels welcome and part of the group.

Instructions:
Steps that tell you how to do something.

Map:
A picture that shows you where things are and how to get somewhere.

Plan:
Thinking ahead about what you want to do and how you'll do it.

Solve:
Finding an answer to a problem.

Successful:
When you reach your goal or finish something well.

Support:
Helping someone when they need it.

Teamwork:
Working together with others to reach a goal.

KEY CONCEPT QUESTIONS

Why is it important to listen to the instructions when playing a game?

How could a plan help you work better as a team?

Why is it a good idea to support a team member who is struggling with something?

How can having someone on your team who isn't included affect a team?

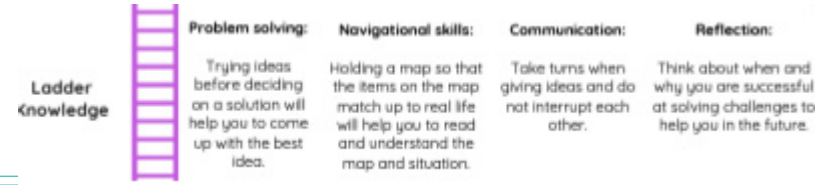
SPIRITUAL
Children will feel a sense of accomplishment when they achieve something for themselves.

MORAL
Acting with certain behaviour when winning or losing a race.

SOCIAL
Children will learn about how they can work collaboratively to achieve and support each other.

SMSC LINKS

YEAR 3 OAA



PRIOR LEARNING

Children will have worked through previous years of Getset4PE Team byuilding and learnt the following in year 2:I can follow instructions carefully.

- I can say when I was successful at solving challenges.
- I can share my ideas and help to solve tasks.
- I can work co-operatively with a partner and a small group.
- I show honesty and can play fairly.
- I understand how to use, follow and create a simple diagram/map.

KEY KNOWLEDGE & SKILLS

By the end of the term children will have gained the following skills & knowledge:

- I am developing map reading skills.
- I can follow and give instructions.
- I can listen to and am accepting of others' ideas.
- I can plan and attempt to apply strategies to solve problems.
- I can reflect on when and why I was successful at solving challenges and am beginning to understand why.
- I can work collaboratively with a partner and a small group.

HIGH FREQUENCY VOCABULARY

Team	together	Share	Win
Share	Kind	Encourage	Instructions
Listen	Talk	Solve	Find
Help	Respect	Play	Discuss
Friend	Co-operate	Listen	Map

SUBJECT SPECIFIC VOCABULARY

Communication:
Sharing ideas or feelings with others by talking, listening, writing, or using actions.

Compass:
A tool that shows which direction you are facing (like North, South, East, or West).

Course:
A path or direction you follow to reach a place or finish a race.

Honest:
Telling the truth and being fair.

Interrupt:
Speaking or acting when someone else is talking or busy.

Route:
The way you go to get from one place to another.

Support:
Helping someone when they need it.

Symbol:
A picture or shape that stands for something else.

Tactics:
Smart plans or ways to win a game or solve a problem.

Teamwork:
Working together with others to reach a goal.

Trust:
Believing someone will do the right thing or keep their promise.

KEY CONCEPT QUESTIONS

Why might tactics be important when working on a group project?

How is teamwork impotant when looking at succeeding at a task?

Why might rushing off before planning a route not be a good strategy when workign towards a target or course?

SMSC LINKS

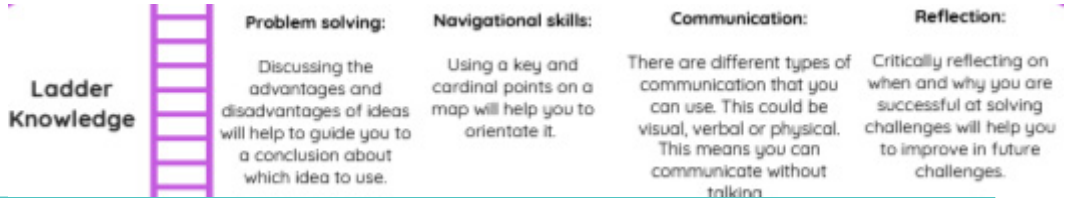
SPIRITUAL
Children are developing a sense of enjoyment while learning what they can do.

MORAL
Children are learning the difference between right and wrong.

SOCIAL
Children are developing skills needed to communicate with others and work as part of a team.

CULTURAL
Children will have a willingness to participate in and respond positively to different sporting opportunities.

YEAR 4 OAA



PRIOR LEARNING

Children will have worked through previous years of Getset4PE OAA and learnt the following in year 3:

- I am developing map reading skills.
- I can follow and give instructions.
- I can listen to and am accepting of others' ideas.
- I can plan and attempt to apply strategies to solve problems.
- I can reflect on when and why I was successful at solving challenges and am beginning to understand why.
- I can work collaboratively with a partner and a small group.

KEY KNOWLEDGE & SKILLS

By the end of the term children will have gained the following knowledge & skills:

- I can accurately follow and give instructions.
- I can confidently communicate ideas and listen to others.
- I can identify key symbols on a map and use a key to help navigate around a grid.
- I can plan and apply strategies to solve problems.
- I can reflect on when and why I was successful at solving challenges.
- I can work collaboratively and effectively with a partner and a small group.

HIGH FREQUENCY VOCABULARY

Team	Talk	Listen	Teamwork
Share	Respect	Win	North
Listen	Co-operate	Instructions	South
Help	Share	Find	East
Friend	Encourage	Discuss	West
together	Solve	Leader	
Kind	Play	Solve	

SUBJECT SPECIFIC VOCABULARY

Compass
A magnetised piece of equipment that allows people to see the direction they are travelling.

Control points
A station where a pin punch is located on a kite.

Kite
A bright piece of equipment that a pin punch hangs from.

Grid reference
A map reference that helps you to identify a location in relation to horizontal and vertical lines.

Pin punch
A piece of equipment that enable a person to mark a card to show they have been to a location.

Resilience
The ability to put effort in even when finding tasks challenging

Leg
The journey from one control to the next.

Overshoot
When you go past the control point that you are aiming for.

Orienteering
A competitive sport which runners have to find their way across rough country with the aid of a map and a compass.

Patience
The capacity to accept or tolerate delay, problems or suffering without becoming annoyed or anxious

KEY CONCEPT QUESTIONS

Why is it important to have patience and resilience when orienteering?

How does the organiser know you have found all the kites?

Why is it important to keep the map facing the correct direction?

SMSC LINKS

SPIRITUAL
Children are developing a sense of enjoyment while learning what they can do.

MORAL
Children are learning the difference between right and wrong.

SOCIAL
Children are developing skills needed to communicate with others and work as part of a team.

CULTURAL
Children will have a willingness to participate in and respond positively to different sporting opportunities.

YEAR 5 OAA

Ladder Knowledge

Problem solving:
There may be more than one way to solve a challenge. Using trial and error may help to guide you to the best solution.

Navigational skills:
Using a key helps you to identify objects and locations on a map.

Communication:
Being descriptive but concise when giving instructions e.g. 'two steps to the left' will help you to communicate clearly.

Reflection:
Reflecting on when you are successful at solving challenges will help you to alter your methods to help you improve.

PRIOR LEARNING

Children will have worked through previous years of Getset4PE OAA and learnt the following in year 4:

- I can accurately follow and give instructions.
- I can confidently communicate ideas and listen to others.
- I can identify key symbols on a map and use a key to help navigate around a grid.
- I can plan and apply strategies to solve problems.
- I can reflect on when and why I was successful at solving challenges.

HIGH FREQUENCY VOCABULARY

Team	Co-operate	Discuss
Share	Share	Leader
Listen	Encourage	Solve
Help	Solve	Teamwork
Friend	Play	North
together	Listen	South
Kind	Win	East
Talk	Instructions	West
Respect	Find	Communication

KEY CONCEPT QUESTIONS

How is compromise one of hte main skills when working as part of a team?

Once you've found North, why are the other directions easy to find?

How can landmarks help you find your location if you don't know where you are?

KEY KNOWLEDGE & SKILLS

By the end of the term children will have gained the following Knowledge and Skills:

- I am inclusive of others and can share job roles.
- I can navigate around a course using a map.
- I can orientate a map confidently.
- I can reflect on when I was successful at solving challenges and alter my methods in order to improve.
- I can use critical thinking to approach a task.
- I can work effectively with a partner and a small group, sharing ideas and agreeing on a team strategy.

SUBJECT SPECIFIC VOCABULARY

Cardinal Points
The main directions on a compass: North, East, South, and West. They help us know where we are and which way to go.

Compromise
When people have different ideas and agree to give up a little of what they want to find a solution that works for everyone.

Concise
Using just a few words to explain something clearly and quickly.

Critical Thinking
Using your brain to carefully think about a problem or situation, asking questions, and finding smart answers.

Landmark
Something big or special, like a tall tree, a building, or a mountain, that helps you know where you are.

Navigation
Finding your way from one place to another, like using a map or compass to figure out where to go.

Negotiate
Talking and listening to others to come up with a plan that works for everyone.

Orientate
Figuring out where you are and what direction to go, often by using a map or looking around.

SMSC LINKS

SPIRITUAL
Children are developing a sense of enjoyment while learning what they can do.

MORAL
Children are learning the difference between right and wrong.

SOCIAL
Children are developing skills needed to communicate with others and work as part of a team.

CULTURAL
Children will have a willingness to participate in and respond positively to different sporting opportunities.

YEAR 6 OAA

Ladder Knowledge	Problem solving:	Navigational skills:	Communication:	Reflection:
	Being able to solve problems is an important life skill. It helps you to have good relationships with others, be creative and plan	Having good navigational skills is an important life skill because it helps to keep you safe and identify dangers and landmarks on a map and in the real	Good communication skills are key to solving problems and working effectively as a team.	Reflecting on when and how you are successful at solving challenges can help to alter your methods to improve in future challenges.

PRIOR LEARNING

Children will have worked through previous years of Getset4PE OAA and learnt the following in Year 5:

- I am inclusive of others and can share job roles.
- I can navigate around a course using a map.
- I can orientate a map confidently.
- I can reflect on when I was successful at solving challenges and alter my methods in order to improve.
- I can use critical thinking to approach a task.
- I can work effectively with a partner and a small group, sharing ideas and agreeing on a team strategy.

KEY KNOWLEDGE & SKILLS

By the end of the term children will have gained the following Knowledge & Skills:

- I am inclusive of others, can share job roles and lead when necessary.
- I can orientate a map efficiently to navigate around a course.
- I can pool ideas within a group, selecting and applying the best method to solve a problem.
- I can use critical thinking skills to form ideas and strategies to solve challenges.
- I can work effectively with a partner and a group to solve challenges.
- With increasing accuracy, I can reflect on when and how I successful at solving challenges and alter my methods in order to improve.

HIGH FREQUENCY VOCABULARY

Team	Respect	Instructions	East
Share	Co-operate	Find	West
Listen	Share	Discuss	Leader
Help	Encourage	Leader	Trust
Friend	Solve	Solve	Approach
together	Play	Teamwork	
Kind	Listen	North	
Talk	Win	South	

SUBJECT SPECIFIC VOCABULARY

Adhere
To stick to something, like following a rule or staying on a path.

Cardinal Points
The main directions on a compass:

Critical Thinking
Using your brain to carefully think about a problem, ask good questions, and find smart answers.

Determine
To figure something out by thinking, looking at clues, or making a decision.

Inclusive
Making sure everyone feels welcome and part of the group.

Leadership
Being a person who helps guide others, make plans, and keep everyone working together.

Orientate
To figure out where you are and what direction to go, often by using a map or compass.

Contour Lines
Wiggly lines on a map that show the shape of the land. If the lines are close together, it means the land is steep. If they are far apart, the land is flat or gently sloping.

Scale
The tool on a map that shows how big things really are. It helps you understand the distance between places by comparing map measurements to real-life distances.

KEY CONCEPT QUESTIONS

How could scale be misleading when reading a map?

How could contour lines help you to plan a route?

Why is giving time for critical thinking a good idea before setting off on a task?

Why might speed not necessarily be the best skill for this type of event?

SMSC LINKS

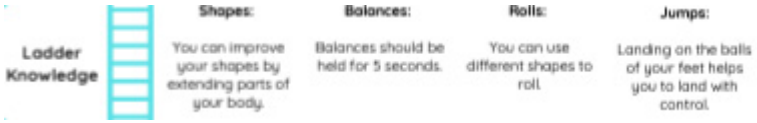
SPIRITUAL
Children are developing a sense of enjoyment while learning what they can do.

MORAL
Children are learning the difference between right and wrong.

SOCIAL
Children are developing skills needed to communicate with others and work as part of a team.

CULTURAL
Children will have a willingness to participate in and respond positively to different sporting opportunities.

YEAR 1 Gymnastics



PRIOR LEARNING

In Early Years, children have been exposed to a range of equipment which may be associated with gymnastics such as mats, ropes, and the hall equipment such as benches for balance and ladders, ropes etc. They have begun working on their core strength and have begun to understand what gymnastics is.

KEY KNOWLEDGE & SKILLS

By the end of the term children will have gained the following knowledge and skills:

- I am confident to perform in front of others.
- I can link simple actions together to create a sequence.
- I can make my body tense, relaxed, stretched and curled.
- I can recognise changes in my body when I do exercise.
- I can remember and repeat actions and shapes.
- I can say what I liked about someone else's performance.
- I can use apparatus safely and wait for my turn.

HIGH FREQUENCY VOCABULARY

Jump	Direction	Roll	Straight
Action	Level	Shape	Travel
Balance	Star	Speed	

SUBJECT SPECIFIC VOCABULARY

Arch
A position where you curve your back like a rainbow, with your belly facing forward and your arms and legs stretched.

Control
When you move your body carefully and don't let it wobble or fall in the wrong way.

Tuck
A position where you curl your body up small, hugging your knees close to your chest.

Straddle
A position where you stretch your legs wide apart to the sides.

Pike
A position where you sit or stand with your legs straight and together, bending your hips to fold your body.

Dish
A shape where your back is slightly rounded, with your arms and legs lifted off the ground like a "dish" curve.

Point
When you stretch your toes out so they look nice and straight.

Shape
The way your body looks when you hold a certain position, like a star, tuck, or dish.

KEY CONCEPT QUESTIONS

What should you do at the start or end of a performance to let the audience know you are finished?

How do you land with control? What do you do with your knees?

What are your top tips for performing forward rolls?

SMSC LINKS

SPIRITUAL
Children will feel a sense of accomplishment when they achieve something for themselves.

MORAL
Acting with certain behaviour when winning or losing a race.

SOCIAL
Children will learn about how they can work collaboratively to achieve and support each other

YEAR 2 Gymnastics

PRIOR LEARNING

Children will have worked through previous years of Getset4PE Gymnasticsand learnt the following in year 1:

- I am confident to perform in front of others.
- I can link simple actions together to create a sequence.
- I can make my body tense, relaxed, stretched and curled.
- I can recognise changes in my body when I do exercise.
- I can remember and repeat actions and shapes.
- I can say what I liked about someone else's performance.
- I can use apparatus safely and wait for my turn.

KEY KNOWLEDGE & SKILLS

By the end of the term children will have gained the following knowledge and skills:

- I am beginning to provide feedback using key words.
- I am proud of my work and confident to perform in front of others.
- I can perform the basic gymnastic actions with some control and balance.
- I can plan and repeat simple sequences of actions.
- I can use directions and levels to make my work look interesting.
- I can use shapes when performing other skills.
- I can work safely with others and apparatus.

Ladder Knowledge	Shapes:	Balances:	Rolls:	Jumps:
	Some shapes link well together.	Squeezing your muscles helps you to balance.	There are different teaching points for different rolls.	Looking forward will help you to land with control.

HIGH FREQUENCY VOCABULARY

Jump	Level	Speed	Hop
Action	Star	Straight	Skip
Balance	Roll	Travel	Walk
Direction	Shape	Crawl	Stretch

SUBJECT SPECIFIC VOCABULARY

Leap
A big jump where you push off one foot and land on the other foot, like flying over something.

Slide
Moving smoothly across the floor without lifting your feet too much.

Lunge
A move where you step one foot forward and bend that knee, while the back leg stays straight.

Crab Walk
Moving on your hands and feet with your belly facing up, like a crab.

Bear Crawl
Moving on your hands and feet with your bottom in the air, like a bear.

Straddle
Sitting or standing with your legs wide apart to the sides.

Pathway
The route or direction you take as you move, like a straight line, zigzag, or a curve.

Tuck
Curling up small by hugging your knees to your chest and making your body round.

KEY CONCEPT QUESTIONS

What is is called when we link actions together? Can you give me an example?

What makes a good balance?

Why is it important to not go too fast when performing?

How can apparatus make a balance difficult?

SPIRITUAL
Children will feel a sense of accomplishment when they achieve something for themselves.

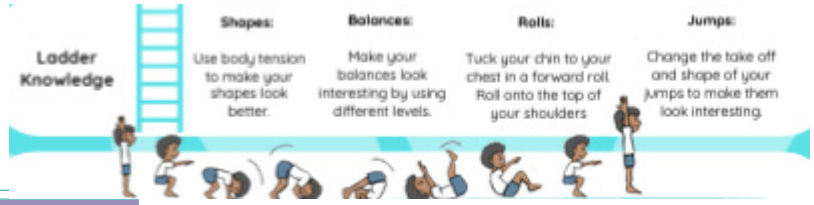
MORAL
Acting with certain behaviour when winning or losing a race.

SOCIAL
Children will learn about how they can work collaboratively to achieve and support each other.

SMSC LINKS

YEAR 3

Gymnastics



PRIOR LEARNING

Children will have worked through previous years of Getset4PE Gymnastics and learnt the following in year 2:

- I am beginning to provide feedback using key words.
- I am proud of my work and confident to perform in front of others.
- I can perform the basic gymnastic actions with some control and balance.
- I can plan and repeat simple sequences of actions.
- I can use directions and levels to make my work look interesting.
- I can use shapes when performing other skills.
- I can work safely with others and apparatus.

KEY KNOWLEDGE & SKILLS

By the end of the term children will have gained the following skills & knowledge:

- I can adapt sequences to suit different types of apparatus.
- I can choose actions that flow well into one another.
- I can complete actions with increasing balance and control.
- I can provide feedback using key words.
- I can use matching and contrasting actions in a partner sequence.
- I use a greater number of my own ideas for movements in response to a task.
- With help, I can recognise how performances could be improved.

HIGH FREQUENCY VOCABULARY

Jump	Star	Travel	Stretch
Action	Roll	Crawl	Direction
Balance	Shape	Hop	
Direction	Speed	Skip	
Level	Straight	Walk	

SUBJECT SPECIFIC VOCABULARY

Body Tension
Squeezing muscles to help to be stable when performing actions

Contrast
Different to one another

Control
Being able to perform a skill with good technique

Extend
To make longer

Flow
Smooth link landing

Position
A stable position used after jumping

Matching
To perform the same action as someone else

Patch
A large body part

Point
A small body part

Take off
The moment a person begins jump

KEY CONCEPT QUESTIONS

In what sports is balance important? Can you gice examples?

What is a point balance?

When stepping into jumps or balances, what is the pattern?

Finish my sentences: Matching is when.... contrasting is when.... sequences are best when....

SMSC LINKS

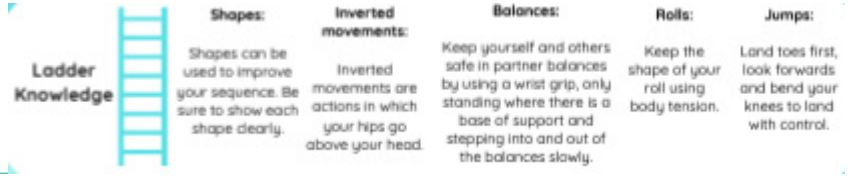
SPIRITUAL
Children are developing a sense of enjoyment while learning what they can do.

MORAL
Children are learning the difference between right and wrong.

SOCIAL
Children are developing skills needed to communicate with others and work as part of a team.

CULTURAL
Children will have a willingness to participate in and respond positively to different sporting opportunities.

YEAR 4 Gymnastics



PRIOR LEARNING

Children will have worked through previous years of Getset4PE Gymnastics and learnt the following in year 3:

- I can adapt sequences to suit different types of apparatus.
- I can choose actions that flow well into one another.
- I can complete actions with increasing balance and control.
- I can provide feedback using key words.
- I can use matching and contrasting actions in a partner sequence.
- I use a greater number of my own ideas for movements in

KEY KNOWLEDGE & SKILLS

By the end of the term children will have gained the following knowledge & skills:

- I can explain what happens to my body when I exercise and how this helps to make me healthy.
- I can plan and perform sequences with a partner that include a change of level and shape.
- I can provide feedback using appropriate language relating to the lesson.
- I can safely perform balances individually and with a partner.
- I can watch, describe and suggest possible improvements to others' performances and my own.
- I understand how body tension can improve the control and quality of my movements.

HIGH FREQUENCY VOCABULARY

Jump	Star	Travel	Stretch
Action	Roll	Crawl	Direction
Balance	Shape	Hop	Extend
Direction	Speed	Skip	Match
Level	Straight	Walk	Perform

SUBJECT SPECIFIC VOCABULARY

Body Tension
Squeezing muscles to help to be stable when performing actions

Bridge
An inverted action on hands and feet

Contrast
Different to one another

Flow
Smooth link

Fluidly
Flow easily

inverted
where hips go above head

landing position
a stable position used after jumping

momentum
the direction created by weight and power

rotation
the circular movement of an object around a central point

sequence
a series of actions

KEY CONCEPT QUESTIONS

Do we see seqwuences in other areas of PE? Can you give examples of sports or events?

Finish my sentence:
In Gymnastics jumps are...to create a good jump I need to.... to jump safely I need to....

Can you give me an example of an inverted movement?

SMSC LINKS

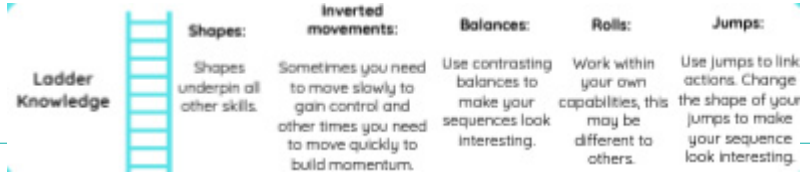
SPIRITUAL
Children are developing a sense of enjoyment while learning what they can do.

MORAL
Children are learning the difference between right and wrong.

SOCIAL
Children are developing skills needed to communicate with others and work as part of a team.

CULTURAL
Children will have a willingness to participate in and respond positively to different sporting opportunities.

YEAR 5 Gymnastics



PRIOR LEARNING

Children will have worked through previous years of Getset4PE Gymnastics and learnt the following in year 4:

- I can explain what happens to my body when I exercise and how this helps to make me healthy.
- I can plan and perform sequences with a partner that include a change of level and shape.
- I can provide feedback using appropriate language relating to the lesson.
- I can safely perform balances individually and with a partner.
- I can watch, describe and suggest possible improvements to others' performances and my own.
- I understand how body tension can improve the control and quality of my movements.

KEY KNOWLEDGE & SKILLS

By the end of the term children will have gained the following Knowledge and Skills:

- I can create and perform sequences using apparatus, individually and with a partner.
- I can lead a partner through short warm-up routines.
- I can use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance.
- I can use feedback provided to improve my work.
- I can use set criteria to make simple judgments about performances and suggest ways they could be improved.
- I can use strength and flexibility to improve the quality of a performance.
- I can work safely when learning a new skill to keep myself and others safe.

HIGH FREQUENCY VOCABULARY

Jump	Straight	Match
Action	Travel	Perform
Balance	Crawl	Decide
Direction	Hop	Observe
Level	Skip	Stable
Star	Walk	Identify
Roll	Stretch	Matchign
Shape	Direction	Mirroring
Speed	Extend	Performance

SUBJECT SPECIFIC VOCABULARY

Asymmetrical
Not equal on both sides

Canon
When performers complete the same action one after the other

Cartwheel
An inverted movement performed on hands and feet

Extension
Moving a body part outwards or straight

Inverted
Where hips go above head

Momentum
The direction created by weight and power

Pathways
Designs traced in space (on the floor or in the air)

Quality
Tthe standard of the skill stable: to be balanced

Symmetrical:
Two parts that match exactly

Synchronisation
Moving at the same time transition: moving from one action or position to another

KEY CONCEPT QUESTIONS

What is an asymmetrical balance?

What is cannon and sychronisation?

How is planning and timing used in other sequences throughout sport?

Which actions are easier to match? Symmetrical or asymmetrical?

SMSC LINKS

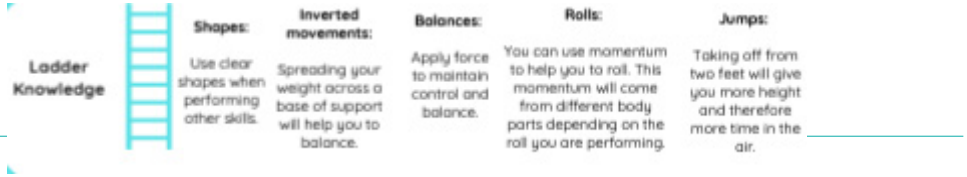
SPIRITUAL
Children are developing a sense of enjoyment while learning what they can do.

MORAL
Children are learning the difference between right and wrong.

SOCIAL
Children are developing skills needed to communicate with others and work as part of a team.

CULTURAL
Children will have a willingness to participate in and respond positively to different sporting opportunities.

YEAR 6 Gymnastics



PRIOR LEARNING

Children will have worked through previous years of Getset4PE Gymnastics and learnt the following in Year 5:

- I can create and perform sequences using apparatus, individually and with a partner.
- I can lead a partner through short warm-up routines.
- I can use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance.
- I can use feedback provided to improve my work.
- I can use set criteria to make simple judgments about performances and suggest ways they could be improved.
- I can use strength and flexibility to improve the quality of a performance.
- I can work safely when learning a new skill to keep myself and others safe.

KEY KNOWLEDGE & SKILLS

By the end of the term children will have gained the following Knowledge & Skills:

- I can combine and perform gymnastic actions, shapes and balances with control and fluency.
- I can create and perform sequences using compositional devices to improve the quality.
- I can lead a small group through a short warm-up routine.
- I can use appropriate language to evaluate and refine my own and others' work.
- I can work collaboratively with others to create a sequence.
- I understand how to work safely when learning a new skill.
- I understand what counter balance and counter tension is and can show examples with a partner.

HIGH FREQUENCY VOCABULARY

Jump	Speed	Direction	Matchign
Action	Straight	Extend	Mirroring
Balance	Travel	Match	Engage
Direction	Crawl	Perform	Cartwheel
Level	Hop	Decide	Structure
Star	Skip	Observe	
Roll	Walk	Stable	
Shape	Stretch	Identify	

SUBJECT SPECIFIC VOCABULARY

Aesthetics
how a performance or skill looks

Competent
Able to perform

Contrasting
Different to one another

Counter balance
Creating a balance by pushing against a partner counter

Tension
Creating a balance by pulling away from a partner

Execution
Completing the action

Flight
Time in the air

Formation
Where performers are in the space in relation to others

Handstand
An inverted balance in which weight is held on hands

Progression
A stage of a skill refine: to improve the quality

Vault
Performing an action over a piece of apparatus

KEY CONCEPT QUESTIONS

How could you create a smooth fluid movement when you roll?

What is counter balance and counter tension?

What is a canon? Can you give me an example?

What are formations and how can they improve a performance?

SMSC LINKS

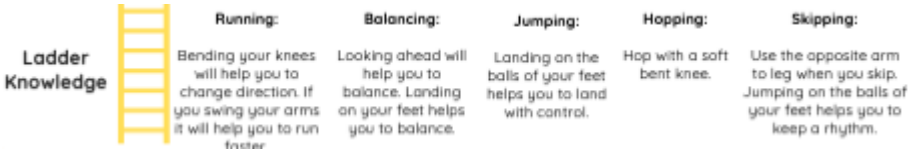
SPIRITUAL
Children are developing a sense of enjoyment while learning what they can do.

MORAL
Children are learning the difference between right and wrong.

SOCIAL
Children are developing skills needed to communicate with others and work as part of a team.

CULTURAL
Children will have a willingness to participate in and respond positively to different sporting opportunities.

YEAR 1 Fundamentals



PRIOR LEARNING

Children have learnt the basic fundamentals assosciated with the EYFS Physical development as well as things such as fine motor. Here they are building upon this and looking at speed and running and again looking to work collaboratively with their peers. With some key focusses on ABC's (Agility, Balance, Co-Ordination) there is a base to build upon from EYFS,

KEY KNOWLEDGE & SKILLS

By the end of the term children will have gained the following knowledge and skills:

- I can change direction when moving at speed.
- I can recognise changes in my body when I do exercise.
- I can run at different speeds.
- I can select my own actions in response to a task.
- I can show hopping and jumping movements.
- I can work co-operatively with others to complete tasks.
- I show balance and co-ordination when static and moving at a slow speed.

HIGH FREQUENCY VOCABULARY

Team	Fast	Shape	Run
Bend	Jump	Hop	Speed

SUBJECT SPECIFIC VOCABULARY

Direction
Which way you are going, like left, right, up, or down.

Dodge
To move quickly to the side to avoid something.

Jog
Running slowly, like gentle running for exercise.

Arch
A curved shape, like a rainbow or a bridge.

Rope Jump
Using a skipping rope to jump over as it swings.

Bending Your Knees
When you bend your legs so your knees go down and your body gets lower.

Balance
Staying still without falling over, like standing on one foot.

Agility
Being quick and good at moving your body in different ways.

Dodge
Quickly getting out of the way.

Co-ordination
Using your body parts like hands, feet, and eyes together smoothly.

KEY CONCEPT QUESTIONS

How can you move your body so it is hard for someone on the other team to catch you?

How does your body change when you are running at different speeds?

WHy is it important to swing your arms when you are trying to jump a long distance?

How can bending your knees when you land from a jump help you?

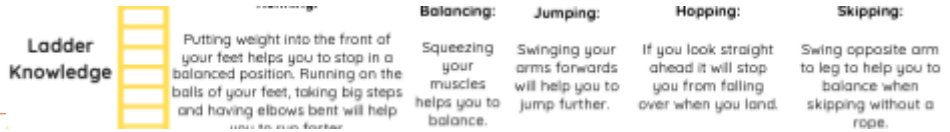
SMSC LINKS

SPIRITUAL
Children will feel a sense of accomplishment when they achieve something for themselves.

MORAL
Acting with certain behaviour when winning or losing a race.

SOCIAL
Children will learn about how they can work collaboratively to achieve and support each other

YEAR 2 Fundamentals



PRIOR LEARNING

Children have worked from the GetSet4PE scheme and have learnt the following skills and knowledge:

- I can change direction when moving at speed.
- I can recognise changes in my body when I do exercise.
- I can run at different speeds.
- I can select my own actions in response to a task.
- I can show hopping and jumping movements.
- I can work co-operatively with others to complete tasks.
- I show balance and co-ordination when static and moving at a slow speed.

KEY KNOWLEDGE & SKILLS

By the end of the term children will have gained the following knowledge and skills:

- I am beginning to provide feedback using key words.
- I am beginning to turn and jump in an individual skipping rope.
- I can describe how my body feels during exercise.
- I can show balance when changing direction.
- I can show hopping, skipping and jumping movements with some balance and control.
- I can work co-operatively with a partner and a small group.
- I show balance and co-ordination when running at different speeds.

HIGH FREQUENCY VOCABULARY

Team	Hop	Arch
Bend	Run	Balance
Fast	Speed	
Jump	Direction	
Shape	Jog	

SUBJECT SPECIFIC VOCABULARY

Footwork
The way in which you move your feet to help keep yourself balanced and moving.

Hurdle
Something you jump over, like a little wall or bar.

Take Off
The moment when your feet leave the ground, like when you start a jump.

Weight
How heavy something or someone is.

Spring
To push off the ground really fast, like a bouncy ball or a frog

Swing
Moving back and forth, like on a swing at the park or when you move your arms.

Rope Jump
Using a skipping rope to jump over as it swings.

Bending Your Knees
When you bend your legs so your knees go down and your body gets lower.

Agility
Being quick and good at moving your body in different ways.

Dodge
Quickly getting out of the way.

Co-ordination
Using your body parts like hands, feet, and eyes together smoothly.

KEY CONCEPT QUESTIONS

When you run faster, how do your legs change their movement?

How does bending down low help you push off faster when changing direction?

Which is easier, jumping forwards, backwards or sideways? Why?

SMSC LINKS

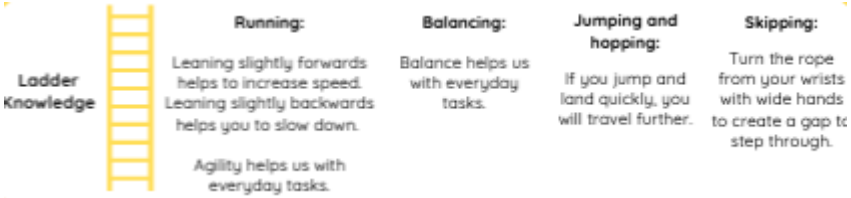
SPIRITUAL
How it feels internally to achieve something after a prolonged period of practise. The children are able to describe how they feel when succeeding at a challenge or new skill.

MORAL
Children are able to explain why it is important to be honest when completing tasks and not to move on before they are ready.

SOCIAL
Showing that you are supportive of all people in your class irrelevant of friendships and only using positive comments to help them succeed.

YEAR 3

Fundamentals



PRIOR LEARNING

Children have worked from the GetSet4PE scheme and have learnt the following skills and knowledge:

- I am beginning to provide feedback using key words.
- I am beginning to turn and jump in an individual skipping rope.
- I can describe how my body feels during exercise.
- I can show balance when changing direction.
- I can show hopping, skipping and jumping movements with some balance and control.
- I can work co-operatively with a partner and a small group.

KEY KNOWLEDGE & SKILLS

By the end of the term children will have gained the following skills & knowledge:

- I am able to jump and turn a skipping rope.
- I can change direction quickly.
- I can identify when I was successful.
- I can link hopping and jumping actions.
- I demonstrate balance when performing other fundamental skills.
- I understand how the body moves differently at different speeds.
- I understand why it is important to warm up.

HIGH FREQUENCY VOCABULARY

Team	Hop	Arch	Spring
Bend	Run	Balance	Swing
Fast	Speed	Footwork	Bend your
Jump	Direction	Take off	knees
Shape	Jog	Weight	Agility

SUBJECT SPECIFIC VOCABULARY

Rope Jump
Using a skipping rope to jump over as it swings.

Dodge
Quickly getting out of the way.

Co-ordination
Using your body parts like hands, feet, and eyes together smoothly.

Rhythm
A pattern of sounds or movements that repeat, like clapping or dancing to music.

Accelerate
To go faster and faster, like a car speeding up.

Stability
Staying steady and not wobbling or falling, like balancing on one foot.

Technique
The special way you do something, like how you hold a pencil or throw a ball.

Take Off
The moment your feet leave the ground, like jumping into the air.

Landing
When you come back down and your feet touch the ground after a jump.

KEY CONCEPT QUESTIONS

Why is it important to warm up? What might happen if you don't do this effectively?

What is the best technique to skip effectively?

How can rhythm be important when running a longer distance?

WHat sort of sporting events can you think of where you would use a range of running speeds?

SMSC LINKS

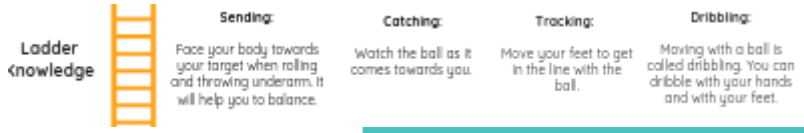
SPIRITUAL
Children are developing a sense of enjoyment while learning what they can do.

MORAL
Children are learning the difference between right and wrong.

SOCIAL
Children are developing skills needed to communicate with others and work as part of a team.

CULTURAL
Children will have a willingness to participate in and respond positively to different sporting opportunities.

YEAR 1 Ball Skills



PRIOR LEARNING

Gross Motor Skills: Children should be able to negotiate space and obstacles safely, demonstrating strength, balance, and coordination during play. They should move energetically, engaging in activities such as running, jumping, dancing, hopping, skipping, and climbing.
Fine Motor Skills: They should hold a pencil effectively using the tripod grip, use a range of small tools (like scissors and paintbrushes), and begin to show accuracy and care when drawing.
Physical Activity Engagement: Regular participation in both indoor and outdoor physical activities is essential. Such engagement supports the development of core strength, stability, balance, spatial awareness, coordination, and agility, laying a strong foundation for more complex physical skills required in KS1

KEY KNOWLEDGE & SKILLS

By the end of the term children will have gained the following knowledge and skills:

- I am beginning to catch with two hands
- I am beginning to dribble a ball with my hands and feet.
- I am beginning to understand simple tactics.
- I can roll and throw with soem accuracy towards a target.
- I can say when someone has been successful.
- I can track a ball when it is coming towards me.
- I can work collaboratively with a partner.

HIGH FREQUENCY VOCABULARY 2

Control	Bounce	Target	Throw
Catch	Move	Direction	
Roll	Stop	Aim	

SUBJECT SPECIFIC VOCABULARY 3

Underarm Throw
Throwing the ball with your hand swinging from low to high under your arm.

Overarm Throw
Throwing the ball by lifting your arm above your shoulder.

Coordination
Using your eyes and body together to do something like catch or throw.

Control
Keeping the ball moving how you want it to, not too fast or wild.

Partner Work
Doing something with a friend, like rolling or catching a ball together.

Accuracy
Getting the ball to go where you want it to go.

Balance
Staying steady and not falling over when you move.

Reaction
Definition: How fast you move when something happens, like catching a ball quickly.

KEY CONCEPT QUESTIONS

Why is it important to look at your target before you roll or throw the ball?"

Can you show me how to stop a rolling ball using your hands, and explain why it's important to control the ball this way?

When would you use an underarm throw instead of an overarm throw in a game?

How do you and your partner work together to catch and throw the ball successfully?

SMSC LINKS

SPIRITUAL
Children are developing a sense of enjoyment while learning what they can do.

MORAL
Children are learning the difference between right and wrong.

SOCIAL
Children are developing skills needed to communicate with others.

CULTURAL
Children will have a willingness to participate in and respond positively to

YEAR 2

Ball Skills

Ladder Knowledge

Sending: Step forward with your opposite foot to throwing arm. This will help you to balance.

Catching: Use wide fingers and pull the ball into your chest to catch securely.

Tracking: It is easier to move towards a ball to track it than chase it.

Dribbling: Keep your head up when dribbling to see the space and other players.

PRIOR LEARNING

To ensure children are well-prepared for Year 2 Ball Skills, they should have developed fundamental abilities in Year 1, including rolling, bouncing, and catching balls with increasing control and accuracy. They should be able to perform both underarm and overarm throws, stop and retrieve moving balls, and work cooperatively with partners during simple ball games. These foundational skills support progression to more complex tasks in Year 2, such as targeting moving objects and refining throwing and catching techniques.

KEY KNOWLEDGE & SKILLS

By the end of the term children will have gained the following knowledge and skills:

- I can roll a ball to hit a target.
- I can stop a rolling ball with the right technique.
- I can develop my skills in dribbling a ball with my feet.
- I can develop technique for kicking a ball.
- I can develop my skills for throwing and catching.
- I can develop dribbling a ball with my hands.

HIGH FREQUENCY VOCABULARY 2

Direction	Target	Space	Catch
Control	Change	Practice	
Speed	Accurate	Bounce	
Aim	Partner	Roll	

SUBJECT SPECIFIC VOCABULARY 3

Underarm Throw
Definition: Throwing the ball with your arm going under your arm.

Overarm Throw
Definition: Throwing the ball with your arm going over your shoulder.

Pass
Definition: Giving the ball to someone else in your team.

Reaction
Definition: How fast you move when something happens, like getting ready to catch.

Accuracy
Definition: Making sure the ball goes exactly where you want it to.

Control
Definition: Keeping the ball steady and doing what you want with it.

Tracking
Definition: Watching the ball closely so you can move to it or catch it.

KEY CONCEPT QUESTIONS

What makes a throw more accurate—throwing fast or aiming carefully?

How does practising a skill like bouncing help you get better at it?

Why might you choose to roll the ball instead of throw it during a game?

What do you need to think about when passing a ball to a moving partner?

SMSC LINKS

SPIRITUAL
Children can use their imaginations and creativity to help them create games and problem solve.

MORAL
Children will develop the ability to recognise the difference between right & wrong and how this impacts their life.

SOCIAL
Children will use a range of social skills in sporting contexts and use these to communicate.

CULTURAL
Children will enjoy exploring, improving understanding and showing respect towards children from different cultural backgrounds.

YEAR 4 Ball Skills

PRIOR LEARNING

Before starting this Year 4 Ball Skills unit, children should be confident in basic ball control, including dribbling, passing, and catching with reasonable accuracy. They need experience working in teams, understanding simple tactics, and communicating effectively during games. These skills provide the foundation for developing more advanced coordination, decision-making, and strategic play in this unit.

KEY KNOWLEDGE & SKILLS

By the end of the term children will have gained the following knowledge and skills:

- I can develop my dribbling skills with hands and feet.
- I can develop conficence and accuracy when tracking a ball
- I can develop catching skills when catching with one or two hands.
- I can explore a variety of throwing techniques.
- I can develop tracking and kicking skills
- I can track a ball that is not sent directly to me
- I can apply sending and receiving skills in games.

HIGH FREQUENCY VOCABULARY

Control	Choose	Pass
Space	Practice	Decision
Direction	Speed	Teamwork
Team	Support	Movement
Accurate	Tracking	Strategy
Move	Reaction	Position

SUBJECT SPECIFIC VOCABULARY

Intercept
To stop the ball from reaching another player, usually by catching or blocking it.

Possession
When your team has control of the ball during a game.

Defender
A player whose job is to stop the other team from scoring.

Attacker
A player who tries to score points or goals for their team.

Tactic
A planned way of playing to help your team succeed in a game.

Marking
Staying close to an opponent to stop them from getting the ball.

Tracking
Following a moving player or ball to stay in a good position.

Support Play
Helping your teammates by being ready to receive a pass or assist in the game.

KEY CONCEPT QUESTIONS

How do you decide whether to pass, dribble, or shoot during a game?

Why is it important to keep control of the ball when you are moving with it?

What does working well as a team look like when you're playing a ball game?

How does practising different types of passes help you become a better player?

SMSC LINKS

SPIRITUAL
Children will respect people from other cultures and listen to their opinions fairly.

MORAL
Children will understand the consequences of their actions and behaviour.

SOCIAL
Children will use the British value of 'Rule of Law' to help develop a confident understanding of sporting rules and how this can help in everyday life.

CULTURAL
Children will understand how games and sports from other cultures are played and impact on lives of those participating.

YEAR 1

Invasion Games

PRIOR LEARNING

To be successful in the Year 1 Invasion Games unit, children should be able to move confidently and safely in space, using basic skills like running, stopping, and changing direction. They should have some control when throwing, catching, and rolling a ball, and be able to work with a partner or in small groups. Understanding simple rules and taking turns are also important for participating in team-based activities.

KEY KNOWLEDGE & SKILLS

By the end of the term children will have gained the following knowledge and skills:

- To understand the role of defenders and attackers.
- To recognise who to pass to and why.
- To move towards goal with the ball.
- To support a teammate when playing in attack.
- To move into space showing an awareness of defenders.
- To stay with a player when defending.

HIGH FREQUENCY VOCABULARY

Move	Team	Chase	Try
Space	Turn	Stop	
Direction	Share	Help	

SUBJECT SPECIFIC VOCABULARY

Invasion Game
A game where two teams try to move into each other's space to score points.

Attacker
A player who tries to score by getting the ball or object into the other team's area.

A player who tries to stop the other team from scoring.

Dodge
To move quickly to the side to get away from another player.

Tag
To touch another player to show they are out or to stop them.

Intercept
To catch or stop the ball before it reaches the other team.

Marking
Staying close to a player on the other team to stop them getting the ball.

Pass
To send the ball to someone else on your team.

Score
To get a point or goal in the game.

KEY CONCEPT QUESTIONS

Why is it important to find space when you're playing a game?

How do we work as a team to keep the ball or win it back?

What does it mean to defend, and how can you do it fairly?

How do rules help us play invasion games safely and fairly

SMSC LINKS

SPIRITUAL
Children are developing a sense of enjoyment while learning what they can do.

MORAL
Children are learning the difference between right and wrong.

SOCIAL
Children are developing skills needed to communicate with others.

CULTURAL
Children will have a willingness to participate in and respond positively to different sporting opportunities.

YEAR 2 Invasion Games

PRIOR LEARNING

To be successful in the Year 2 Invasion Games unit, children should be able to move confidently in different directions, including changing speed and avoiding others. They should have basic ball skills, such as rolling, throwing, catching, and stopping a ball. Additionally, they should understand simple rules and be able to work cooperatively with others in a team setting.

KEY KNOWLEDGE & SKILLS

By the end of the term children will have gained the following knowledge and skills:

- To understand what being in possession means and support a teammate to do this.
- To understand that scoring goals is an attacking skill and to explore ways to do this.
- To understand that stopping goals is a defending skill and explore ways to do this.
- To explore how to gain possession.
- To mark an opponent and understand that this is a defending skill.
- To apply simple tactics for attacking and defending.

HIGH FREQUENCY VOCABULARY

Agility	Balance	Run	Move
Compete	Control	Catch	Direction
Steady	Healthy	Challenge	Team
Throw	Plan	Explore	Try
Active	Communicate	Jump	Share

SUBJECT SPECIFIC VOCABULARY

Attacker
A player who tries to score points for their team by moving into the other team's area.

Defender
A player who tries to stop the other team from scoring points.

Dribble
To move the ball along the ground by tapping or pushing it gently with your hands or feet.

Pass
To send the ball to a teammate by throwing, rolling, or kicking it.

Intercept
To stop the ball from reaching another player by catching or blocking it.

Marking
Staying close to a player on the other team to stop them from getting the ball.

Dodge
To move quickly to the side to avoid another player or to get away from them.

Space
An open area on the playing field where there are no other players.

Tactics
A smart plan or idea used during a game to help your team play better.

KEY CONCEPT QUESTIONS

Why is it important to think about attacking and defending during an invasion game?

What does the word invasion mean? Can you think of examples of invasions games?

Why do you need to make judgments during an invasion game?

SMSC LINKS

SPIRITUAL
Children can use their imaginations and creativity to help them create games and problem solve.

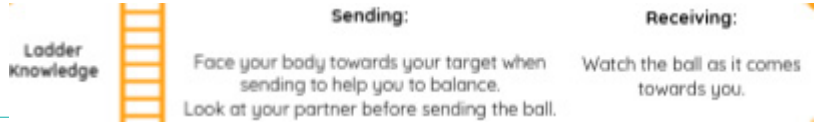
MORAL
Children will develop the ability to recognise the difference between right & wrong and how this impacts their life.

SOCIAL
Children will use a range of social skills in sporting contexts and use these to communicate.

CULTURAL
Children will enjoy exploring, improving understanding and showing respect towards children from different cultural backgrounds.

YEAR 1

Sending and receiving



PRIOR LEARNING

Children will have practised throwing and catching with hands and feet in previous ball-skills units.
They'll understand how to track, stop, and roll different-sized balls toward a target.
They'll have experience working co-operatively in pairs and small groups to apply fundamental movement skills.

HIGH FREQUENCY VOCABULARY

Move	Team	Chase	Try
Space	Turn	Stop	Accuracy
Direction	Share	Help	Tasrget

KEY CONCEPT QUESTIONS

Why is it important to track the ball with your eyes before catching or receiving it?

How does using an overarm throw differ from an underarm throw, and when might we use each?

What makes a successful dribble, and why is control important during dribbling?

When catching a ball, what should you do to help your partner feel confident during the throw?

KEY KNOWLEDGE & SKILLS

By the end of the term children will have gained the following knowledge and skills:

- To develop rolling and throwing a ball towards a target.
- To develop receiving a rolling ball and tracking skills.
- To be able to send and receive a ball with your feet.
- To develop throwing and catching skills over a short distance.
- To develop throwing and catching over a longer distance.
- To apply sending and receiving skills to small games.

SUBJECT SPECIFIC VOCABULARY

Overar
A throwing action where the ball is released over the shoulder.

Underarm
Throwing motion where the ball is swung beneath shoulder height.

Dribbling
Propelling a ball with the hands or feet while maintaining control.

Tracking
Following the movement of the ball with your eyes and body.

SMSC LINKS

SPIRITUAL
Children are developing a sense of enjoyment while learning what they can do.

MORAL
Children are learning the difference between right and wrong.

SOCIAL
Children are developing skills needed to communicate with others.

CULTURAL
Children will have a willingness to participate in and respond positively to different sporting opportunities.

YEAR 2

Sending and Receiving

Ladder Knowledge

Sending:

Control the ball before sending it. Stepping with opposite foot to throwing arm will help you to balance.

Receiving:

Use wide fingers and pull the ball in to your chest to help to securely catch.

PRIOR LEARNING

hildren have practised fundamental throwing and catching techniques in previous units, developing basic coordination.
They can roll and kick a ball toward a target and track it visually.
They have experience working cooperatively in pairs and small groups to apply these movement skills.

KEY KNOWLEDGE & SKILLS

By the end of the term children will have gained the following knowledge and skills:

- To roll a ball towards a target.
- To track and receicve a rolling ball
- To send and recieve a ball with their feet
- To develop catching skills
- To develop throwing and catching skills
- To send a receive a ball using a racket.

HIGH FREQUENCY VOCABULARY

Agility	Balance	Run	Move
Compete	Control	Catch	Direction
Steady	Healthy	Challenge	Team
Throw	Plan	Explore	Try
Active	Communicate	Jump	Share

SUBJECT SPECIFIC VOCABULARY

Overarm
a throwing technique where the arm moves over the shoulder in an arc.

Underarm
a throwing technique where the arm swings below shoulder level in a pendulum motion.

Receive
the act of getting and controlling an incoming ball.

Tracking
visually following the path of a moving ball to predict where it will go.

KEY CONCEPT QUESTIONS

What do you need to do with your eyes and body when you track a ball to receive it successfully?

How does an overarm throw help you when trying to cover more distance compared to an underarm throw?

What makes a throw or catch accurate?

Why is it important to collaborate with your partner when playing sending and receiving activities?

SMSC LINKS

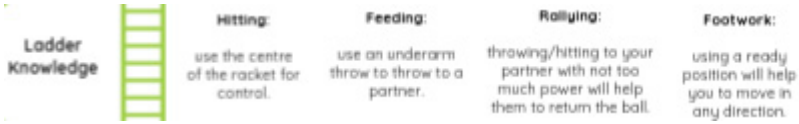
SPIRITUAL
Children can use their imaginations and creativity to help them create games and problem solve.

MORAL
Children will develop the ability to recognise the difference between right & wrong and how this impacts their life.

SOCIAL
Children will use a range of social skills in sporting contexts and use these to communicate.

CULTURAL
Children will enjoy exploring, improving understanding and showing respect towards children from different cultural backgrounds.

YEAR 1 Net and Wall Games



PRIOR LEARNING

Children can send and receive a range of objects (balls, beanbags) using simple actions like underarm roll or throw. They track moving objects, move into position, and stop them using simple catching or striking with hands. They understand basic game rules, sharing turns, and moving safely in open space.

KEY KNOWLEDGE & SKILLS

By the end of the term children will have gained the following knowledge and skills:

- To defend space using the ready position.
- To play against an opponent and keep the score.
- To explore hitting with a racket.
- To develop racket and ball skills.
- To develop sending a ball using a racket.
- To develop hitting over a net.

HIGH FREQUENCY VOCABULARY

control, accuracy, direction, space, movement, sequence, evaluate

SUBJECT SPECIFIC VOCABULARY

Ready position
Knees bent, racket up, body balanced and watching for the next hit

Serve
The first hit that sends the ball over the net to start the rally

Racket
The tool used to hit the ball

Forehand
Hitting on the same side as your racket hand

Backhand
Hitting on the opposite side of your racket hand

Rally
Back and forth hitting of the ball over the net

Net
The divider the ball must cross

Court
The playing area marked out by lines

KEY CONCEPT QUESTIONS

How do you stand and hold your racket so you're balanced and ready for a shot?

What must you do to serve correctly over the net and start a rally?

How do you decide when to hit a forehand or backhand during a rally?

Why is moving into space important before you hit or receive the ball?

SMSC LINKS

SPIRITUAL
Children are developing a sense of enjoyment while learning what they can do.

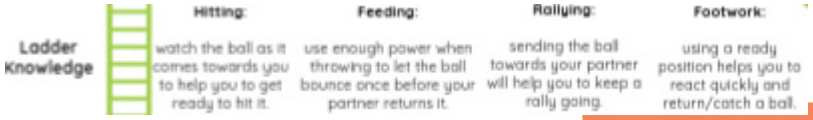
MORAL
Children are learning the difference between right and wrong.

SOCIAL
Children are developing skills needed to communicate with others.

CULTURAL
Children will have a willingness to participate in and respond positively to different sporting opportunities.

YEAR 2

Net and Wall Games



PRIOR LEARNING

Children can reliably send and receive objects using rackets or hands, demonstrating improved accuracy. They move into position quickly, track moving objects, and strike them intentionally toward a target.
They have adapted games, used basic tactics (e.g., hitting to space), and understood simple scoring systems

KEY KNOWLEDGE & SKILLS

By the end of the term children will have gained the following knowledge and skills:

- To use the ready position to defend space on court.
- To develop returning a ball with hands.
- To play against a partner.
- To develop racket skills and use them to return a ball.
- To develop returning a ball using a racket.
- To play against an opponent using a racket.

HIGH FREQUENCY VOCABULARY

accuracy,	evaluate	Rules	Work together
strategy,	adapt	Fair	
support	Take turns	Control	
timing	Help	Watch	

SUBJECT SPECIFIC VOCABULARY

Dominant side
The side of your body you use more (like your racket hand)

Feeding
Gently throwing a ball to your partner to practice hitting

Tactic
A smart plan to help you win the point

Target area
The place you aim to hit the ball

Bounce
When the ball hits the ground and comes back up

Underarm
Throwing or serving from below shoulder height

Overarm
Throwing or serving from above shoulder height

KEY CONCEPT QUESTIONS

How do you set up a serve following the rules, so you can start play fairly?

Why is it helpful to know and use your dominant side when hitting or serving?

How can you change your feeding or hitting to make it more accurate?

What tactics can you use to win a point and how would you adjust them?

SMSC LINKS

SPIRITUAL
Children can use their imaginations and creativity to help them create games and problem solve.

MORAL
Children will develop the ability to recognise the difference between right & wrong and how this impacts their life.

SOCIAL
Children will use a range of social skills in sporting contexts and use these to communicate.

CULTURAL
Children will enjoy exploring, improving understanding and showing respect towards children from different cultural backgrounds.

YEAR 1 Striking and Fielding

Striking:	Fielding:	Throwing:	Catching:
the harder you strike, the further the ball will travel.	throwing the ball back is quicker than running with it.	use an overarm throw to throw over longer distances.	watch the ball as it comes towards you.

PRIOR LEARNING

Children can strike stationary objects and field simple rolling balls.
They track moving objects and consider direction and space when playing.
They share turns and follow rules suitable for small team activities.

HIGH FREQUENCY VOCABULARY

control, direction, movement, observe, accuracy, space, sequence, evaluate

KEY CONCEPT QUESTIONS

Where should you stand to hit the ball forward with control?

How can you field a rolling ball using both hands safely

Why do you aim for space when striking the ball?

What helps you run safely to a base after a successful hit?

KEY KNOWLEDGE & SKILLS

By the end of the term children will have gained the following knowledge and skills:

- To develop underarm throwing and catching.
- To develop overarm throwing.
- To develop hitting a ball.
- To develop collecting a ball.
- To learn how to get a batter out.
- To play games and understand how to score points.

SUBJECT SPECIFIC VOCABULARY

Bat
A stick or racket used to hit the ball

Strike
To hit the ball with a bat or stick

Fielder
Someone who catches or picks up the ball

Base
The safe spot players run to after hitting

Target area
The open space to aim the ball toward

Field
To catch or pick up the ball when it's rolling

Run
Moving from strike point to a base safely

SMSC LINKS

SPIRITUAL
Children are developing a sense of enjoyment while learning what they can do.

MORAL
Children are learning the difference between right and wrong.

SOCIAL
Children are developing skills needed to communicate with others.

CULTURAL
Children will have a willingness to participate in and respond positively to different sporting opportunities.

YEAR 2

Striking and Fielding

PRIOR LEARNING

Children can hit with control and field with increasing consistency.They run confidently between bases and understand when to strike or field.They follow turn-taking rules and can support teammates.

KEY KNOWLEDGE & SKILLS

By the end of the term children will have gained the following knowledge and skills:

- To track a rolling ball and collect it.
- To develop underarm throwing and catching to field a ball.
- To develop overarm throwing to limit a batter's score.
- To develop hitting for distance to score more points.
- To be able to get a batter out.
- To understand the rules of the game and use these to play fairly.

HIGH FREQUENCY VOCABULARY

accuracy, direction, evaluate, adapt
strategy, adjust, sequence,

SUBJECT SPECIFIC VOCABULARY

Bowling
Gently rolling the ball to the batter

Strike
Hitting the ball with intent toward space

Fielder
Player who collects and throws the ball

Home run
Running all the bases after a good hit

Catch
Stopping a thrown or hit ball in the air

Fielding positioning
Standing where you can stop the ball early

Fortify base
Keeping the base safe and holding it for a runner

KEY CONCEPT QUESTIONS

How do you time your hit so the ball goes where you want?

What makes good fielding positioning?

How do you decide when to run all the bases?

Why is communication with fielders important after hitting?

SMSC LINKS

SPIRITUAL

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MORAL

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SOCIAL

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CULTURAL

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YEAR 1 Target Games

Ladder Knowledge

Throwing:

use an overarm throw for distance and an underarm throw for accuracy. Stand with opposite foot to throwing arm forwards.

PRIOR LEARNING

Children can roll, toss, or swing objects toward a marked target. They're learning to adjust strength and direction based on distance. They participate in simple scoring systems and understand game rules.

HIGH FREQUENCY VOCABULARY

aim, distance, evaluate, scoringate
accuracy, control, adjust,

KEY CONCEPT QUESTIONS

How do you aim to get the object inside the target zone?

What happens if you throw too hard or too soft?

Why does adjusting direction help you be accurate?

How do you score correctly, and how many points did you earn?

KEY KNOWLEDGE & SKILLS

By the end of the term children will have gained the following knowledge and skills:

- To develop underarm throwing towards a target.
- To develop throwing for accuracy.
- To develop underarm and overarm throwing at a target.
- To develop throwing for accuracy and distance using underarm and overarm.
- To select the correct throw for the target.
- To develop throwing for accuracy and distance.

SUBJECT SPECIFIC VOCABULARY

Target zone
A marked area where you're aiming the ball

Point
Scored when the object lands in the target zone

Trajectory
The path the object makes in the air or on the ground

Adjust
Changing how you throw or roll to improve it

Overshoot
Throwing past the target

Undershoot
Not reaching the target

SMSC LINKS

SPIRITUAL
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MORAL
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SOCIAL
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CULTURAL
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YEAR 2

Target Games

PRIOR LEARNING

Children can throw, roll, or swing objects at different types of targets. They alter power and angle with more control. They understand scoring values and basic game tactics.

KEY KNOWLEDGE & SKILLS

By the end of the term children will have gained the following knowledge and skills:

- To consider how much power to apply when aiming at a target.
- To understand how to score using overarm and underarm throwing.
- To develop striking to a target.
- To develop hitting a moving target.
- To select and apply the appropriate skill to the target game.
- To show an improvement in my personal best.

HIGH FREQUENCY VOCABULARY

accuracy, direction, evaluate, adapt
strategy, adjust, sequence,

SUBJECT SPECIFIC VOCABULARY

Angle
The direction or tilt you use when aiming

Tactic
A plan to score more points or beat opponents

Power control
The right strength to throw accurately

Vary
Changing your strength or angle to improve

Target feedback
Checking where it landed to improve next time

Game plan
Deciding when and where to aim for better scoring

KEY CONCEPT QUESTIONS

How do you change the angle or power to hit different score zones?

Why would you aim at a specific score value to get more points?

What tactics help you beat your opponent in a target game?

How do you use feedback from your last throw to improve?

SMSC LINKS

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YEAR 4 Netball

PRIOR LEARNING

Children should be able to throw and catch a variety of balls with increasing control and accuracy. They should have experience with simple invasion games and understand basic team roles, such as attacker and defender. They should be confident in moving into space and using simple rules in team games.

HIGH FREQUENCY VOCABULARY

Jump	Shape	Walk	space,
Action	Speed	Stretch	direction,
Balance	Straight	Direction	signal,
Direction	Travel	Extend	accuracy,
Level	Crawl	Match	teamwork,
Star	Hop	Perform	strategy
Roll	Skip	position,	

Ladder Knowledge

KEY CONCEPT QUESTIONS

Why is pivoting useful when you have the ball in netball?

How does moving into space help your team when attacking?

What is the role of a defender in netball?

How can intercepting a pass help your team win the game?

KEY KNOWLEDGE & SKILLS

By the end of the term children will have gained the following knowledge & skills:

- To develop passing and moving and play within the footwork rule.
- To use a variety of passes to move towards a goal.
- To develop movement skills to lose a defender.
- To defend an opponent and try to win the ball.
- To develop the shooting action.
- To apply skills and knowledge to play games using netball rules

SUBJECT SPECIFIC VOCABULARY

Pivot
Keeping one foot still while turning your body to change direction.

Pass
Sending the ball to a teammate.

Mark
Staying close to a player on the other team to stop them scoring.

Intercept
Catching the ball before it reaches another player.

Attacker
The player trying to score points for their team.

Defender
The player trying to stop the other team from scoring.

Goal Zone
The area where goals can be scored.

SMSC LINKS

SPIRITUAL
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MORAL
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SOCIAL
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CULTURAL
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YEAR 6 Netball

Ladder Knowledge

Sending & receiving:

Not having a defender between you and the ball carrier helps you to send and receive with better control.

Space:

Moving to space even if you do not receive the ball will help to create space for a teammate.

PRIOR LEARNING

Pupils can consistently pass and catch accurately under pressure, including chest and bounce passes. They understand spatial awareness, movement into space, and basic court positioning (attack/defend zones)
They have played simple netball-style games, demonstrating pivot, marking, and awareness of footwork rules .

KEY KNOWLEDGE & SKILLS

By the end of the term children will have gained the following Knowledge & Skills:

- To develop passing and moving to maintain possession.
- To use a variety of attacking skills to lose a defender.
- To move into and create space to support a teammate.
- To use defending skills to gain possession.
- To develop accuracy in the shooting action under pressure.
- To use and apply skills, principles and tactics to a game situation.

HIGH FREQUENCY VOCABULARY

Jump	Travel	Decide	Space
Action	Crawl	Observe	Accuracy
Balance	Hop	Stable	Teamwork
Direction	Skip	Identify	Strategy
Level	Walk	Mirroring	Decision
Roll	Stretch	Engage	Performance
Shape	Direction	Cartwheel	
Speed	Extend	Structure	
Straight	Match	Position,	

SUBJECT SPECIFIC VOCABULARY

Pivot
When a player keeps one foot on the floor and swivels on it to point in a different direction.

Bounce pass
Style of pass where the player aims the ball into the floor before it reaches the target

Chest pass
A style of pass where the player starts the ball in front of their chest.

Shoulder pass
A style of pass that starts at the shoulder of the player. These are normally used for passing over greater distances.

Pivot
Keeping one foot still while turning on it when holding the ball.

Mark
Staying close to a player to stop them getting the ball.

Intercept
Catching or getting the ball from the opponent before it reaches them.

Feeding
Passing the ball into space so a teammate can catch it.

Shooting circle
The area around the goal where you must be to score.

Footwork
The rules about how you move your feet when holding the ball.

KEY CONCEPT QUESTIONS

Why do players need to pivot rather than step when holding the ball?

How does marking an opponent help your team defend?

When is it a good idea to intercept a pass, and how do you do it?

Why is communicating and supporting teammates essential during a game?

SMSC LINKS

SPIRITUAL
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MORAL
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SOCIAL
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CULTURAL
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YEAR 3 Basketball

HIGH FREQUENCY VOCABULARY

Team	Speed	Weight	Strategy,
Bend	Direction	Spring	Space,
Fast	Jog	Swing	Teamwork
Jump	Arch	Bend your	Evaluate
Shape	Balance	knees	Agility
Hop	Footwork	Agility	
Run	Take off	Coordination,	

PRIOR LEARNING

Children should already be able to dribble and pass a variety of balls (e.g., tennis balls, beanbags) with control and coordination. They should understand and apply basic tactics such as moving into space and working in pairs during games.
Pupils need prior experience of integrating multiple fundamental skills—dribbling, passing, catching—and beginning to link them in small-sided game scenarios.

SUBJECT SPECIFIC VOCABULARY

Dribble
Bounce the ball with one hand to move around.

Chest pass
Pass the ball with two hands from chest level.

Bounce pass
Pass the ball so it bounces once before it reaches someone.

Stride stop
Stop running using one foot first to control balance.

Pivot
Keep one foot frozen and turn on it to move your body.

Defensive stance
Stand with knees bent and arms out ready to defend.

Rebound
Grab the ball after a missed shot.

Lay-up
Move in and shoot close to the basket while jumping.

BEEF (shooting)
The four parts of a good shot: Balance, Eyes, Elbow, Follow-through.

KEY CONCEPT QUESTIONS

How should you dribble and stop safely when moving at pace?

When is it better to use a chest pass vs. a bounce pass?

What makes a strong defensive stance during gameplay?

How do you position yourself to get a rebound after a shot?

KEY KNOWLEDGE & SKILLS

By the end of the term children will have gained the following skills & knowledge:

- To understand the role of an attacker when in possession.
- To maintain possession whilst dribbling.
- To develop passing and moving to support my team.
- To understand the role of a defender and explore ways to gain possession.
- To understand that scoring goals is an attacking skill and learn how to do this.
- To apply skills and knowledge to compete in a tournament.

SMSC LINKS

SPIRITUAL
Children are developing a sense of enjoyment while learning what they can do.

MORAL
Children are learning the difference between right and wrong.

SOCIAL
Children are developing skills needed to communicate with others and work as part of a team.

CULTURAL
Children will have a willingness to participate in and respond positively to different sporting opportunities.

YEAR 5 Basketball

PRIOR LEARNING

Pupils can execute a variety of passes (chest, bounce, overhead) and catch under pressure. They dribble safely with head up, use stride stops, pivots, and can take and defend shots. They play small-sided games following rules (including no travelling, 5-second holds), working as attackers and defenders .

KEY KNOWLEDGE & SKILLS

By the end of the term children will have gained the following Knowledge and Skills:

- To develop ways to move the ball and apply them to different situations.
- To develop movement skills to lose a defender in different situations.
- To communicate with my team, move into space and take the ball towards the goal.
- To defend an opponent and know when to try to intercept.
- To develop shooting and explore when to pass, dribble or shoot.
- To use and apply skills, principles and tactics to a game situation.

HIGH FREQUENCY VOCABULARY

Jump	Travel	Decide
Action	Hop	Stable
Balance	Skip	Identify
Direction	Walk	Performance
Level	Stretch	Coordination
	Direction	Tactic
Roll	Extend	Transition
Speed	Match	Adapt
Straight	Perform	Leadership

SUBJECT SPECIFIC VOCABULARY

Overhead pass
Throw the ball from above your head for long distance.

Stride stop
Stop by planting one foot after a run or dribble.

Pivot
Spin around without moving one foot to keep control.

Driven pass
A fast, strong pass to reach a teammate quickly.

Defensive press
All defenders work together to pressure the attack.

Feint
Fake a pass or move to trick the opponent.

Pick and roll
One player sets a block, then moves to get the ball.

Lay-up
A close-range jumping shot off the board or directly.

Rebound
Catching a missed shot while following a shot.

KEY CONCEPT QUESTIONS

What makes a pass "driven," and when would you use it?

How does a defensive press change how the attackers play?

Describe how you fake (feint) to trick a defender.

What is a pick-and-roll, and how does it help create scoring chances?

SMSC LINKS

SPIRITUAL
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MORAL
Children are learning the difference between right and wrong.

SOCIAL
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CULTURAL
Children will have a willingness to participate in and respond positively to different sporting opportunities.

YEAR 5 Tag Rugby

Sending & receiving:

Having a clear path between you and the ball carrier helps you to send and receive with better control.

Space:

Moving to space even if you do not receive the ball will help to create space for a teammate.

PRIOR LEARNING

Pupils can throw and catch rugby-shaped balls accurately and under pressure. They understand passing backwards or sideways, evading defenders, and basic invasion-game tactics. They know tag rugby is non-contact, using tags to stop attackers and respecting simple rules.

KEY KNOWLEDGE & SKILLS

By the end of the term children will have gained the following Knowledge and Skills:

- To apply throwing and catching skills to a game situation.
- To understand when to pass and when to run with the ball.
- To use a backwards pass effectively when attacking.
- To work as a team to stop the opposition from scoring, applying the 'offside' rule.
- To use a dodge to create space and beat a defender.
- To apply rules and skills to take part in competitive games.

HIGH FREQUENCY VOCABULARY

Jump	Skip	Identify
Action	Walk	Performance
Balance	Stretch	Accuracy
Direction	Direction	Teamwork
Level	Extend	Strategy
Speed	Match	Evade
Straight	Perform	Support
Travel	Decide	
Hop	Stable	

SUBJECT SPECIFIC VOCABULARY

Tag
Pulling the Velcro tag off a player instead of tackling.

Backward pass
Throwing the ball sideways or backwards to a teammate.

Evade
Moving quickly to avoid being tagged.

Support
Running in space to offer a pass option.

Offside line
The line attackers cannot cross before the ball is passed.

Try line
Where you score by placing the ball down past it.

Defender
A player trying to tag the ball-carrier.

KEY CONCEPT QUESTIONS

Why must you pass backwards in tag rugby?

What helps you evade a defender and avoid being tagged?

How do you support your teammate when they have the ball?

Why is the offside line important for fair gameplay?

SMSC LINKS

SPIRITUAL
Children are developing a sense of enjoyment while learning what they can do.

MORAL
Children are learning the difference between right and wrong.

SOCIAL
Children are developing skills needed to communicate with others and work as part of a team.

CULTURAL
Children will have a willingness to participate in and respond positively to different sporting opportunities.

YEAR 6 Tag Rugby

Ladder Knowledge

Sending & receiving:

Making quick decisions about when, how and who to pass to will help you to maintain possession.

Space:

Transitioning quickly between attack and defence will help your team to maintain or gain possession.

PRIOR LEARNING

Pupils can pass and catch at speed, evading tags, and apply more advanced teamwork. They understand and apply attacking/defending principles: moving into space, tagging, supporting, and positioning. They have competed in small-sided invasion games with an awareness of fair play and basic tag rugby rules

KEY KNOWLEDGE & SKILLS

By the end of the term children will have gained the following Knowledge & Skills:

- To select the appropriate skill, choosing when to run and when to pass.
- To move into space to support a teammate abiding by the rules.
- To use defending skills to gain possession.
- To work as a defending unit to prevent attackers from scoring.
- To use a variety of attacking skills to beat a defender.
- To apply rules, skills and tactics learnt to play in a tournament.

HIGH FREQUENCY VOCABULARY

Jump	Stretch	Engage	Performance
Action	Direction	Cartwheel	Tactics
Balance	Extend	Structure	Evaluate
Direction	Match	Position,	Adapt
Level	Decide	Space	Pressure
Roll	Observe	Accuracy	Movement
Shape	Stable	Teamwork	Tag
Speed	Identify	Strategy	Support
Travel	Mirroring	Decision	Defender

SUBJECT SPECIFIC VOCABULARY

Dummy pass
Pretending to pass to trick defenders.

Set play
A planned move used by the team.

Support line
Direction teammates run to help the ball-carrier.

Turnover
Winning possession after the other team is tagged.

Phase
A stage of play before tags become reset.

Spread defense
Defenders covering width to prevent attacks.

Backward pass
Throwing the ball sideways or backwards to a teammate.

Evade
Moving quickly to avoid being tagged.

Offside line
The line attackers cannot cross before the ball is passed.

Try line
Where you score by placing the ball down past it.

KEY CONCEPT QUESTIONS

How does a dummy pass help your team attack?

What is a set play and when would you use it in a match?

Why is maintaining a strong support line important?

What is a turnover and how can it benefit your team?

SMSC LINKS

SPIRITUAL
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MORAL
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SOCIAL
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CULTURAL
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YEAR 3 Dodgeball

PRIOR LEARNING

Pupils can throw and catch soft balls accurately at different heights. They have developed agility, spatial awareness, and safe movement to avoid being hit. They understand and apply core game rules, like aiming below the shoulders and using safe throw-and-catch techniques.

KEY KNOWLEDGE & SKILLS

By the end of the term children will have gained the following skills & knowledge:

- To develop throwing towards a moving target.
- To develop throwing to get players out.
- To identify and develop the skills needed to avoid being hit.
- To develop and apply dodging skills within a game.
- To develop catching skills.
- To develop catching skills and be confident to attempt this within a game.

HIGH FREQUENCY VOCABULARY

Team	Speed	Agility	Reaction
Bend	Direction	Coordination,	Dodge
Fast	Jog	Strategy,	Decision
Jump	Balance	Space	
Shape	Footwork	Teamwork	
Hop	Spring	Evaluate	
Run	Swing	Accuracy	

SUBJECT SPECIFIC VOCABULARY

Targeting
Aiming a throw to hit a player.

Dodging
Quickly moving your body to avoid being hit.

Elimination
Being out of the game when struck.

Safe zone
Area where players can't be targeted.

Rescue
A teammate catching a ball to bring someone back in.

Tactic
A plan for attacking or defending in the game.

Ladder Knowledge

Throwing:
Throw slightly ahead of a moving target.

Catching:
Begin in a ready position to help you react to the ball.

KEY CONCEPT QUESTIONS

How do you aim to target an opposing player safely?

What types of movements help you dodge incoming balls?

How can your team rescue eliminated players?

Why is coordinating with teammates important in dodgeball?

SMSC LINKS

SPIRITUAL
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MORAL
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SOCIAL
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CULTURAL
Children will have a willingness to participate in and respond positively to different sporting opportunities.

YEAR 5 Dodgeball

Ladder Knowledge

Throwing:
Aim low to make it difficult for an opponent to catch.

Catching:
Stay towards the back of the court area to give you more time to catch.

PRIOR LEARNING

Pupils can execute fast, accurate throws and catch under pressure. They demonstrate varied dodging, group tactics, and advanced elimination/rescue principles. They apply strategic thinking, communication, and sportsmanship consistently in gameplay.

KEY KNOWLEDGE & SKILLS

By the end of the term children will have gained the following Knowledge and Skills:

- To develop throwing skills and apply them appropriately to the situation.
- To develop dodging skills and apply them appropriately to the situation.
- To develop catching skills and apply them appropriately to the situation.
- To develop blocking skills and apply them appropriately to the situation.
- To understand the need for tactics and identify how to create and use them.
- To apply rules, skills and tactics when playing in a tournament.

HIGH FREQUENCY VOCABULARY

Jump	Hop	Stable
Action	Skip	Identify
Balance	Walk	Performance
Direction	Stretch	Coordination
Level	Direction	Tactic
Roll	Extend	Transition
Speed	Match	Adapt
Straight	Perform	Leadership
Travel	Decide	

SUBJECT SPECIFIC VOCABULARY

Cover
Watching for threats and protecting teammates.

Feint
Pretending a throw to trick an opponent.

Rotation
Players moving positions after a round.

Avoidance technique
Specific way to dodge, like ducking or stepping back.

Stall tactic
Holding the ball strategically to make play.

Fair play
Showing respect by playing safely and kindly.

KEY CONCEPT QUESTIONS

How does covering help protect your teammates?

What is a feint and how can it trick an opponent?

Why is stamina and resilience important in longer games?

How do you show fair play and respect in dodgeball?

SMSC LINKS

SPIRITUAL
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MORAL
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YEAR 3 Hockey

PRIOR LEARNING

Pupils can dribble and pass using correct stick grip and ball control. They practice tackle technique and protect the ball under limited pressure. They understand court positioning, scoring areas, and basic team structures.

KEY KNOWLEDGE & SKILLS

By the end of the term children will have gained the following skills & knowledge:

- To send and receive with some control.
- To move safely and with control when dribbling.
- To develop decision making in attack.
- To understand the role of a defender.
- To apply tactics to small sided games.
- To apply rules, skills and tactics to play in a tournament.

HIGH FREQUENCY VOCABULARY

Team	Speed	Agility	Reaction
Bend	Direction	Coordination,	Dodge
Fast	Jog	Strategy,	Decision
Jump	Balance	Space	Control
Shape	Footwork	Teamwork	Defend
Hop	Spring	Evaluate	Space
Run	Swing	Accuracy	

SUBJECT SPECIFIC VOCABULARY

Dribble
Moving the ball with small touches on the stick.

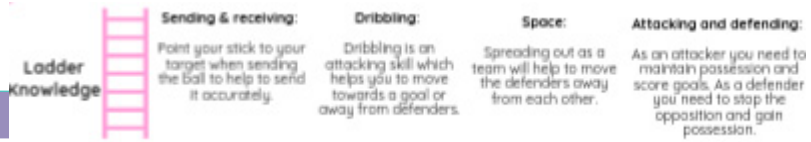
Tackle
Using the stick to legally take the ball from an opponent.

Push Pass
Passing the ball without lifting it, using a pushing motion.

Shoot
Hitting the ball toward the goal with power and accuracy.

Circle
The semi-circle where shooting is allowed.

Defender
A player whose role is to prevent the opposition from scoring.



KEY CONCEPT QUESTIONS

How do you dribble while keeping the ball under control and moving?

What does a correct tackle look like in hockey?

Why is it important to keep your stick low when push passing?

What must you do before shooting in the circle?

SMSC LINKS

SPIRITUAL
Children are developing a sense of enjoyment while learning what they can do.

MORAL
Children are learning the difference between right and wrong.

SOCIAL
Children are developing skills needed to communicate with others and work as part of a team.

CULTURAL
Children will have a willingness to participate in and respond positively to different sporting opportunities.

YEAR 5 Hockey

PRIOR LEARNING

Pupils demonstrate refined dribbling, passing, and tackling under pressure. They understand structure: defenders, midfielders, attackers, and roles accordingly. They have played modified matches, showing coordination, strategy, and awareness of safety and fair play.

KEY KNOWLEDGE & SKILLS

By the end of the term children will have gained the following Knowledge and Skills:

- To use attacking skills to beat a defender.
- To send and receive under pressure.
- To communicate with my team, move into space and take the ball towards goal.
- To learn defensive techniques to gain possession.
- To use defending tactics to gain possession.
- To apply rules, skills and principles to play in a tournament.

HIGH FREQUENCY VOCABULARY

Level	Direction	Tactic
Roll	Extend	Transition
Speed	Match	Adapt
Straight	Perform	Leadership
Travel	Decide	Strategy
Hop	Stable	Transition,
Skip	Identify	
Walk	Performance	
Stretch	Coordination	

SUBJECT SPECIFIC VOCABULARY

Driven pass
A fast, accurate pass using strength and control.

Defensive press
A group tactic to reclaim possession quickly.

Man-to-man
Marking one specific opponent closely.

Overlap run
An attacking player running past to receive a pass.

Rebound
A second opportunity after the ball comes off the goalkeeper or post.

KEY CONCEPT QUESTIONS

How do players execute a driven pass under pressure from an opponent?

What is a defensive press and when should your team use it?

How does a team use overlap runs to create attacking options?

How do you respond to a rebound opportunity near the goal?

SMSC LINKS

SPIRITUAL
Children are developing a sense of enjoyment while learning what they can do.

MORAL
Children are learning the difference between right and wrong.

SOCIAL
Children are developing skills needed to communicate with others and work as part of a team.

CULTURAL
Children will have a willingness to participate in and respond positively to different sporting opportunities.

YEAR 3 Rounders

PRIOR LEARNING

Pupils can bat, catch, throw, and field with accuracy and timing. They know the rounders court layout, including batting square and bases. They've played small team striking/fielding games, understanding timing, positioning, and team play.

KEY KNOWLEDGE & SKILLS

By the end of the term children will have gained the following skills & knowledge:

- To learn how to score points in a striking and fielding game.
- To develop batting to score points.
- To develop fielding skills to limit the batter's score.
- To understand the role of a bowler in the fielding team.
- To develop an understanding of tactics and begin to use them in game situations.
- To apply skills and knowledge to play games using rounders rules.

HIGH FREQUENCY VOCABULARY

Team	Speed	Agility	Control
Bend	Direction	Coordination,	Space
Fast	Jog	Teamwork	Timing
Jump	Balance	Evaluate	
Shape	Footwork	Accuracy	
Hop	Spring	Reaction	
Run	Swing	Decision	

SUBJECT SPECIFIC VOCABULARY

Batting square
Where you stand to hit the ball.

Base
A spot you run to for scoring.

Fielder
Player who catches or retrieves the ball.

Rounder
Scoring by completing a full circuit of bases.

Backstop
Positioned behind batter to stop missed balls.

Overthrow
A ball thrown past the intended base or player.

KEY CONCEPT QUESTIONS

What makes a good bat swing to hit underarm bowling?

Where should fielders stand to effectively stop runs?

How do you decide when to run to the next base?

What happens when a ball is overthrown and how can you use it?

SMSC LINKS

SPIRITUAL
Children are developing a sense of enjoyment while learning what they can do.

MORAL
Children are learning the difference between right and wrong.

SOCIAL
Children are developing skills needed to communicate with others and work as part of a team.

CULTURAL
Children will have a willingness to participate in and respond positively to different sporting opportunities.

YEAR 6 Rounders

PRIOR LEARNING

Pupils can hit moving balls, run bases confidently, and field with consistency. They understand roles like bowler, batter, backstop, and fielding positions. They have played structured games with basic tactics and scoring awareness.

KEY KNOWLEDGE & SKILLS

By the end of the term children will have gained the following Knowledge & Skills:

- To develop throwing and catching under pressure and apply these to a striking and fielding game.
- To develop bowling under pressure whilst abiding by the rules of the game.
- To strike a bowled ball with increasing consistency.
- To develop fielding techniques and select the appropriate action for the situation.
- To understand and apply tactics in a game.
- To apply skills and knowledge to compete in a tournament.

HIGH FREQUENCY VOCABULARY

Jump	Stretch	Engage	Performance
Action	Direction	Cartwheel	Tactics
Balance	Extend	Structure	Evaluate
Direction	Match	Position,	Adapt
Level	Decide	Space	Pressure
Roll	Observe	Accuracy	Movement
Shape	Stable	Teamwork	Tag
Speed	Identify	Strategy	Support
Travel	Mirroring	Decision	

SUBJECT SPECIFIC VOCABULARY

Bowler
The person who throws the ball underarm to the batter.

Backstop
Player who stops missed balls behind batter.

Safe base
Reaching the base safely without being run out.

Rounder (score)
Awarded when a runner touches all bases and returns to home.

Direct hit
Throw catching a runner before they reach the base.

Sliding
Technique used to avoid direct hits.

KEY CONCEPT QUESTIONS

How does changing your running path help you avoid being out?

What makes a direct hit from the fielder successful?

Why is communication important when relaying throws between fielders?

How would you adapt batting or running when under pressure?

SMSC LINKS

SPIRITUAL
Children are developing a sense of enjoyment while learning what they can do.

MORAL
Children are learning the difference between right and wrong.

SOCIAL
Children are developing skills needed to communicate with others and work as part of a team.

CULTURAL
Children will have a willingness to participate in and respond positively to different sporting opportunities.

YEAR 3 Cricket

PRIOR LEARNING

Pupils can dribble and pass using correct stick grip and ball control. They practice tackle technique and protect the ball under limited pressure. They understand court positioning, scoring areas, and basic team structures.

HIGH FREQUENCY VOCABULARY

Team	Speed	Agility	Reaction
Bend	Direction	Coordination,	Dodge
Fast	Jog	Strategy,	Decision
Jump	Balance	Space	Control
Shape	Footwork	Teamwork	Space
Hop	Spring	Evaluate	
Run	Swing	Accuracy	

KEY CONCEPT QUESTIONS

How does a spinner bowl differently than a fast bowler?

What is the batter's technique for hitting the ball safely and accurately?

Why is backing up important during fielding?

How does reaching the boundary add extra runs?

KEY KNOWLEDGE & SKILLS

By the end of the term children will have gained the following skills & knowledge:

- To learn how to score in a striking and fielding game.
- To develop batting to score points.
- To develop fielding skills to limit the batter's score.
- To understand the role of a bowler.
- To develop my understanding of tactics and begin to use them.
- To apply skills and knowledge to play games using cricket rules.

SUBJECT SPECIFIC VOCABULARY

Bowler
The player who bowls the ball toward the batter.

Batter
The player who hits the ball with the bat.

Wicket
Three stumps the bowler aims at and the batter defends.

Run
Scored each time batters run between wickets.

boundary
Edge of the playing area; four or six runs when hit there.

Back-up
Fielder who stands behind to collect throws.

SMSC LINKS

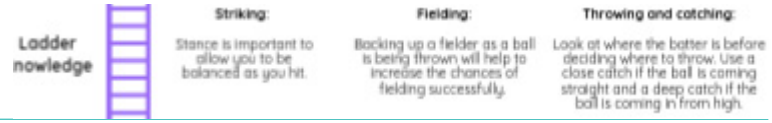
SPIRITUAL
Children are developing a sense of enjoyment while learning what they can do.

MORAL
Children are learning the difference between right and wrong.

SOCIAL
Children are developing skills needed to communicate with others and work as part of a team.

CULTURAL
Children will have a willingness to participate in and respond positively to different sporting opportunities.

YEAR 5 Cricket



PRIOR LEARNING

Pupils can bowl varied deliveries, play different batting shots, and field under pressure. They understand all roles (bowler, batter, wicket-keeper, fielder) and game phases. They apply basic tactics: field placement, shot selection, running as a pair, and bowling variations.

KEY KNOWLEDGE & SKILLS

By the end of the term children will have gained the following Knowledge and Skills:

- To develop throwing and catching skills and apply them relevantly to the situation.
- To develop bowling accuracy and perform the skill within the rules of the game.
- To develop batting skills, identify when I am successful and what I need to do to improve.
- To develop fielding techniques and begin to use these under some pressure.
- To understand the need for tactics and identify when to use them.
- To apply skills and knowledge to compete in a tournament, using tactics identified throughout the unit.

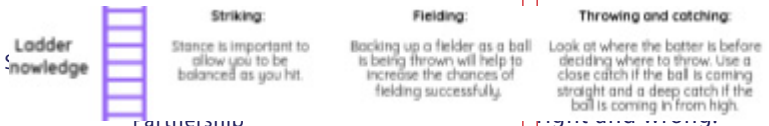
HIGH FREQUENCY VOCABULARY

Level	Direction	Tactic
Roll	Extend	Transition
Speed	Match	Adapt
Straight	Perform	Leadership
Travel	Decide	Strategy
Hop	Stable	Transition,
Skip	Identify	
Walk	Performance	
Stretch	Coordination	

SUBJECT SPECIFIC VOCABULARY

Wicket-keeper
Stands behind the wickets to catch or stump.

Spin delivery
Bowling with spin to curve the ball.



Partnership
Runs scored by two batters running together.

Field placement
Positioning players to stop runs or take wickets.

Stumping
Wicket-keeper removes bails if batter steps out early.

KEY CONCEPT QUESTIONS

How do spin and pace deliveries affect the batter's shot choice?

What makes a strong field placement around the wicket?

How does communication between batters help scoring runs effectively?

When should a wicket-keeper attempt a stumping?

SMSC LINKS

SPIRITUAL
Children are developing a sense of enjoyment while learning what they can do.

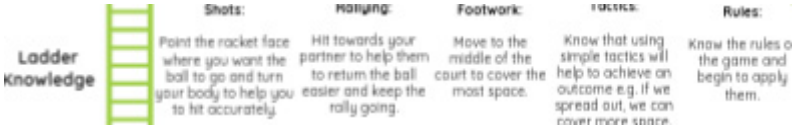
the difference between

SOCIAL
Children are developing skills needed to communicate with others and work as part of a team.

CULTURAL
Children will have a willingness to participate in and respond positively to different sporting opportunities.

YEAR 3

Tennis



PRIOR LEARNING

- They should be able to demonstrate good control and balance when dribbling with a ball, as well as use the correct skills to catch and control a ball on their racket. They should be able to move their feet to get into a good position to catch a ball and grip a tennis racket correctly when hitting a forehand groundstroke. They should have, through the ball skills units have a confidence in dribbling and handling a range of balls and have an idea of what tennis balls are like, their size, weight and appropriate ways to throw and catch them.

KEY KNOWLEDGE & SKILLS

By the end of the term children will have gained the following knowledge and skills:

- To develop racket and ball control.
- To explore rallying using a forehand.
- To explore returning the ball using a forehand.
- To explore returning the ball using a backhand.
- To learn how to score and use simple rules.
- To work co-operatively with others to begin to manage a game.

KEY CONCEPT QUESTIONS

Can you show me how you get into the ready position and explain why it's important?

How do you use control and accuracy when hitting a forehand shot?

What strategies can you use when playing a rally with a partner?

Which shot is easier a forehand or a backhand? Why do you think this is?

SMSC LINKS

MORAL

Acting with certain behaviour when winning or losing a race.

SOCIAL

Children will learn about how they can work collaboratively to achieve and support each other.

HIGH FREQUENCY VOCABULARY

Control	Movement	Improve	Sidestep
Accuracy	Strategy	Evaluate	Hit
Technique	Decision	Point	Ball
Position	Apply	Run	Racket
Balance	Respond	Walk	

SUBJECT SPECIFIC VOCABULARY

Forehand
A shot where you swing the racket across your body with your palm facing forward.

Backhand
A shot where you swing the racket across your body with the back of your hand facing forward.

Serve
The shot that starts a point by hitting the ball into the opponent's side of the court.

Volley
Hitting the ball before it bounces on the ground.

Rally
A sequence where players hit the ball back and forth without the point ending.

Baseline
The line at the back of the court; players often stand near it to hit shots.

Court
The area where tennis is played, marked with lines to define boundaries.

Grip
The way you hold the racket to control your shots.

Ready Position
A stance with knees bent and racket held in front, preparing to move in any direction.

Footwork
The movement of your feet to get into the best position to hit the ball.

Lob
A shot that sends the ball high over the opponent, usually when they are close to the net.

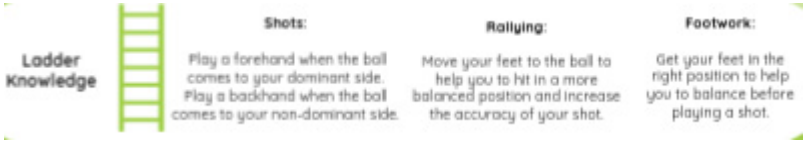
Smash
A powerful overhead shot aimed downward into the opponent's court.

Deuce
A tie at 40-40 in a game; a player must win two consecutive points to win the game from this point.

Love
A term meaning zero in tennis scoring.

YEAR 4

Tennis



PRIOR LEARNING

Basic Ball Control and Racket Skills: Children should be able to control a ball using both their hands and a racket, demonstrating the ability to catch, throw, and strike with increasing accuracy and coordination.
Understanding of Game Rules and Tactics: They should have a basic understanding of the rules of tennis, including how to score points and the importance of positioning and movement during play.
Physical Fitness and Movement Skills: Children should have developed fundamental movement skills such as running, jumping, and changing direction, which are essential for effective court coverage and gameplay in tennis.

KEY KNOWLEDGE & SKILLS

By the end of the term children will have gained the following knowledge and skills:

- To develop racket and ball control.
- To develop returning the ball using a forehand and understand when to use it.
- To develop the backhand and understand when to use it.
- To keep a continuous rally going showing increased technique.
- To use and apply rules and simple tactics.
- To understand and use rules to manage a game.

HIGH FREQUENCY VOCABULARY

Control	Movement	Improve	Sidestep
Accuracy	Strategy	Evaluate	Hit
Technique	Decision	Point	Ball
Position	Apply	Run	Racket
Balance	Respond	Walk	

KEY CONCEPT QUESTIONS

How does your grip affect the way the ball moves when you hit a forehand shot?

What can you do with your feet and body to get into a better position before hitting the ball?

What did you change in your serve or shot to make it more accurate this time?

What do you need to think about when returning a shot from your partner during a rally?

SMSC LINKS

SPIRITUAL
Children will feel a sense of accomplishment when they achieve something for themselves

MORAL
Acting with certain behaviour when winning or losing a race.

SOCIAL
Children will learn about how they can work collaboratively to achieve and support each other

CULTURAL
Seeing something that they've learnt previously transform into a new skill.

SUBJECT SPECIFIC VOCABULARY

Forehand
A shot where you swing the racket across your body with your palm facing forward.

Backhand
A shot where you swing the racket across your body with the back of your hand facing forward.

Serve
The shot that starts a point by hitting the ball into the opponent's side of the court.

Volley
Hitting the ball before it bounces on the ground.

Rally
A sequence where players hit the ball back and forth without the point ending.

Baseline
The line at the back of the court; players often stand near it to hit shots.

Court
The area where tennis is played, marked with lines to define boundaries.

Grip
The way you hold the racket to control your shots.

Ready Position
A stance with knees bent and racket held in front, preparing to move in any direction.

Footwork
The movement of your feet to get into the best position to hit the ball.

Lob
A shot that sends the ball high over the opponent, usually when they are close to the net.

Smash
A powerful overhead shot aimed downward into the opponent's court.

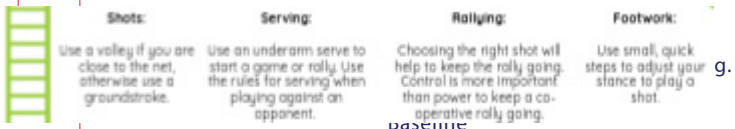
Deuce
A tie at 40-40 in a game; a player must win two consecutive points

YEAR 5

Tennis

PRIOR LEARNING

Before participating in the Year 5 tennis unit, children should have developed the following foundational skills and knowledge:
Racket and Ball Control: Children should be able to control the ball using both forehand and backhand shots, demonstrating accuracy and consistency in their strokes. Serving and Rallying: They should understand how to serve to start a game and sustain a rally with a partner, showcasing the ability to keep the ball in play. Court Awareness and Positioning: Children should have the ability to position themselves effectively on the court, returning to the ready position after each shot to prepare for the next.



KEY KNOWLEDGE & SKILLS

By the end of the term children will have gained the following knowledge and skills:

- To return the ball using a forehand groundstroke under pressure.
- To return the ball using a backhand groundstroke under pressure.
- To use a variety of shots to keep a continuous rally going.
- To develop the underarm serve and understand the rules of serving.
- To develop the volley and understand when to use it.
- To apply rules, skills and principles to play against an opponent.

HIGH FREQUENCY VOCABULARY

Pace	Stride	Evaluate	Communication
Athletics	Lanes	Technique	Cooperation
Stretch	Pace	Respond	Anticipate
Consistent	Drive	Adjust	Decision
Throw	Control	Improve	Timing
Release	Accuracy	Strategy	Movement

SUBJECT SPECIFIC VOCABULARY

Forehand
A shot made by swinging the racket across your body with your palm facing the ball.

Backhand
A shot made by swinging the racket across your body with the back of your hand facing the ball.

Serve
The shot that starts a point; you hit the ball over the net to begin play.

Volley
Hitting the ball before it bounces on the ground.

Smash
A strong, overhead shot hit forcefully down into the court.

Lob
A high shot that goes over your opponent's head.

Baseline
The back line of the court where players often stand to hit groundstrokes.

Court
The area where tennis is played, marked with specific lines and zones.

Grip
The way you hold the racket in your hand to help control the ball.

Ready Position
A body stance that helps you stay balanced and ready to move.

Footwork The way you move your feet to get into the right position to hit the ball.

Match Point
The point that could win the match if the player wins it.

Deuce
A score of 40–40, where a player must win by two clear points.

Drop Shot
A soft shot that just goes over the net to catch your opponent off guard.

KEY CONCEPT QUESTIONS

Can you explain how you adjust your grip and swing when hitting a backhand compared to a forehand?

What do you do to prepare yourself in the ready position before hitting the ball?

How do you decide when to use a lob or a smash during a rally?

What are the key rules you need to remember when serving to start a point?

SMSC LINKS

SPIRITUAL
Children will learn about how they can work collaboratively to achieve and support each other.

MORAL
Acting with certain behaviour when winning or losing a race.

SOCIAL
Children will feel a sense of accomplishment when they achieve something for themselves. Seeing something that they've learnt previously transform into a new skill.

YEAR 6 Tennis

PRIOR LEARNING

Before starting this Year 6 tennis unit, children should be able to control and strike a ball confidently using both forehand and backhand shots. They need to understand basic rules of tennis, including how to serve and score points. Children should also have developed good footwork and be able to get into the ready position quickly. Lastly, they should have experience sustaining simple rallies with a partner.

KEY KNOWLEDGE & SKILLS

By the end of the term children will have gained the following knowledge and skills:

- To develop placement of the ball using a forehand.
- To develop placement using a backhand.
- To develop the volley and understand when to use it.
- To employ tactics when playing with a partner.
- To develop accuracy and consistency using the underarm serve.
- To apply rules, skills and principles to play against an opponent.

SUBJECT SPECIFIC VOCABULARY

Forehand
A shot made by swinging the racket across your body with your palm facing the ball.

Backhand
A shot made by swinging the racket across your body with the back of your hand facing the ball.

Serve
The shot that starts a point; you hit the ball over the net to begin play.

Volley
Hitting the ball before it bounces on the ground.

Smash
A strong, overhead shot hit forcefully down into the court.

Lob
A high shot that goes over your opponent's head.

Rally
When two players hit the ball back and forth without stopping.

Baseline
The back line of the court where players often stand to hit groundstrokes.

Court
The area where tennis is played, marked with specific lines and zones.

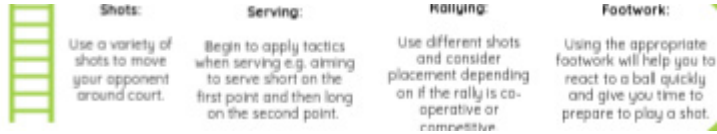
Grip
The way you hold the racket in your hand to help control the ball.

Ready Position
A body stance that helps you stay balanced and ready to move.

Footwork The way you move your feet to get into the right position to hit the ball.

Match Point
The point that could win the match if the player wins it.

Deuce
A score of 40–40, where a player must win by two clear



KEY CONCEPT QUESTIONS

How can your footwork help you get to the ball faster during a match?

What does it mean to 'keep a rally going,' and why is it important?

How do you decide where to aim your shot to make it harder for your opponent to return?

Can you explain what 'deuce' means and what a player must do to win from there?

SMSC LINKS

SPIRITUAL
Children will feel a sense of accomplishment when they achieve something for themselves.
Seeing something that they've learnt previously transform into a new skill

MORAL
Acting with certain behaviour when winning or losing a race.

SOCIAL
Children will learn about how they can work collaboratively to achieve and support each other.

HIGH FREQUENCY VOCABULARY

Control	Evaluate	Point	Hit
Accuracy	Decision	Run	Ball
Technique	Balance	Walk	Racket
Strategy	Movement	Sidestep	
Improve	Evaluate		

YEAR 4 Goalball

PRIOR LEARNING

Children have worked on their communication skills throughout PE, they understand the importance of both talking and listening and how they can have a positive impact. They have developed their teamwork skills and know how to work well as a team. They have explored different ways to send and receive a ball. Children have also been taught to respect different cultures and appreciate these differences.

KEY KNOWLEDGE & SKILLS

By the end of the term children will have gained the following knowledge and skills:

- Children will able to discuss the origins of the game. They will be able to talk confidently about why the game is played and the disabilities they players have that compete. They will also be able to explain how it came to be part of the Paralympic games.

- Children will be able explain the different areas that make up a Goalball court. They will be able to say what each area is for and why they are all important for a successful game of Goalball to happen.

- Children with have an understanding of the rules that are used in Goalball. They will be able to explain why they are important to the game being played fairly and safely for all players. Children have had an experience in officiating throughout the unit.

- Children will develop techniques for shooting. They will explore using these from a seat and standing position. They will understand that the ball must be thrown/rolled and cannot be kicked by a player.

- Children will explore how to defend both individually. They will be able to explain the importance of listening for the ball and the best way to position themselves and their team mates to defend effectively as a team.

- Children will be able to use the correct scoring system to help when officiating games. They will understand how to score a game, which will help them to understand how a set is scored and built up to score a match.

HIGH FREQUENCY VOCABULARY 2

Shoot	Block	Referee
Throw	Role	Judge
Trust	Centre	Communicate
Wing	Goal	Time
Sideline	Underarm	Bells

SUBJECT SPECIFIC VOCABULARY 3

Court
The area that the match is played on. It is split into different sections.

Blindfold
A piece of equipment that is worn. This ensures that the game is played in a fair and competitive manner.

Landing area
This is the area on a court that a player can land in after attempting to throw the ball into the goal.

Team area
The area in in which the teams remain, this includes the landing area. Players here try to stop the ball from entering their net.

Neutral area
This is the area in the middle of the court. This allows the players to hear the ball coming.

Cooperation
The action or process of working together to the same end.

KEY CONCEPT QUESTIONS

How many players are there on a court at a time?

Why is trust an important factor when playing Goalball?

What specialist equipment do they use in Goalball and why is it important?

SPIRITUAL
They will have a willingness to reflect on their own experiences in sport.

MORAL
Interest in investigating sporting techniques and offering reasoned responses/views.

SOCIAL
They will use both verbal and non-verbal forms of communication to successfully talk to peers.

CULTURAL
Understand the different roles that people can play in a team and recognise the importance they all have.

SMSC LINKS

YEAR 6 Kayak & Canoeing

PRIOR LEARNING

This is a rather unique unit of PE, but links with lots of other cross curriculuar areas within the curriculum. Children should know the local area well and have an undertanding of the local areas impotance of the canal. This

KEY KNOWLEDGE & SKILLS

By the end of the term children will have gained the following knowledge and skills:

Session 0.

Whole class land-based session
Aim introduction to the club, principles of paddling. Get children settled for future weeks

Land based Introductions
Tour of club
Explain different types of boat, K1, K2, K4.
C boats touring, sit and switch, high kneeling
Fit children with paddles (record lengths)
Principles of paddling – exercise in car park with paddles
Sit children in plastic boats (scouts and play boats), how to set up boats
Have a go on paddling machines to help explain principles of paddling.

H & S – narrow boats, swans, anglers, what to do in case of capsize, Weil's disease and importance of hand-washing.

Session 1
Aim Start paddling, learn basic strokes with flat paddles
Land based Introductions,
Fit BAs and Paddles
H & S – narrow boats, swans, anglers, what to do in capsize, Weil's disease.
Set up Boats – Scouts and play boats
How to hold and use a paddle (check for left handers)
Including stopping.
Demonstrate how to get into a boat

Warm up games if appropriate

On the water Check boat are set up Ok
Forward paddling, steering with paddles, extra strokes or stern strokes
Forward and reverse sweeps for turning.
Turning on the spot / games.
Stopping the boat, paddling backwards.
Aim to get to 1st or second bridge.
Raft up, stand up in their boats
If time - Draw stroke

Put equipment away, wash hands. Evaluation. Certificates

Session 2.
Aim recap and improve techniques
Land based Meet and greet.
BAs – may be able to fit their own and Paddles
Better or more confident paddlers to do into racing boats (Lightnings)
Setting up racing boats and Scouts.
How to use a rudder.
Recap technique as appropriate.

Warm up games if appropriate

On the water Approx half the class to move to racing boats
Get used to boats again / new boats
Find stability with turning drills.
Practice steering with rudders.
Draw strokes and support strokes.
Stability drills and games to practice support strokes.
Aim to get to 2nd bridge.

Put equipment away, wash hands. Evaluation. Certificates

Session 3
Aim consolidate skills
Land based Meet and greet.
BAs –fit their own, help with Paddles
Start some children on wing paddles
Setting up racing boats, most children in racing boats
Recap technique as appropriate.

Warm up games if appropriate

On the water Get used to boats again / new boats
Improve draw strokes (races) and support strokes.
Throwing paddles, hand paddling etc stability drills as before
Aim to get to 2nd bridge? Y shaped tree? 1st Lock.

Put equipment away, wash hands. Evaluation. Certificates

Session 4
Aim increase skills and confidence, enjoy paddling

Land based Meet and greet.
BAs –fit their own, help with Paddles
All children on wing paddles
Setting up racing boats, hoping for some in K2s outside possibility of a K4
Recap technique as appropriate.

On the water Get used to boats again / new boats ? K2s
Aim to get to 1st Lock,
More efficient paddling
Mini races in K1s,
Following lead paddler in K2s,

Put equipment away, wash hands. Evaluation. Certificates

Extra skills : if paddlers are more able, introduce wash hanging, more details on rotation and leg drive etc. portaging, faster and better turning etc.

HIGH FREQUENCY VOCABULARY

IIntroduction	Control	Aim
Principles	Efficient	Evaluate
Confidence	Practice	Session
Stability	Demonstrate	Technique
Improve	Appropriate	Setup
Recap	Drills	
Support	Games	

SUBJECT SPECIFIC VOCABULARY

K1, K2, K4
Types of racing kayaks: K1 (1 paddler), K2 (2 paddlers), K4 (4 paddlers).

C boats
Canoes that require kneeling, with single-bladed paddles. Can include touring, sit-and-switch, or high-kneeling canoes.

Scouts and Play Boats
Wider, more stable kayaks used for training or recreation.

Paddle Length
The size of the paddle measured and matched to the paddler for efficiency and control.

Paddling Machine
Land-based training equipment to simulate paddling motion.

BA (Buoyancy Aid)
Personal flotation device used for safety on the water.

Draw Stroke
A paddle stroke used to move the boat sideways without turning it.

Support Stroke
A stroke that helps the paddler maintain balance and avoid capsizing.

Sweep Stroke
A wide arcing paddle stroke used for turning the boat.

Capsize
When a boat flips over in the water.

Weil's Disease
A bacterial infection from water contaminated by animal urine; handwashing reduces risk.

Rudder
A steering device controlled by foot pedals, found in some kayaks.

Wing Paddle
A performance paddle shaped to improve efficiency by creating lift during stroke.

Raft Up
A safety or social manoeuvre where boats come together and hold onto each other.

Hand Paddling
Using hands instead of paddles to move the boat – used in games or stability drills.

Wash Hanging
Following closely behind another boat to ride its wake for speed efficiency.

Portaging
Carrying the boat over land between stretches of water.

Leg Drive
Engaging the legs during paddle strokes to generate more power and stability.

KEY CONCEPT QUESTIONS

Why is it important to understand different types of boats (K1, K2, K4) before getting on the water?
(Checks understanding of equipment and its purpose in learning and progression.)

How do support strokes help a paddler, and in what situations might they be used?
(Tests knowledge of boat control and stability.)

SMSC LINKS

SPIRITUAL
Children can be reflective of their self and their performances. They will be able to apply this to sporting and real-life scenarios.

MORAL
They can explain the difference between what is right and wrong. They can use this to help demonstrate the rules of sports and wider life.

SOCIAL
They will show a willingness to join in a wider variety of sports and challenges. They will use this to compete in events with their peers in school and with other schools.

CULTURAL
They will be able to discuss the differences between cultures. This will include sporting differences as well as real life differences between cultures.