



## Physical Education at Tanfield Lea Community Primary School

"The sky has no limit. Neither should you." - Usain Bolt

Opening Doors, Enriching Lives

### Pre-School - Fine and Fundamental Motor Skills

Topic	Key Vocabulary	Key Knowledge/ Skills
Fundamental Motor Skills through movement program and apparatus sessions	crawl, walk, forward / backwards / sideways, tiptoe, balance, run, safe	To be able to do the following to a competent, safe standard: Crawl, ladder walk forwards/ backwards, ladder walk to right, ladder walk right to left, tiptoe, balance on left and right foot, run
Fundamental Motor Skills through Squiggle Whilst You Wiggle, the journey of the squiggle	up and down, side to side, wiggle, circle, arch, spiral, reverse, turn, curved, straight, safe	To be able to cross midline To be able to make the following movements on a large scale using two hands simultaneously at a horizontal position (e.g. using flipper flappers / pom poms) and a vertical position (e.g. mark making onto a floor surface): Up and down, side to side, wiggle, circle, arch, in and out, reverse and turn, lay down 8, stand up 8, straight lines
Fundamental Motor Skills through continuous provision	Vocabulary to use as children explore the outdoor area: climb, hang, balance, swing, push / pull, stack, safe Words to use to describe wheeled toys to include scooter, tricycle, bicycle, safe Words to use when moving a ball: throw, catch, roll, safe	To use space in Early Years outdoor area and hall time to develop movement, balancing, riding and ball skills
Fine motor skills through continuous provision	Scissors, pens, pencils Dress / undress, zips	To use one handed tools e.g. scissors, pens, pencils, paint brushes, playdough tools To be increasingly independent
Fine motor skills through funky fingers and playdough disco	fingers, names of fingers (Tommy Thumb, Peter pointer, Middle Man, Ruby Ring, Baby Small) Roll, poke, squeeze, ball, sausage, pancake	To use one handed tools and small equipment e.g. tweezers, wind up toys To manipulate playdough by rolling, poking and squeezing it to make balls, sausages, pancakes

### Reception - Fine and Fundamental Motor Skills

Topic	Key Vocabulary	Key Knowledge/ Skills
Children who still require the movement program, squiggle whilst you wiggle the journey of the squiggle, funky fingers / playdough disco sessions will be offered these throughout Reception until they are no longer needed		
Fundamental Motor Skills through continuous provision	As Pre-School	As Pre-School with further opportunities to develop key knowledge / skills within OPAL provision
Fundamental Motor Skills through sitting	Chair, table, posture, floor	To develop core muscle strength for good posture when sitting on a table or on the floor
Fine motor skills through continuous provision	As Pre-School	As Pre-School with further opportunities to develop provision and provision more intricate resources
Fine motor skills within mark making sessions	letters, numbers	To develop a handwriting style that is fast, accurate and efficient To form letters inline with Success for All formation rhymes and numbers as described in Early Years Organiser.

## Reception

Topic	Key Vocabulary	Key Knowledge/ Skills
<p><b>Fundamental Motor Skills through PE lessons:</b></p> <p><b>Autumn Term:</b> Combine different movements with ease and fluency. - movement program for those who need it. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p><b>Spring Term:</b> Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group - Gymnastics Develop overall body-strength, balance, co-ordination and agility - Dance and Gymnastics</p> <p><b>Summer Term:</b> Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Demonstrate strength, balance, agility and coordination</p>	<p><b>Games Vocabulary:</b> throw, catch, pass, roll, bounce, stop, stopping, warm up, cool down, control, large movements, small movements, move, explore, exercise, healthy, safety, space, copy, watch, equipment, team-work, demonstrate</p> <p><b>Dance and Gymnastics Vocabulary:</b> warm up, cool down, control, balance, move, jump, land, high, low, shape, travel, explore, stretch, exercise, healthy, safety, space, copy, watch, equipment, demonstrate, roll, sequence, travel, rhythm, timing, shape</p>	<p><b>Team Games Skills:</b> <b>Physical Skills</b> Play on their own and with others, keeping themselves safe by finding free space. Become a competent mover so that they can avoid others by controlling their body so they don't fall over i.e. move forward, sideways and backwards at different speeds with increasing control Control balls of various sizes &amp; shapes; carry and release into a target, roll, throw underarm into a target, bounce &amp; catch on the spot and on the move, throw a ball in the air and catch, strike the ball with a foot, hit a ball with a bat into a target. Move into a space or jump to stop a ball. Begin to join actions together.</p> <p><b>Thinking Skills:</b> Watch and copy others who are doing well. Choose the best equipment to enable them to play or move well. Make simple decisions of where and when to move to receive or defend a ball. Choose how to make it difficult for others to beat them. Understand that practice is needed in order to improve.</p> <p><b>Team Skills:</b> Join in games with others. Take turns. Stay within boundaries of games. Understand that if they don't play fairly others won't enjoy the activity.</p>
<p><b>Dance Skills:</b> <b>Compose:</b> Spontaneously respond to a variety of stimuli through movement. Move with appropriate actions and timing in response to a stimuli. Explore and develop control of movement using: Actions (WHAT) - walk, jump, land, hop, skip, stretch, twist, turn. Space (WHERE) - forwards, backwards, sideways, high, low, safely showing an awareness of others. Relationships (WHO) - copy teacher/performer, on own and beginning to interact with a partner. Dynamics (HOW) - slowly, quickly, smoothly, jerkily. Begin to use own ideas to sequence dance. Begin to sequence and remember a short dance.</p> <p><b>Perform:</b> Show interest by observing or participating in dance activities. Display high levels of involvement in exploring and performing dance movements. Maintain attention and concentration when exploring and performing in dance activities. Demonstrate a rhythmic response which shows increasing co-ordination, strength and control. Self-initiate dance performance. Express feelings through movement. Copy and repeat dance actions.</p> <p><b>Appreciate:</b> Demonstrate an appropriate response to a stimuli. Describe simple dance actions using the appropriate vocabulary. Express and communicate feelings and preferences in own and others' dance.</p>	<p><b>Athletics Skills:</b> <b>Running:</b> Experiment with running, jumping, hopping and stopping. Change dynamics - walk slowly/quickly. Experience practicing actions to improve. Move with control and co-ordination. Combine basic actions with more advanced spatial awareness.</p> <p><b>Jumping:</b> Explore the 5 basic jumps with increasing control (2-2, 2-1, 1-2, 1-1 same foot, 1 to 1 landing on other foot). Jump over low barriers. Challenge themselves to jump further/ higher.</p> <p><b>Throwing:</b> Apply restrictions e.g. throwing into a specific target. Handle equipment safely.</p>	<p><b>Gymnastics Skills:</b> <b>Sequencing:</b> Together we are going to make a gymnastic story using our gymnastic friends. Try out some of the actions first.</p> <p><b>Balancing:</b> Stand "like a gymnast": extend core, legs, hold extended arms above shoulder height in front, up high, out to side, stress the extension of hands and fingers. Sit like a gymnast in "long sit": long body - extend core, head up, long legs - show extension and tension in legs, stretch ankles, feet and toes. Rest hands on knees. Explore the 5 basic shapes: straight/tucked/star/straddle/pike. Try balancing in these shapes on large body parts: back, front, side, bottom. Explore balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively). Develop balance by showing good tension in the core and tension and extension in the arms and legs, hands and feet.</p> <p><b>Travel:</b> Explore walking "like a gymnast: extend core, legs, hold extended arms above shoulder height in front, up high, out to side, stress the extension of hands and fingers. Explore skipping (step forward and hop on that foot, repeat with other foot). Explore side stepping, bringing feet together after each side-step. Explore sliding along a bench pulling body forward with both hands. Explore crawling along a bench.</p> <p><b>Jumping:</b> Introduce correct landing position: land on balls of foot, lower heels to floor, soft knees. Feet should be together on landing. Explore staying balanced with good core strength to hold body upright when jumping from: 2 to 2 feet, 1 to 2 feet, 2 to 1 foot, 1 to other foot, 1 to same foot. Perform a straight jump in the air with a controlled landing - core strength should keep body upright throughout the take off and landing.</p> <p><b>Rolling:</b> Pencil roll - from back to front keeping body and limbs in straight shape. Egg roll - lie on side in tucked shape, holding knees tucked into chest roll onto back and onto other side. Repeat to build up core strength.</p>

**KS1 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.

**Years 1 and 2**

Topic	Key Vocabulary	Key Knowledge/ Skills
<b>Autumn Term 1</b> <b>PE Unit:</b> Throwing and catching	Throw Catch Pass Receive Bounce Space Safety target aiming Warm up Cool down teamwork Score intercept defend attack mark receive	<p><b>NC Objective:</b> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p><b>Throwing and Catching Key Skills:</b></p> <p><b>Physical Skills:</b>            Play co-operatively and competitively with a partner/team of 3.            Use space well e.g. move into a space or jump to catch a ball.            Be a competent mover so that they can avoid others by controlling their body so they don't fall over.            Control and make decisions when playing with balls of various sizes &amp; shapes; roll &amp; throw underarm/overarm to a partner, receive balls of various sizes and shapes from a partner.</p> <p><b>Thinking Skills:</b>            Adapt activities using their own ideas of how to make the game easier /harder/more enjoyable by using STEP.            Make up simple rules with others to make the game enjoyable and challenging.            Understand simple tactics to outwit a partner/small team when attacking or defending i.e. selecting an appropriate pass, looking one way passing the other, keeping on the move to mark a goal/target, moving into the pathway of a ball to intercept.            Change their intended action in response to their opponent.            Have the determination to practise to improve own skills.</p> <p><b>Team Skills</b>            Include others in their games.            Begin to recognise what they and others can do well.            Keep to rules so that they and others enjoy an activity.</p>
<b>Autumn Term 2</b> <b>PE Unit: Games - Bouncing</b>	Throw Catch Pass Receive Bounce Dribble Space Safety stopping control target aiming Warm up Cool down teamwork intercept defend attack mark receive	<p><b>NC Objective:</b> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p><b>Games Key Skills:</b></p> <p><b>Physical Skills</b>            Play co-operatively and competitively with a partner/team of 3            Use space well e.g. move into a space or jump to stop or catch a ball            Be a competent mover so that they can avoid others by controlling their body so they don't fall over i.e. move forward, sideways and backwards at different speeds with control            Control and make decisions when playing with balls of various sizes &amp; shapes; bounce &amp; catch on the spot and on the move when playing with a partner</p> <p><b>Thinking Skills:</b>            Adapt activities using their own ideas of how to make the game easier /harder/more enjoyable by using STEP            Make up simple rules with others to make the game enjoyable and challenging            Understand simple tactics to outwit a partner/small team when attacking or defending            Change their intended action in response to their opponent            Have the determination to practise to improve own skills</p> <p><b>Team Skills</b>            Include others in their games            Begin to recognise what they and others can do well            Keep to rules so that they and others enjoy an activity</p>

## Years 1 and 2

Topic	Key Vocabulary	Key Knowledge/ Skills
<p><b>Spring Term 1</b> PE Unit: Gymnastics</p>	<p>Points Patches High Low Travel strong (tension) stretch (extension) control Flight Jump Flexible Balance Stretch Spin Shape Land Wide Narrow Curled Warm Up Cool down Starting position, Finishing Position, Pike, Tuck, Straddle, Dish</p>	<p><b>NC Objective:</b> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p><b>Gymnastics Key Skills:</b></p> <p><b>Sequencing:</b> Your gymnastic sequence should have: a balance, a travelling action, a jump and a roll. Choose your best 2 actions and teach them to a partner. Now perform your sequence together.</p> <p><b>Balancing:</b> Continue to develop the balances described in EYFS with greater strength control. Encourage the children to hold their balance for a count of 5. Develop balance on front and back so that extended arms and legs are held off the floor. Challenge balance and use of core strength by exploring and developing use of upper body strength taking weight on hands and feet - front support (press up position) and back support (opposite).</p> <p><b>Travel:</b> Begin to travel on hands and feet. In all travelling actions place hands FLAT on floor and fully extend arms. <i>Monkey walk</i> - take some weight on hands as you travel with bent legs and extended arms. <i>Camel walk</i> - hips high, weight on hands ,wide, extended and straight legs, lift onto balls of feet, rock side to side maintaining wide and straight legs. <i>Caterpillar walk</i> - hips raised so legs a swell as arms can be fully extended. Keep hands still while walking feet towards hands, keep feet still while walking hands away from feet until in front support position. <i>Bunny hop</i> - begin by exploring transferring weight to hands, crouch down so bottom touches heels, with fully extended arms drop forwards until some weight transfers to hands and push back to transfer all weight back to feet. Next, transfer weight to hands and jump feet off floor keeping knees tucked into chest. Next, reach extended arms forward followed by knees tucked into chest then land on feet. Explore bunny hop along a bench.</p> <p><b>Jumping:</b> Explore shape in the air when jumping and landing with control e.g. star shape and tuck shape. When children demonstrate control of straight, star and tucked shapes, perform from a bench - stress keeping body upright, strong core, tension and extension in limbs.</p> <p><b>Rolling</b> Continue to develop control in the Pencil and Dish rolls. <i>Egg roll</i> <i>Teddy Bear roll</i> - by starting sitting in straddle, holding extended legs below knees to keep them in straddle as you roll onto side, then back, then other side then sit up, Perform 2 rolls to perform the full Circle roll. <i>Rock and Roll</i> - sit in tucked shape holding onto knees, chin to chest; rock back roll forward to sitting position again. If lacking core strength and body tension, place a bean bag under chin, between knees and between feet. <i>Tipper Truck</i> - crouch in tucked shape, feet on floor, hands flat on floor in front. Keep hands and feet still, raise hips in the air to inverted 'V' position. This will encourage children to raise hips out of the way so head can roll under when ready to perform the full forward roll.</p>
<p><b>Spring Term 2</b> PE Unit: Games - Rolling</p>	<p>Pass Receive Roll Control Space Safety Stopping defender Rules Warm up Cool down Calling teamwork intercept defend attack mark receive</p>	<p><b>NC Objective:</b> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p><b>Rolling Key Skills</b></p> <p><b>Physical Skills</b> Play co-operatively and competitively with a partner/team of 3. Use space well e.g. move into a space or jump to stop catch or strike a ball. Be a competent mover so that they can avoid others by controlling their body so they don't fall over. Control and make decisions when playing with balls of various sizes &amp; shapes; roll underarm to a partner, receive balls of various sizes and shapes from a partner.</p> <p><b>Thinking Skills:</b> Adapt activities using their own ideas of how to make the game easier /harder/more enjoyable by using STEP Make up simple rules with others to make the game enjoyable and challenging Understand simple tactics to outwit a partner/small team when attacking or defending Change their intended action in response to their opponent Have the determination to practise to improve own skills</p> <p><b>Team Skills</b> Include others in their games Begin to recognise what they and others can do well Keep to rules so that they and others enjoy an activity</p>

## Years 1 and 2

Topic	Key Vocabulary	Key Knowledge/ Skills
<b>Summer Term 1</b> <b>PE Unit: Dance</b>	Compose Timing Movement Dance Routine Formation Explore Rhythm Performance Music Exercise Direction Spinning Turning Warm Up Cool Down Speeds Levels Copy Watch Describe Travel Slide Turning Rolling Jump Timing Beats Repeat Describe	<p><b>NC Objective:</b> Perform dances using simple movement patterns.</p> <p><b>Dance Key Skills</b></p> <p><b>Compose:</b>                      Respond appropriately to a variety of stimuli through movement                      Move with appropriate actions and timing in response to a stimuli                      Develop control of movement using:  <i>Actions (WHAT)</i> - travel, stretch, twist, turn, jump  <i>Space (WHERE)</i> - forwards, backwards, sideways, high, low, safely showing an awareness of others  <i>Relationships (WHO)</i> - on own and with a partner by teaching each other 2 movements to create a dance with 4 actions  <i>Dynamics (HOW)</i> - slowly, quickly, with appropriate expression                      Use own ideas to sequence dance                      Sequence and remember a short dance                      Show the spatial awareness to make the transition from whole group/solo dance to duet and back to whole group/solo</p> <p><b>Perform</b>                      Move spontaneously showing some control and co-ordination                      Move with confidence when e.g. walking, hopping, jumping, landing                      Move with rhythm in the above actions                      Demonstrate good balance, which comes from an increasing awareness, control and strength in the core when bending, stretching, twisting and turning                      Move in time with music                      Co-ordinate arm and leg actions e.g. march and clap                      Interacts with a partner e.g. holding hands, swapping places, meeting and parting</p> <p><b>Appreciate:</b>                      Use imagination in dance activities                      Respond in a variety of ways through movement to a range of stimuli                      Respond to own work and that of others when exploring ideas, feelings and preferences                      Recognise that dance is an enjoyable activity</p>
<b>Summer Term 2</b> <b>PE Unit: Athletics</b>	Throw High Low Skip Aim Fast Slow Safely Step Bounce Jump Leap Hop Repeat Run Target Overarm Underarm Walking Jogging Push Take-off Landing Evaluate Improve, Relay, Balance	<p><b>NC Objective:</b> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p><b>Athletics Key Skills:</b></p> <p><b>Running:</b>                      Run for 1 minute                      Show differences in running at speed and jogging                      Use different techniques to meet challenges                      Describe different ways of running                      Explain what is successful or how to improve                      Improve position of Head, Arms, Trunk, Legs, Feet (see High Quality Movement Assessment- Head up, L shaped arms at 90 degrees, lip to hip action, light on the balls of fee over mini hurdles and ladders)</p> <p><b>Jumping:</b>                      Perform the 5 basic jumps with control (2-2, 2-1, 1-2, 1-1 same foot, 1 to 1 landing on other foot)                      Perform combinations of the above                      Show control at take-off and landing                      Describe different ways of jumping                      Explain what is successful or how to improve</p> <p><b>Throwing:</b>                      Throw into targets                      Perform a range of throwing actions e.g. rolling, underarm, overarm                      Describe different ways of throwing</p>

**PE NC Objectives:**

**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.

**Swimming and Water Safety:**

- Swim competently, confidently and proficiently over a distance of at least 25 metres
- To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- To perform safe self-rescue in different water-based situations.

**NC Objective:** All pupils to compare their performance with previous ones, demonstrate improvement to achieve their personal best:

**Key Skills:**

- Talk about the differences in their own and others' actions.
- Analyse and comment on skills and techniques.
- Understand how performances can be improved through practice and reflections.
- Explain and apply basic safety principles in preparing for exercise.
- Explain how the body reacts during different types of exercise.
- Warm up and cool down appropriately.

## Years 3 and 4 - Cycle A

Topic	Key Vocabulary	Key Knowledge/ Skills
<b>Autumn Term 1</b> <b>PE Unit: Invasion Games</b> - Netball	Receive Tactics Opponent Throw Catch Evaluate Warm up Cool down Teamwork Bounce pass Chest pass Defend Score High 5 Netball Intercepting Marking Non -contact Overhead pass Pivot Point Positions Push Receive Sections Shoulder pass Signal Step possession, pivot, movement off the ball	<p><b>NC Objective:</b> 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</p> <p><b>Physical Skills:</b>                      Keep games going because they have the skill and control to do so e.g. throw and catch in different ways, choosing the right time to pass, selecting the best place to pass to a team mate or to outwit an opponent, join actions together like move, receive, shoot                      Send and receive a ball with increasing accuracy to a target, space or team mate                      Use space well by finding and moving into a free space/passing to team mates when they are in a good space                      Develop a range of defence and attacking skills in invasion, games e.g. those described in core tasks and TOPs activities to prepare them to play mini versions of traditional NGB's mini versions as described in Upper Key Stage 2                      Have the confidence to try out new skills and recognise which skills they need to practise</p> <p><b>Thinking skills:</b>                      With others, decide and try out different ideas/tactics to outwit an opponent in defence and attack                      Understand own and others' strengths and weaknesses and have the confidence to practise to improve                      understand how to take responsibility for their own and others' safety when playing games                      adapt and make up rules to suit the equipment/space/targets used</p> <p><b>Team Skills:</b>                      Keep possession of the ball                      Select different positions in the team based on strengths of players                      Agree on their own rules to suit the equipment                      Keep to the rules so that they and others enjoy and are challenged                      Encourage team mates to do well                      Accept winning and losing as part of games</p>

## Years 3 and 4 - Cycle A

Topic	Key Vocabulary	Key Knowledge/ Skills
<p><b>Autumn Term 2</b> PE Unit: Gymnastics</p>	<p>Flexible Travel Stretch Wide Thin Long Short Curled Roll Jump Levels Speeds Sequence Acceleration Deceleration Direction co-ordination leap Spin tension extension symmetrical balance Canon, Mirroring, Teddybear, Half turn, Full turn Apparatus Pike, Tuck Straddle, Unison symmetrical, asymmetrical, canon, counter tension, points of contact</p>	<p><b>NC Objective:</b> Develop flexibility, strength, technique, control and balance</p> <p><b>Sequencing:</b> Your sequence should show clear changes of speed. Link 3 different balances with 3 different ways of travelling. Work with a partner to create a sequence. From your starting shape move together by e.g. travelling on hands and feet, rolling, jumping. Then you must move apart to finish. Your sequence should contain 4 elements and you must travel in an "L" shaped pathway.</p> <p><b>Balance:</b> Challenge balance and use of core strength by exploring and developing use of upper body strength taking weight on hands and feet - front support (press up position) and back support (opposite). NB: ensure hands are always FLAT on floor and fingers point the same way as toes. Explore balancing on combinations of 1/2/3/4 "points" e.g. 2 hands and 1 foot, head and 2 hands in a tucked head stand. Balance on floor and apparatus exploring which body parts are the safest to use. Explore balancing with a partner: facing beside, behind and on different levels. Move in and out of balance fluently.</p> <p><b>Travel:</b> Bunny hop - transfer weight to hands and jump feet off floor keeping knees tucked into chest. Next, reach extended arms forward followed by knees tucked into chest then land on feet. Explore bunny hop along and over a bench. Use a variety of rolling actions to travel on the floor and along apparatus. Travel with a partner: move away from and together on the floor and on apparatus. Travel at different speeds e.g. move slowly into a balance, travel quickly before jumping. Travel in different pathways on the floor and using apparatus, explore different entry and exit points other than travelling in a straight line on apparatus.</p> <p><b>Jump:</b> When children demonstrate control of straight, star and tucked shapes, perform from a bench - stress keeping body upright, strong core, tension and extension in limbs. Explore leaping forward in stag jump, taking off from one foot and landing on the other. Try on floor and along bench controlling take-off and landing. Add a quarter or half turn into a jump before landing. Do this first on the floor and when sufficiently controlled, perform off apparatus. Make a twisted shape in the air and control landing by keeping body upright throughout the twisting action.</p> <p><b>Roll:</b> Continue to develop control in the Pencil, Dish, Teddy Bear &amp; Rock and Roll rolling actions on the floor, off and along apparatus or in time with a partner. Combine the phases of earlier rolling actions to perform the full forward roll. Backward rolls - Rock and Roll (the first phase of the roll) begin by sitting in tucked shape on mat holding hands beside ears to make 'bunny ears'. Rock back keeping knees and chin tucked in and place palms flat on floor beside head, roll forwards into tucked position. Explore taking one knee over head to one side, pushing away from the floor with hands to roll backwards to finish in a stag shape on floor. Increase momentum of backwards rocking action and push harder with hands to raise hips above head and create space for head to tuck under.</p>

## Years 3 and 4 - Cycle A

Topic	Key Vocabulary	Key Knowledge/ Skills
<p><b>Spring Term 1</b> PE Unit: Dance</p>	<p>Agility Co-ordination Dynamics Emotion Endurance Expression Improve Line dancing Muscular strength Phrasing Rhythm Sequence Flexibility Space Stamina Timing Canon Clock Confidence Direction Formation Performance Pivot Tempo Timing Unison motif, dynamics, expression</p>	<p><b>NC Objective:</b> Perform dances using a range of movement patterns</p> <p><b>Compose:</b> Respond to a variety of stimuli Explore and experiment with movement ideas and possibilities Create dance phrases and dances Select appropriate movement material showing an idea/thought/feeling Develop movement using; Actions (WHAT); travel, turn, gesture, jump, &amp; stillness Space (WHERE); formation, direction &amp; levels Relationships (WHO); whole group/duo/solo, unison/canon Dynamics (HOW); explore speed, energy (e.g. heavy/light) Choreographic devices; motif, motif development &amp; repetition Structure a dance phrase, connecting different ideas showing a clear beginning, middle and end Musicality</p> <p><b>Perform:</b> Perform their dance to an audience showing confidence Show co-ordination, control and strength (Technical Skills) Show focus, projection and musicality (Expressive Skills) Demonstrate different dance actions - travel, turn, gesture, jump, &amp; stillness Demonstrate dynamic qualities - speed, energy &amp; continuity Demonstrate use of space - levels, directions, pathways &amp; body shape Demonstrate different relationships - mirroring, unison, canon, complementary &amp; contrasting Copy, repeat and remember movement, developing movement memory</p> <p><b>Appreciate:</b> Show an awareness of different dance styles and traditions Understand and use simple dance vocabulary Understand why safety is important in the studio Compare and comment on their own and others work Identify strengths and areas for improvement using simple dance vocabulary Evaluate experiences and outcomes and set goals for their own development Discuss aesthetic qualities of dance, making judgements related to design, costume, stimuli and content</p>
<p><b>Spring Term 2</b> PE Unit: Net and Wall Games - Tennis</p>	<p>scoring High Low Tactics Opponent target Evaluate aiming striking hitting net barrier scoring Warm up Cool down teamwork Forehand, Backhand, Accuracy, Ready Position, Grip, Points, Rally, Doubles, movement off the ball</p>	<p><b>NC Objective:</b> 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</p> <p><b>Physical Skills:</b> Keep games going because they have the skill and control to do so e.g. striking in different ways, choosing the right time to strike, selecting the best shot to play or to outwit an opponent, join actions together like move and strike Send and receive a ball with racquet with increasing accuracy to a target, space or team mate (Rallies) Develop a range of defence and attacking skills in net/wall type games e.g. those described in core tasks and TOPs activities to prepare them to play mini versions of traditional NGB's mini versions as described in Upper Key Stage 2 Have the confidence to try out new skills and recognise which skills they need to practise</p> <p><b>Thinking skills:</b> With others, decide and try out different ideas/tactics to outwit an opponent in defence and attack Understand own and others' strengths and weaknesses and have the confidence to practise to improve understand how to take responsibility for their own and others' safety when playing games adapt and make up rules to suit the equipment/space/targets used</p> <p><b>Team Skills:</b> Keep possession of the ball Select different positions in the team based on strengths of players Agree on their own rules to suit the equipment Keep to the rules so that they and others enjoy and are challenged Encourage team mates to do well Accept winning and losing as part of games</p>

## Years 3 and 4 - Cycle A

Topic	Key Vocabulary	Key Knowledge/ Skills
<b>Summer Term 1</b> <b>PE Unit: Striking and Fielding - Cricket</b>	Receive Scoring High Low Tactics Opponent target throw catch Evaluate feed aiming striking hitting Overarm Underarm fielding scoring Warm up Cool down teamwork Bowler, Wicket, Long barrier, Batter, Fielder, Score, movement off the ball	<p><b>NC Objective:</b> 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</p> <p><b>Physical Skills:</b>                      Keep games going because they have the skill and control to do so e.g. strike, throw and catch in different ways, choosing the right time to pass, selecting the best place to throw to a team mate, strike to outwit an opponent, join actions together like move, receive, throw, strike, catch                      Send and receive a ball with hands and bat with increasing accuracy to a target, space or team mate                      Develop a range of defence and attacking skills in striking/fielding type games e.g. those described in core tasks and TOPs activities to prepare them to play mini versions of traditional NGB's mini versions as described in Upper Key Stage 2                      Have the confidence to try out new skills and recognise which skills they need to practise</p> <p><b>Thinking skills:</b>                      With others, decide and try out different ideas/tactics to outwit an opponent in defence and attack                      Understand own and others' strengths and weaknesses and have the confidence to practise to improve                      understand how to take responsibility for their own and others' safety when playing games                      adapt and make up rules to suit the equipment/space/targets used</p> <p><b>Team Skills:</b>                      Keep possession of the ball                      Select different positions in the team based on strengths of players                      Agree on their own rules to suit the equipment                      Keep to the rules so that they and others enjoy and are challenged                      Encourage team mates to do well                      Accept winning and losing as part of games</p>
<b>Summer Term 2</b> <b>PE Unit: Athletics</b>	Distance Sprint Steady Pace Accuracy Height Record Rhythm Leading Leg Measure Overarm Heartbeat Pulse Rate Jogging Walk Hurdles Landing Control Preferred Landing foot Time Stamina Approach Speed Relay Competition, Javelin, Baton,	<p><b>NC Objective:</b> Use running, jumping, throwing and catching in isolation and in combination</p> <p><b>Running:</b>                      Run smoothly at different speeds                      Choose different styles of running of different distances                      Pace and sustain their effort over longer distances                      Watch and describe specific aspects of running e.g. what arms and legs are doing                      Recognise and record how the body works in different types of challenges over different distances                      Carry out stretching and warm-up safely                      With guidance, set realistic targets of times to achieve over a short and longer distance</p> <p><b>Jumping:</b>                      Perform combinations of jumps e.g. hop, step, jump showing control and consistency                      Choose different styles of jumping                      Watch and describe specific aspects of jumping e.g. what arms and legs are doing                      With guidance, set realistic targets when jumping for distance for or height</p> <p><b>Throwing:</b>                      Explore different styles of throwing e.g. pulling, pushing and slinging (to prepare for javelin, shot and discus)                      Throw with greater control                      Consistently hit a target with a range of implements                      Watch and describe specific aspects of throwing e.g. what arms and legs are doing                      With guidance, set realistic targets when throwing over an increasing distance and understand that some implements will travel further than others</p>

## Years 3 and 4 - Cycle B

Topic	Key Vocabulary	Key Knowledge/ Skills
<b>Autumn Term 1</b> <b>PE Unit: Invasion Games</b> - Football	Dribble Pass Receive control shoot scoring High Low Tactics Opponent strike Evaluate scoring Warm up Cool down teamwork possession, switch, clear, save possession, movement off the ball	<p><b>NC Objective:</b> 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</p> <p><b>Physical Skills:</b>                      Keep games going because they have the skill and control to do so e.g. control and strike in different ways, choosing the right time to pass, selecting the best place to pass to a team mate or to outwit an opponent, join actions together like move, receive, shoot                      Send and receive a ball with hands and feet with increasing accuracy to a target, space or team mate                      Use space well by finding and moving into a free space/passing to team mates when they are in a good space                      Develop a range of defence and attacking skills in invasion games e.g. those described in core tasks and TOPs activities to prepare them to play mini versions of traditional NGB's mini versions as described in Upper Key Stage 2                      Have the confidence to try out new skills and recognise which skills they need to practise</p> <p><b>Thinking skills:</b>                      With others, decide and try out different ideas/tactics to outwit an opponent in defence and attack                      Understand own and others' strengths and weaknesses and have the confidence to practise to improve                      understand how to take responsibility for their own and others' safety when playing games                      adapt and make up rules to suit the equipment/space/targets used</p> <p><b>Team Skills:</b>                      Keep possession of the ball                      Select different positions in the team based on strengths of players                      Agree on their own rules to suit the equipment                      Keep to the rules so that they and others enjoy and are challenged                      Encourage team mates to do well                      Accept winning and losing as part of games</p>

## Years 3 and 4 - Cycle B

Topic	Key Vocabulary	Key Knowledge/ Skills
<p><b>Autumn Term 2</b> PE Unit: Gymnastics</p>	<p>Flexible Travel Stretch Wide Thin Long Short Curled Roll Jump Levels Speeds Sequence Acceleration Deceleration Direction co-ordination leap Spin tension extension symmetrical balance Canon, Mirroring, Teddybear, Half turn, Full turn Apparatus Pike, Tuck Straddle, Unison</p>	<p><b>NC Objective:</b> Develop flexibility, strength, technique, control and balance <b>Sequencing:</b> Your sequence should show clear changes of speed. Link 3 different balances with 3 different ways of travelling.</p> <p>Work with a partner to create a sequence. From your starting shape move together by e.g. travelling on hands and feet, rolling, jumping. Then you must move apart to finish. Your sequence should contain 4 elements and you must travel in an "L" shaped pathway.</p> <p><b>Balance:</b> Challenge balance and use of core strength by exploring and developing use of upper body strength taking weight on hands and feet - front support (press up position) and back support (opposite). NB: ensure hands are always FLAT on floor and fingers point the same way as toes. Explore balancing on combinations of 1/2/3/4 "points" e.g. 2 hands and 1 foot, head and 2 hands in a tucked head stand. Balance on floor and apparatus exploring which body parts are the safest to use. Explore balancing with a partner: facing beside, behind and on different levels. Move in and out of balance fluently.</p> <p><b>Travel:</b> Bunny hop - transfer weight to hands and jump feet off floor keeping knees tucked into chest. Next, reach extended arms forward followed by knees tucked into chest then land on feet. Explore bunny hop along and over a bench. Use a variety of rolling actions to travel on the floor and along apparatus. Travel with a partner; move away from and together on the floor and on apparatus. Travel at different speeds e.g. move slowly into a balance, travel quickly before jumping. Travel in different pathways on the floor and using apparatus, explore different entry and exit points other than travelling in a straight line on apparatus.</p> <p><b>Jump:</b> When children demonstrate control of straight, star and tucked shapes, perform from a bench - stress keeping body upright, strong core, tension and extension in limbs. Explore leaping forward in stag jump, taking off from one foot and landing on the other. Try on floor and along bench controlling take-off and landing. Add a quarter or half turn into a jump before landing. Do this first on the floor and when sufficiently controlled, perform off apparatus. Make a twisted shape in the air and control landing by keeping body upright throughout the twisting action.</p> <p><b>Roll:</b> Continue to develop control in the Pencil, Dish, Teddy Bear &amp; Rock and Roll rolling actions on the floor, off and along apparatus or in time with a partner. Combine the phases of earlier rolling actions to perform the full forward roll. Backward rolls - Rock and Roll (the first phase of the roll) begin by sitting in tucked shape on mat holding hands beside ears to make 'bunny ears'. Rock back keeping knees and chin tucked in and place palms flat on floor beside head, roll forwards into tucked position. Explore taking one knee over head to one side, pushing away from the floor with hands to roll backwards to finish in a stag shape on floor. Increase momentum of backwards rocking action and push harder with hands to raise hips above head and create space for head to tuck under.</p>
<p><b>Spring Term 1</b> PE Unit: OAA</p>	<p>Outdoor adventure orienteering teamwork communication problem solving, trail control map symbols route compass obstacle equipment competition organises terrain boundary record</p>	<p><b>NC Objective:</b> Take part in outdoor and adventurous activity challenges both individually and within a team <b>Orientation:</b> Identify where they are on simple maps and diagrams of familiar environments e.g. in relation to position of desk in plan of classroom Use simple maps and diagrams to follow a trail</p> <p><b>Communication:</b> Begin to work and behave safely when working co-operatively with others Work with friends to plan and share ideas Comment on how they went about tackling a task</p> <p><b>Problem Solving:</b> Discuss how to follow trails and solve problems Work with friends to select appropriate equipment for the task</p>

## Years 3 and 4 - Cycle B

Topic	Key Vocabulary	Key Knowledge/ Skills
<b>Spring Term 2</b> <b>PE Unit: Net and Wall Games - Tennis</b>	scoring High Low Tactics Opponent target Evaluate aiming striking hitting net barrier scoring Warm up Cool down teamwork Forehand, Backhand, Accuracy, Ready Position, Grip, Points, Rally, Doubles movement off the ball	<p><b>NC Objective:</b> 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</p> <p><b>Physical Skills:</b>                      Keep games going because they have the skill and control to do so e.g. striking in different ways, choosing the right time to strike, selecting the best shot to play or to outwit an opponent, join actions together like move and strike                      Send and receive a ball with racquet with increasing accuracy to a target, space or team mate (Rallies)                      Develop a range of defence and attacking skills in net/wall type games e.g. those described in core tasks and TOPs activities to prepare them to play mini versions of traditional NGB's mini versions as described in Upper Key Stage 2                      Have the confidence to try out new skills and recognise which skills they need to practise</p> <p><b>Thinking skills:</b>                      With others, decide and try out different ideas/tactics to outwit an opponent in defence and attack                      Understand own and others' strengths and weaknesses and have the confidence to practise to improve                      understand how to take responsibility for their own and others' safety when playing games                      adapt and make up rules to suit the equipment/space/targets used</p> <p><b>Team Skills:</b>                      Keep possession of the ball                      Select different positions in the team based on strengths of players                      Agree on their own rules to suit the equipment                      Keep to the rules so that they and others enjoy and are challenged                      Encourage team mates to do well                      Accept winning and losing as part of games</p>
<b>Summer Term 1</b> <b>PE Unit: Striking and Fielding - Cricket</b>	Receive Scoring High Low Tactics Opponent target throw catch Evaluate feed aiming striking hitting Overarm Underarm fielding scoring Warm up Cool down teamwork Bowler, Wicket, Long barrier, Batter, Fielder, Score movement off the ball	<p><b>NC Objective:</b> 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</p> <p><b>Physical Skills:</b>                      Keep games going because they have the skill and control to do so e.g. strike, throw and catch in different ways, choosing the right time to pass, selecting the best place to throw to a team mate, strike to outwit an opponent, join actions together like move, receive, throw, strike, catch                      Send and receive a ball with hands and bat with increasing accuracy to a target, space or team mate                      Develop a range of defence and attacking skills in striking/fielding type games e.g. those described in core tasks and TOPs activities to prepare them to play mini versions of traditional NGB's mini versions as described in Upper Key Stage 2                      Have the confidence to try out new skills and recognise which skills they need to practise</p> <p><b>Thinking skills:</b>                      With others, decide and try out different ideas/tactics to outwit an opponent in defence and attack                      Understand own and others' strengths and weaknesses and have the confidence to practise to improve                      understand how to take responsibility for their own and others' safety when playing games                      adapt and make up rules to suit the equipment/space/targets used</p> <p><b>Team Skills:</b>                      Keep possession of the ball                      Select different positions in the team based on strengths of players                      Agree on their own rules to suit the equipment                      Keep to the rules so that they and others enjoy and are challenged                      Encourage team mates to do well                      Accept winning and losing as part of games</p>

## Years 3 and 4 - Cycle B

Topic	Key Vocabulary	Key Knowledge/ Skills
<p><b>Summer Term 2</b>  <b>PE Unit: Athletics</b></p> <p>Indoor athletics events—                      Heptathlon</p>	Distance Sprint Steady Pace Accuracy Height Record Rhythm Leading Leg Measure Overarm Heartbeat Pulse Rate Jogging Walk Hurdles Landing Control Preferred Landing foot Time Stamina Approach Speed Relay Competition, Javelin, Baton, Medicine Ball, Bench, Standing Reach, Agility Course,	<p><b>NC Objective:</b> Use running, jumping, throwing and catching in isolation and in combination</p> <p><b>Running:</b>                      Run smoothly at different speeds                      Choose different styles of running of different distances                      Pace and sustain their effort over longer distances                      Watch and describe specific aspects of running e.g. what arms and legs are doing                      Recognise and record how the body works in different types of challenges over different distances                      Carry out stretching and warm-up safely                      With guidance, set realistic targets of times to achieve over a short and longer distance</p> <p><b>Jumping:</b>                      Perform combinations of jumps e.g. hop, step, jump showing control and consistency                      Choose different styles of jumping                      Watch and describe specific aspects of jumping e.g. what arms and legs are doing                      With guidance, set realistic targets when jumping for distance for or height</p> <p><b>Throwing:</b>                      Explore different styles of throwing e.g. pulling, pushing and slinging (to prepare for javelin, shot and discus)                      Throw with greater control                      Consistently hit a target with a range of implements                      Watch and describe specific aspects of throwing e.g. what arms and legs are doing                      With guidance, set realistic targets when throwing over an increasing distance and understand that some implements will travel further than others</p>

**PE NC Objectives:****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.

**Swimming and Water Safety:**

- Swim competently, confidently and proficiently over a distance of at least 25 metres
- To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- To perform safe self-rescue in different water-based situations.

**NC Objective:** All pupils to compare their performance with previous ones, demonstrate improvement to achieve their personal best:

**Key Skills:**

- Use a range of criteria to judge own or others work.
- Modify and refine skills and techniques to improve any performance.
- Monitor their own heart rate and breathing.
- Understand how heart rate and breathing slows after exercise.
- Know and use the relationship between power and stamina.

## Years 5 and 6 - Cycle A

Topic	Key Vocabulary	Key Knowledge/ Skills
<b>Autumn Term 1</b> <b>PE Unit: Invasion Games - Basketball</b>	Dribble Chest pass push pass bounce pass space opponent target movement accurate control balance strength agility Throw Receive Catch Dodging Movement teamwork scoring Evaluate Health Fitness Well-being Tactical Warm up Cool down Pivot, Points, Backboard, Court, Non-Contact, interception, block, screen, defending, attacking, counter attack strategy formation transition press counter-attack turnover	<p><b>NC Objective:</b> 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</p> <p><b>Physical Skills:</b>            Pass, control, dribble and shoot with accuracy and fluency - while on the move and under pressure from a defender.            Send and receive a ball with hands with accuracy to a target, space or teammate in traditional NGB's mini versions of invasion games            Demonstrate the confidence and competence to successfully take part in the range of games            Demonstrate the perseverance to improve</p> <p><b>Thinking skills:</b>            understand own and others' strengths and weaknesses and how to choose the most competent person for a specific role within the team            make decisions quickly in a game            change tactics/roles as necessary for the success of the whole team            understand the transference of skills from one type of game to another and apply appropriately            reflect on own and others' performance to help improve personal and team skills and performance</p> <p><b>Team Skills:</b>            understand and keep to the rules of the games described above to enable the game to flow and keep players safe            select different positions in the team based on strengths of players            challenge and encourage each other to perform to the best of their ability            control the feelings experienced e.g. nervousness /excitement / disappointment to help themselves and others enjoy the games</p>

## Years 5 and 6 - Cycle A

Topic	Key Vocabulary	Key Knowledge/ Skills
<p><b>Autumn Term 2</b>  <b>PE Unit: Gymnastics</b></p>	<p>Flexible Travel Stretch Wide Thin Long            Short Curled Roll Jump Levels Speeds            Sequence Acceleration Deceleration            Direction co-ordination leap Spin tension            extension symmetrical balance Canon,            Mirroring, Teddybear, Half turn, Full turn            Apparatus Pike, Tuck Straddle, Unison,            Bridges, routine, counter balances, head            stand, shoulder stand, hand stand,            cartwheel, round off, apparatus, warm up,            cool down, teamwork counterbalance            fluency alignment routine</p>	<p><b>NC Objective:</b> Develop flexibility, strength, technique, control and balance</p> <p><b>Sequencing:</b>            Work with a partner to create a sequence of up to 8 elements: e.g. a combination of asymmetrical shapes and balances and symmetrical rolling and jumping actions. Your sequence should include changes of direction and level and show mirroring and matching shapes and balances.</p> <p>Work in a group of 4 to 6 people to create a longer more complex sequence of up to 10 elements. Your sequence may include: e.g. a combination of counter balance/counter tension, twisting/turning, travelling on hands and feet, as well as jumping and rolling. Your sequence should demonstrate different ways of working with a partner or within your group e.g. starting together/apart, moving apart/together, matching/mirroring, contrasting shape, speed, level or timing.</p> <p><b>Balances:</b>            Perform balances with control, showing good body tension.            Mirror and match partner's balance i.e. making same shape on a different level or in a different place.            Explore symmetrical and asymmetrical balances on own and with a partner.            Explore and develop control in taking some/all of a partner's weight using counterbalance (pushing against) and counter tension (pulling away from).            Perform a range of acrobatic balances with a partner on the floor and on different levels on apparatus.            Perform group balances at the beginning, middle or end of a sequence. Consider how to move in and out of these balances with fluency and control.            Begin to take more weight on hands when progressing bunny hop into hand stand</p> <p><b>Travel:</b>            Travel sideways in a bunny hop and develop into cartwheeling action keeping knees tucked in and by placing one hand then the other on the floor. Next extend legs further into cartwheeling action i.e. right hand followed by left hand, followed by left foot, followed by right foot. Always keep arms and legs fully extended and tense to support weight.            Increase the variety of pathways, levels and speeds at which you travel.            Travel in time with a partner, move away from and back to a partner.</p> <p><b>Jump:</b>            Make symmetrical and asymmetrical shapes in the air.            Jump along, over and off apparatus of varying height with control in the air and on landing.</p> <p><b>Roll:</b>            Explore different starting and finishing positions when rolling e.g. forward roll from a straddle position on feet and end in a straddle position on floor or feet/ (possible extension challenge into a 'lever')            Begin a backward roll from standing in a straight position, ending in a straddle position on feet. Explore symmetry and asymmetry throughout the rolling actions.</p>

## Years 5 and 6 - Cycle A

Topic	Key Vocabulary	Key Knowledge/ Skills
<p><b>Spring Term 1</b> PE Unit: Dance</p>	<p>Agility Balance Co-ordination Dynamics Emotion Endurance Expression Improve Line dancing Muscular strength Phrasing Rhythm Sequence Flexibility Space Stamina Timing Canon Clock Confidence Direction Formation Performance Pivot Tempo Timing Unison , Turn, Warm Up Cool Down, Mirror, Beat, Canon, Routine, Pose, Choreograph, Fluency projection musicality retrograde performance quality</p>	<p><b>NC Objective:</b> Perform dances using a range of movement patterns</p> <p><b>Compose:</b> Respond to a variety of stimuli Explore and experiment with movement ideas and possibilities Create longer and challenging dance phrases and dances Select appropriate movement material to express ideas/thoughts/feelings Develop movement using: Actions (WHAT); travel, turn, gesture, jump, &amp; stillness Space (WHERE); formation, direction, level &amp; pathways Relationships (WHO); solo/duo/trio, unison/canon/contrast Dynamics (HOW) explore speed, energy (e.g. heavy/light, flowing/sudden) Choreographic devices; motif, motif development, repetition, retrograde (performing motifs in reverse) Musicality</p> <p><b>Perform:</b> Perform their dance to an audience showing confidence and clarity of actions Show co-ordination, control, alignment, flow of energy and strength (Technical Skills) Show focus, projection, sense of style and musicality (Expressive Skills) Demonstrate a wide range of dance actions - travel, turn, gesture, jump, &amp; stillness Demonstrate dynamic qualities - speed, energy, continuity, rhythm Demonstrate use of space - levels, directions, pathways, size &amp; body shape Demonstrate different relationships - mirroring, unison, canon, complementary &amp; contrasting, body part to body part and physical contact Copy, repeat and remember complex movement, developing movement memory</p> <p><b>Appreciate:</b> Show an awareness of different dance styles, traditions and aspects of their historical/social context Understand and use dance vocabulary Understand why safety is important in the studio Compare and comment on their own and others work Identify strengths and areas for improvement using dance vocabulary Evaluate experiences and outcomes and set goals for their own development Discuss aesthetic qualities of dance, making judgements related to design, costume, stimuli and content Take on board feedback and deal positively with praise and criticism</p>
<p><b>Spring Term 2</b> PE Unit: Net and Wall— Tennis</p>	<p>Space Movement scoring High Low Tactics Space Opponent target Evaluate aiming striking hitting Rules net barrier movement scoring Warm up Cool down teamwork Forehand, Backhand, Accuracy, Ready Position, Grip, Points, Rally, Doubles, Volley, Serve, Outwit, Target, Back Line,</p>	<p><b>NC Objective:</b> 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</p> <p><b>Physical Skills:</b> Strike with accuracy and fluency - while on the move Send and receive a ball with a racquet with accuracy to a target, space or teammate in traditional NGB's mini versions of net and wall games Demonstrate the confidence and competence to successfully take part in the range of games Demonstrate the perseverance to improve</p> <p><b>Thinking skills:</b> understand own and others' strengths and weaknesses and how to choose the most competent person for a specific role within the team make decisions quickly in a game change tactics/roles as necessary for the success of the whole team understand the transference of skills from one type of game to another and apply appropriately reflect on own and others' performance to help improve personal and team skills and performance</p> <p><b>Team Skills:</b> understand and keep to the rules of the games described above to enable the game to flow and keep players safe select different positions in the team based on strengths of players challenge and encourage each other to perform to the best of their ability control the feelings experienced e.g. nervousness /excitement / disappointment to help themselves and others enjoy the games</p>

## Years 5 and 6 - Cycle A

Topic	Key Vocabulary	Key Knowledge/ Skills
<b>Summer Term 1</b> <b>PE Unit: Striking and Fielding—Cricket</b>	Receive Space Scoring High Low Tactics Opponent target throw catch Evaluate feed aiming striking hitting Rules Overarm Underarm fielding scoring Warm up Cool down teamwork Bowler, Wicket, Long barrier, Batter, Fielder, Score, Wicket Keeper, Over, Runs, Wide, Zone,	<p><b>NC Objective:</b> 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</p> <p><b>Physical Skills:</b>                      Strike, Throw and Catch with accuracy and fluency - while on the move.                      Send and receive a ball with hands and bat with accuracy to a target, space or teammate in traditional NGB's mini versions of striking and fielding games                      Demonstrate the confidence and competence to successfully take part in the range of games                      Demonstrate the perseverance to improve</p> <p><b>Thinking skills:</b>                      understand own and others' strengths and weaknesses and how to choose the most competent person for a specific role within the team                      make decisions quickly in a game                      change tactics/roles as necessary for the success of the whole team                      understand the transference of skills from one type of game to another and apply appropriately                      reflect on own and others' performance to help improve personal and team skills and performance</p> <p><b>Team Skills:</b>                      understand and keep to the rules of the games described above to enable the game to flow and keep players safe                      select different positions in the team based on strengths of players                      challenge and encourage each other to perform to the best of their ability                      control the feelings experienced e.g. nervousness /excitement / disappointment to help themselves and others enjoy the games</p>
<b>Summer Term 2</b> <b>PE Unit: Athletics</b>	Distance Sprint Steady Pace Accuracy Height Record Rhythm Leading Leg Measure Overarm Heartbeat Pulse Rate Jogging Walk Hurdles Landing Control Preferred Landing foot Time Stamina Approach Speed Relay Competition, Javelin, Baton, Sprint Start, Standing Start, Technique, Long Jump, Triple Jump, Baton changeover, Shot put. Efficiency power starting technique changeover	<p><b>NC Objective:</b> Use running, jumping, throwing and catching in isolation/combination</p> <p><b>Running:</b>                      Sustain pace over longer distance - 2 minutes                      Relay change-overs                      Set realistic targets for self, of times to achieve over a short and longer distance                      Identify the main strengths of a performance of self and others                      Identify parts of the performance that need to be improved                      Perform a range of warm-up exercises specific to running for short and longer distances                      Explain how warming up affects performance                      Explain why athletics can help stamina and strength</p> <p><b>Jumping:</b>                      Demonstrate a range of jumps showing power and control and consistency at both take-off and landing - Speed bounce, standing long jump, standing triple jump                      Set realistic targets for self, when jumping for distance for or height</p> <p><b>Throwing:</b>                      Throw with greater accuracy, control and efficiency of movement using pulling, pushing and slinging action with foam javelin, shot and discus                      Organise small groups to SAFELY take turns when throwing and retrieving implements                      Set realistic targets for self, when throwing over an increasing distance and understand that some implements will travel further than others</p>

## Years 5 and 6 - Cycle A

Topic	Key Vocabulary	Key Knowledge/ Skills
<p><b>PE Unit: OAA</b>  <b>Residential trip</b>  <b>Year 5 - Grinton Moor</b>  <b>Year 6 - Howtown</b></p>	<p>Outdoor adventure orienteering teamwork  communication problem solving, trail control  map symbols route compass obstacle  equipment competition organises terrain  boundary record</p>	<p><b>NC Objective:</b> Take part in outdoor and adventurous activity challenges both individually and within a team</p> <p><b>Orientation:</b>  Orientate simple maps and plans  Mark control points in correct position on their map or plan (e.g. where they find an object when following a photo trail)  Find their way back to a base point  Recognise and use symbols on a map (link to <i>Geography Skills</i>)</p> <p><b>Communication:</b>  Co-operate to share roles within a group  Listen to each other's ideas when planning a task  Change your ideas if they are not working  Take responsibility for a role within the group  Recognise that some outdoor adventurous activities can be dangerous  Follow rules to keep self and others safe</p> <p><b>Problem Solving:</b>  Select appropriate equipment/route/people to solve a problem successfully  Choose effective strategies and change ideas if not working</p>

## Years 5 and 6 - Cycle B

Topic	Key Vocabulary	Key Knowledge/ Skills
<b>Autumn Term 1</b> <b>PE Unit: Invasion games - Tag Rugby</b>	Pass backwards space opponent movement accurate balance agility Receive Catch Dodging Movement teamwork scoring Evaluate Health Fitness Well-being Tactical Warm up Cool down, Offside, Try, Try line, Tag, Tag belt, Non-Contact, Turn over, Defending strategy formation transition press counter-attack turnover	<p><b>NC Objective:</b> 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</p> <p><b>Physical Skills:</b>                      Pass, control, dribble and shoot with accuracy and fluency - while on the move and under pressure from a defender.                      Send and receive a ball with hands, feet, racquet and bat with accuracy to a target, space or teammate in traditional NGB's mini versions of invasion, net/wall, striking/fielding games e.g. Tag Rugby, High 5 Netball, Football, Basketball, Qwik Cricket, Mini Tennis, Rounders                      Demonstrate the confidence and competence to successfully take part in the range of games as described above                      Demonstrate the perseverance to improve</p> <p><b>Thinking skills:</b>                      understand own and others' strengths and weaknesses and how to choose the most competent person for a specific role within the team                      make decisions quickly in a game                      change tactics/roles as necessary for the success of the whole team                      understand the transference of skills from one type of game to another and apply appropriately                      reflect on own and others' performance to help improve personal and team skills and performance</p> <p><b>Team Skills:</b>                      understand and keep to the rules of the games described above to enable the game to flow and keep players safe                      select different positions in the team based on strengths of players                      challenge and encourage each other to perform to the best of their ability                      control the feelings experienced e.g. nervousness to help themselves and others enjoy the games</p>
<b>Autumn Term 2</b> <b>PE Unit: Gymnastics</b>	Flexible Travel Stretch Wide Thin Long Short Curled Roll Jump Levels Speeds Sequence Acceleration Deceleration Direction co-ordination leap Spin tension extension symmetrical balance Canon, Mirroring, Teddybear, Half turn, Full turn Apparatus Pike, Tuck Straddle, Unison, Bridges, routine, counter balances, head stand, shoulder stand, hand stand, cartwheel, round off, apparatus, warm up, cool down, teamwork counterbalance fluency alignment routine	<p><b>NC Objective:</b> Develop flexibility, strength, technique, control and balance</p> <p><b>Sequencing:</b>                      Work with a partner to create a sequence of up to 8 elements: e.g. a combination of asymmetrical shapes and balances and symmetrical rolling and jumping actions. Your sequence should include changes of direction and level and show mirroring and matching shapes and balances.                      Work in a group of 4 to 6 people to create a longer more complex sequence of up to 10 elements. Your sequence may include: e.g. a combination of counter balance/counter tension, twisting/turning, travelling on hands and feet, as well as jumping and rolling. Your sequence should demonstrate different ways of working with a partner or within your group e.g. starting together/apart, moving apart/together, matching/mirroring, contrasting shape, speed, level or timing.</p> <p><b>Balances:</b>                      Perform balances with control, showing good body tension.                      Mirror and match partner's balance i.e. making same shape on a different level or in a different place.                      Explore symmetrical and asymmetrical balances on own and with a partner.                      Explore and develop control in taking some/all of a partner's weight using counterbalance (pushing against) and counter tension (pulling away from).                      Perform a range of acrobatic balances with a partner on the floor and on different levels on apparatus.                      Perform group balances at the beginning, middle or end of a sequence. Consider how to move in and out of these balances with fluency and control.                      Begin to take more weight on hands when progressing bunny hop into hand stand</p> <p><b>Travel:</b>                      Travel sideways in a bunny hop and develop into cartwheeling action keeping knees tucked in and by placing one hand then the other on the floor. Next extend legs further into cartwheeling action i.e. right hand followed by left hand, followed by left foot, followed by right foot. Always keep arms and legs fully extended and tense to support weight.                      Increase the variety of pathways, levels and speeds at which you travel.                      Travel in time with a partner, move away from and back to a partner.</p> <p><b>Jump:</b>                      Make symmetrical and asymmetrical shapes in the air.                      Jump along, over and off apparatus of varying height with control in the air and on landing.</p> <p><b>Roll:</b>                      Explore different starting and finishing positions when rolling e.g. forward roll from a straddle position on feet and end in a straddle position on floor or feet/ (possible extension challenge into a 'lever')                      Begin a backward roll from standing in a straight position, ending in a straddle position on feet. Explore symmetry and asymmetry throughout the rolling actions.</p>

## Years 5 and 6 - Cycle B

Topic	Key Vocabulary	Key Knowledge/ Skills
<b>Spring Term 1</b> <b>PE Unit: OAA</b>	Outdoor adventure orienteering teamwork communication problem solving, trail control map symbols route compass obstacle equipment competition organises terrain boundary record	<p><b>NC Objective:</b> Take part in outdoor and adventurous activity challenges both individually and within a team</p> <p><b>Orientation:</b>                      Orientate simple maps and plans                      Mark control points in correct position on their map or plan (e.g. where they find an object when following a photo trail)                      Find their way back to a base point                      Recognise and use symbols on a map (link to <i>Geography Skills</i>)</p> <p><b>Communication:</b>                      Co-operate to share roles within a group                      Listen to each other's ideas when planning a task                      Change your ideas if they are not working                      Take responsibility for a role within the group                      Recognise that some outdoor adventurous activities can be dangerous                      Follow rules to keep self and others safe</p> <p><b>Problem Solving:</b>                      Select appropriate equipment/route/people to solve a problem successfully                      Choose effective strategies and change ideas if not working</p>
<b>Spring Term 2</b> <b>PE Unit: Net and Wall—Tennis</b>	Space Movement scoring High Low Tactics Space Opponent target Evaluate aiming striking hitting Rules net barrier movement scoring Warm up Cool down teamwork Forehand, Backhand, Accuracy, Ready Position, Grip, Points, Rally, Doubles, Volley, Serve, Outwit, Target, Back Line,	<p><b>NC Objective:</b> 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</p> <p><b>Physical Skills:</b>                      Strike with accuracy and fluency - while on the move                      Send and receive a ball with a racquet with accuracy to a target, space or teammate in traditional NGB's mini versions of net and wall games                      Demonstrate the confidence and competence to successfully take part in the range of games                      Demonstrate the perseverance to improve</p> <p><b>Thinking skills:</b>                      understand own and others' strengths and weaknesses and how to choose the most competent person for a specific role within the team                      make decisions quickly in a game                      change tactics/roles as necessary for the success of the whole team                      understand the transference of skills from one type of game to another and apply appropriately                      reflect on own and others' performance to help improve personal and team skills and performance</p> <p><b>Team Skills:</b>                      understand and keep to the rules of the games described above to enable the game to flow and keep players safe                      select different positions in the team based on strengths of players                      challenge and encourage each other to perform to the best of their ability                      control the feelings experienced e.g. nervousness /excitement / disappointment to help themselves and others enjoy the games</p>

## Years 5 and 6 - Cycle B

Topic	Key Vocabulary	Key Knowledge/ Skills
<b>Summer Term 1</b> <b>PE Unit: Striking and Fielding - Cricket</b>	Receive Space Scoring High Low Tactics Opponent target throw catch Evaluate feed aiming striking hitting Rules Overarm Underarm fielding scoring Warm up Cool down teamwork Bowler, Wicket, Long barrier, Batter, Fielder, Score, Wicket Keeper, Over, Runs, Wide, Zone,	<p><b>NC Objective:</b> 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</p> <p><b>Physical Skills:</b>                      Strike, Throw and Catch with accuracy and fluency - while on the move.                      Send and receive a ball with hands and bat with accuracy to a target, space or teammate in traditional NGB's mini versions of striking and fielding games                      Demonstrate the confidence and competence to successfully take part in the range of games                      Demonstrate the perseverance to improve</p> <p><b>Thinking skills:</b>                      understand own and others' strengths and weaknesses and how to choose the most competent person for a specific role within the team                      make decisions quickly in a game                      change tactics/roles as necessary for the success of the whole team                      understand the transference of skills from one type of game to another and apply appropriately                      reflect on own and others' performance to help improve personal and team skills and performance</p> <p><b>Team Skills:</b>                      understand and keep to the rules of the games described above to enable the game to flow and keep players safe                      select different positions in the team based on strengths of players                      challenge and encourage each other to perform to the best of their ability                      control the feelings experienced e.g. nervousness /excitement / disappointment to help themselves and others enjoy the games</p>
<b>Summer Term 2</b> <b>PE Unit: Athletics</b>	Distance Sprint Steady Pace Accuracy Height Record Rhythm Leading Leg Measure Overarm Heartbeat Pulse Rate Jogging Walk Hurdles Landing Control Preferred Landing foot Time Stamina Approach Speed Relay Competition, Javelin, Baton, Sprint Start, Standing Start, Technique, Long Jump, Triple Jump, Baton changeover, Shot put., standing long jump, Standing triple Jump, Balance Bar, efficiency power starting technique changeover	<p><b>NC Objective:</b> Use running, jumping, throwing and catching in isolation and in combination</p> <p><b>Running:</b>                      Sustain pace over longer distance - 2 minutes                      Relay change-overs                      Set realistic targets for self, of times to achieve over a short and longer distance                      Identify the main strengths of a performance of self and others                      Identify parts of the performance that need to be improved                      Perform a range of warm-up exercises specific to running for short and longer distances                      Explain how warming up affects performance                      Explain why athletics can help stamina and strength</p> <p><b>Jumping:</b>                      Demonstrate a range of jumps showing power and control and consistency at both take-off and landing - Speed bounce, standing long jump, standing triple jump                      Set realistic targets for self, when jumping for distance for or height</p> <p><b>Throwing:</b>                      Throw with greater accuracy, control and efficiency of movement using pulling, pushing and slinging action with foam javelin, shot and discus                      Organise small groups to SAFELY take turns when throwing and retrieving implements                      Set realistic targets for self, when throwing over an increasing distance and understand that some implements will travel further than others</p>

## Years 5 and 6 - Cycle B

Topic	Key Vocabulary	Key Knowledge/ Skills
<b>PE Unit: OAA</b> <b>Residential trip</b> <b>Year 5 - Grinton Moor</b> <b>Year 6 - Howtown</b>	Outdoor adventure orienteering teamwork communication problem solving, trail control map symbols route compass obstacle equipment competition organises terrain boundary record	<p><b>NC Objective:</b> Take part in outdoor and adventurous activity challenges both individually and within a team</p> <p><b>Orientation:</b>                      Orientate simple maps and plans                      Mark control points in correct position on their map or plan (e.g. where they find an object when following a photo trail)                      Find their way back to a base point                      Recognise and use symbols on a map (link to Geography Skills)</p> <p><b>Communication:</b>                      Co-operate to share roles within a group                      Listen to each other's ideas when planning a task                      Change your ideas if they are not working                      Take responsibility for a role within the group                      Recognise that some outdoor adventurous activities can be dangerous                      Follow rules to keep self and others safe</p> <p><b>Problem Solving:</b>                      Select appropriate equipment/route/people to solve a problem successfully</p>

**By the end of KS2 all pupils will have had curriculum swimming lessons.**

Topic	Key Vocabulary	Key Knowledge/ Skills
<b>Swimming</b>	front crawl back crawl breaststroke float, scull surface diving pull, push, kick lie flat, streamlined breathe turning	<p><b>NC Objective:</b> Swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p><b>NC Objective:</b> To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p><b>NC Objective:</b> To perform safe self-rescue in different water-based situations.</p> <p><b>Key Skills:</b>                      To swim at least 25m                      To control, their breathing and are comfortable on the surface and under water swimming fluently and with control when using back crawl, front crawl and breast stroke.                      To use personal surviving techniques including floating, sculling and surface diving.</p>

## Enrichment opportunities for PE and School Sport

Year group	Sports Festivals:	
Year 1	Year 1 Sports Festival	Our school has bought into the Durham and Chester Le Street School Sports Partnership. We participate in all festivals and competitions organised by them.  We ensure that <b><u>every child</u></b> will represent our school at a sports festival. Furthermore, <b><u>all children</u></b> will compete in inter-house competitions, throughout the year, in school PE lessons.  Inter-school competitions are organised to allow our more able pupils the opportunity to compete against other children from other schools.
Year 2	Year 2 Sports Festival	
Year 3	Year 3 Sports Festival	
		Inter-School Competitions:
Year 4	Year 4 Sports Festival	Swimming Gala Durham Dash Cross Country
Year 5	Year 5 Sports Festival	Girls Football Team Boys Football Team Indoor Athletics Competition Basketball Competition Tag Rugby Competition Cricket Competition Netball Competition Outdoor Athletics Competition Swimming Gala Durham Dash Cross Country
Year 6	Year 6 Sports Festival	

Throughout the year, all classes will have at least one extra block of PE lessons, where they will have the opportunity to participate in a variety of different sports, including: invasion games, striking and fielding and net and wall games.

We also participate in **PE enrichment days**, where we complete different activities based on a theme:

**Autumn Term** - Disability and Paralympic Sports Day.

**Summer Term** - Activity Day / Outdoor and Adventurous Day.

As well as this, in **June**, we hold a **Sports' Week**, where the children get the opportunity to participate in different sports throughout the week and then participate in our School Sports' Day!