



Preston Grange Primary School
PE Curriculum




Nursery Overview

Autumn 1	<p>Drive scooters, bikes and trikes by pushing feet.</p> <p>Climb steps/stairs with alternative feet, using a hand or handrail for support</p> <p>Jump two feet to two feet on the spot.</p> <p>Jump down from a higher to lower height.</p> <p>Travel by galloping on a with a leading foot</p> <p>Run at speed in the outdoor space</p> <p>Kick, roll, chase and collect a ball</p>
Autumn 2	<p>Run and freeze on demand.</p> <p>Climb apparatus with alternative, using own hands for support.</p> <p>Make marks with large tools using arms and shoulders.</p>
Spring 1	<p>Hop on the spot to travel.</p> <p>Bowl, roll, chase and collect, tyres and barrels.</p> <p>Copy all aspects of whole-body action rhymes and challenges.</p>
Spring 2	<p>Drive tricycles by pedalling.</p> <p>With an adult hand travel above floor height by walking or crawling.</p>
Summer 1	<p>Run at speed negotiating obstacles.</p> <p>Travel above floor height by slowing and controlling movement.</p>
Summer 2	<p>Drive ride on toys at speed, using the pedals to steer around obstacles.</p> <p>Collaborate with others to transport large items safely.</p> <p>Compete in a simple challenge with adult support.</p> <p>Copy adults to move in a variety of ways.</p>

Reception Overview

In addition to specified
P.E units on whole school
overview

Autumn 1	<p>Participate in hand action to match songs.</p> <p>Move safely in a large space, negotiating obstacles.</p> <p>Change direction and stop quickly on instruction.</p>
Autumn 2	<p>Travel in different ways with control and coordination.</p> <p>Hold a simple standing balance.</p> <p>Jump in different ways – changing level and direction.</p> <p>Balancing, carrying and passing beanbags using different parts of the body.</p>
Spring 1	<p>Dig with trowels and hand forks to create deep holes.</p> <p>Recognise body changes during exercise.</p> <p>Travel across simple obstacle courses.</p> <p>Develop core strength through 'Squiggle while you Wiggle' activities.</p> <p>Develop throwing and catching skills. Throwing underarm and catching with two hands.</p> <p>Developing aiming skills by throwing to a target</p>
Spring 2	<p>Control small games equipment when transporting, collecting and throwing.</p> <p>Travel across more complex obstacle courses including changes in height.</p> <p>Use large tools to dig and smaller hand tools to plant in the allotment garden.</p>
Summer 1	<p>Control large gardening tools including watering cans.</p> <p>Control and steer a ball by hand.</p> <p>Aim, roll, track and collect a ball using hands and feet.</p>
Summer 2	<p>Bounce a ball on the spot and on the move.</p> <p>Roll and throw a ball underarm at a target.</p> <p>Kick a ball at a target and to a partner.</p>

Terms	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1 	Intro to PE: Movement	OAA Games : Invasion	OAA Games: Invasion	Games: Invasion Hockey Gymnastics	Games: Invasion Hockey Games: Net & Wall Tennis	Games: Invasion Netball Athletics: Sports Hall	Games: Invasion Netball Swimming
Autumn 2 	Gymnastics: Intro	Games: Net & Wall Dance	Games: Net & Wall Dance	Games: Creating Games Dance	Games: Invasion Basketball Dance	Games: Net & Wall Badminton Gymnastics	Games: Net & Wall Badminton Swimming
Spring 1 	Games : Unit 1+2 Beanbags and Using a ball	Gymnastics Athletics: Multi Skills	Gymnastics Athletics: Multi Skills	Gymnastics Skipping	Games Gymnastics	Games: Invasion Hockey Swimming	Games: Invasion Hockey Gymnastics
Spring 2 	Dance Unit 1	Games: Net & Wall Gymnastics	Games: Net & Wall Gymnastics	Dance OAA	Games: Net & Wall Badminton OAA	Dance Swimming	Dance OAA
Summer 1 	Gymnastics: Unit A	Dance Games: Invasion Basketball	Dance Games: Invasion Basketball	Games: Invasion Basketball Games: Net & Wall Tennis	Athletics: QuadKids Swimming	Games: Invasion Basketball Athletics: Track	Games: Invasion Basketball Athletics: Track
Summer 2 	Games: Unit 4 Ropes, bats and balls	Athletics Games: Striking and Fielding	Athletics Games: Striking and Fielding	Athletics: QuadKids Games: Striking and Fielding	Games: Striking and Fielding Swimming	OAA Games: Striking and Fielding Cricket / Rounders	Athletics: Field Games: Striking and Fielding Cricket / Rounders



Athletics

Year 1 Athletics

Key Vocabulary

sprint	Run at full speed over a short distance
jog	Run at a gentle steady pace
Pulse rate	How quickly your heart is beating
stamina	To keep an activity going for a long time
Team work	To work together efficiently
Underarm overarm	Describing a throw

Key Skills

Health and Fitness

- Describe how the body feels before, during and after exercise.
- Carry and place equipment safely.

Running

- Vary their pace and speed when running.
- Run with a basic technique over different distances.
- Show good posture and balance.
- Jog in a straight line.
- Change direction when jogging.
- Sprint in a straight line.
- Change direction when sprinting.
- Maintain control as they change direction when jogging or sprinting.

Jumping

- Perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot.
- Perform a short jumping sequence.
- Jump as high as possible.
- Jump as far as possible.
- Land safely and with control.
- Work with a partner to develop the control of their jumps.

Throwing

- Throw underarm and overarm.
- Throw a ball towards a target with increasing accuracy.
- Improve the distance they can throw by using more power.

Compete and Perform

- Begin to perform learnt skills with some control.
- Engage in competitive activities and team games.

Evaluate

- Watch and describe performances.
- Begin to say how they could improve.

Equipment / Resources

cones/markers
Beanbags
Balls
Skipping ropes

National Curriculum

Pupils should be taught to:

* master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.

Competition/Performance

Personal Challenge/ Intra / Inter
Children set a personal athletics challenge.

Compete against peers from class and neighbouring year group.

School Sports Day

Compete against other schools at Year 1 multi skills competition at John Spence

Learning to Lead

Can children suggest appropriate warm-up or cool down exercises?

Can children demonstrate and/or teach a skill to their peers?

Links to Active Lessons

Go Noodle

Practising throwing and catching in number bond activities

Teamwork activities in class

Year 2 Athletics

Key Vocabulary

Pace	Speed in walking, running or moving.
fluency and control	The quality of a movement.
Distance	How far you need to travel.
Accuracy	How correct or precise something is.
Sprint	Run as fast as you can.
Evaluate	Decide what went well and how/ what we could improve next time.

Key Skills

Health and Fitness

- Recognise and describe how the body feels during and after different physical activities.
- Explain what they need to stay healthy.

Running

- Run at different paces, describing the different paces.
- Use a variety of different stride lengths.
- Travel at different speeds.
- Begin to select the most suitable pace and speed for distance.
- Complete an obstacle course.
- Vary the speed and direction in which they are travelling.
- Run with basic techniques following a curved line.
- Be able to maintain and control a run over different distances.

Jumping

- Perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot.
- Combine different jumps together with some fluency and control.
- Jump for distance from a standing position with accuracy and control.
- Investigate the best jumps to cover different distances.
- Choose the most appropriate jumps to cover different distances.
- Know that the leg muscles are used when performing a jumping action.

Throwing

- Throw different types of equipment in different ways, for accuracy and distance.
- Throw with accuracy at targets of different heights.
- Investigate ways to alter their throwing technique to achieve greater distance.

Compete and Perform

- Perform learnt skills with increasing control.
- Compete against self and others.

Evaluate

- Watch and describe performances, and use what they see to improve their own performance.
- Talk about the differences between Their work and that of others.

National Curriculum

Pupils should be taught to:

* master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.

Competition/Performance

Personal Challenge/ Intra / Inter

Children set a personal athletics challenge.

Compete against peers from class and neighbouring year group.

School Sports Day

Compete against other schools at Year 2 multi skills competition at John Spence

Learning to Lead

Can children suggest appropriate warm-up or cool down exercises?

Can children demonstrate and/or teach a skill to their peers?

Equipment / Resources

Cones/ markers
Balls
Skipping ropes
Bean bags

Links to Active Lessons

Throwing and catching activities in the classroom (such as practising times tables in maths).

practising teamwork in classroom activities.

Year 3 Athletics

Key Vocabulary

Long jump	Jumping as far as possible along the ground in one leap.
Hurdle	An upright frame which an athlete must jump over.
Pace	Speed in walking, running or any movement.
Compete	Taking part to achieve either a personal best or to win against others.
Warm up	Preparing your body for exercise by practising gently beforehand.

Key Skills

Health and Fitness

- Recognise and describe the effects of exercise on the body.
- Know the importance of strength and flexibility for physical activity.
- Explain why it is important to warm up and cool down.

Running

- Identify and demonstrate how different techniques can affect their performance.
- Focus on their arm and leg action to improve their sprinting technique.
- Begin to combine running with jumping over hurdles.
- Focus on trail leg and lead leg action when running over hurdles.
- Understand the importance of adjusting running pace to suit the distance being run.

Jumping

- Use one and two feet to take off and land with.
- Develop and effective take-off for the standing long jump.
- Develop and effective flight phase for the standing long jump.
- Land safely and with control.

Throwing

- Throw with greater control and accuracy.
- Show increasing control in their overarm throw.
- Perform a push throw.
- Continue to develop techniques to throw for increased distance.

Compete and Perform

- Perform learnt skills and techniques with control and confidence.
- Compete against self and others in a controlled manner.

Evaluate

- Watch, describe and evaluate the effectiveness of a performance.
- Describe how their performance has improved over time.

National Curriculum

Pupils should be taught to:

- * use running, jumping, throwing and catching in isolation and in combination
- * develop flexibility, strength, technique, control and balance
- * compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Competition/Performance

Personal Challenge/ Intra / Inter

Children set a personal athletics challenge.

Compete against peers from class and neighbouring year group.

School Sports Day

Learning to Lead

Can children suggest appropriate warm-up or cool down exercises?

Can children demonstrate and/or teach a skill to their peers?

Can children measure and score a performance or event?

Equipment / Resources

indoor/outdoor space
hurdles
tape measures
foam javelins

stop watches
cones/markers
beanbags
gym mats

Links to Active Lessons

Activity breaks in class could include: relay to the board and back, practise hop, step, jump footwork pattern, pull-throw an idea (imaginary javelin) to a partner across the room.

Year 4 Athletics

Key Vocabulary

Sprint finish	The end of a race in which competitors speed up as they approach the finish line.
relay	A rac ing competition where members of a team take turns completing parts of a course.
baton	A short stick that is passed from one runner to another in a relay race.
Triple jump	An event in in which an athlete makes a horizontal jump for distance incorporating three distinct, continuous movements - a hop, a step and a jump
Pull throw (e.g. javelin)	A throw where the athlete pulls the object being thrown back past the shoulder before releasing.

Key Skills

Health and Fitness

- Describe how the body reacts at different times and how this affects performance.
- Explain why exercise is good for your health.
- Know some reasons for warming up and cooling down.

Running

- Confidently demonstrate an improved technique for sprinting.
- Carry out an effective sprint finish.
- Perform a relay, focusing on the baton changeover technique.
- Speed up and slow down smoothly.

Jumping

- Learn how to combine a hop, step and jump to perform the standing triple jump.
- Land safely and with control.
- Begin to measure the distance jumped.

Throwing

- Perform a pull throw.
- Measure the distance of their throws.
- Continue to develop techniques to throw for increased distance.

Compete and Perform

- Perform and apply skills and techniques with control and accuracy.
- Take part in a range of competitive games and activities.

Evaluate

- Perform and apply skills and techniques with control and accuracy.
- Take part in a range of competitive games and activities.

Equipment / Resources

indoor/outdoor space
Batons
javelins

stop watches
cones/markers

National Curriculum

Pupils should be taught to:

- * use running, jumping, throwing and catching in isolation and in combination
- * develop flexibility, strength, technique, control and balance
- * compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Competition/Performance

Personal Challenge/ Intra / Inter

Children set a personal athletics challenge.

Compete against peers from class and neighbouring year group.

School Sports Day

Online Quadkids

Yr 4 Quadkids Athletics - JSCHS

Learning to Lead

Can children suggest appropriate warm-up or cool down exercises?

Can children demonstrate and/or teach a skill to their peers?

Can children measure and score a performance or event?

Links to Active Lessons

Activity breaks in class could include: relay to the board and back, practise hop, step, jump footwork pattern, pull-throw an idea (imaginary javelin) to a partner across the room.

Year 5 Athletics

Key Vocabulary

fling throw	The type of throw used when throwing a discus. One leg is in front of the other, moving from low to high.
discus	A thick round disk. Originally thrown at the Ancient Greek olympics now a common athletic event.
stamina	Being able to continue physical effort for longer periods of time e.g. long distance running.
accuracy	Being able to hit a particular point intentionally.
sprint	A fast powerful run used for short distances/ time periods.
pace	The ability to control your speed to ensure you can complete an event.
standing vertical jump	A two footed jump from standing.

Key Skills

Health and Fitness

- Know and understand the reasons for warming up and cooling down.
- Explain some safety principles when preparing for and during exercise.

Running

- Accelerate from a variety of starting positions and select their preferred position.
- Identify their reaction times when performing a sprint start.
- Continue to practise and refine their technique for sprinting, focusing on an effective sprint start.
- Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run.
- Identify and demonstrate stamina, explaining its importance for runners.

Jumping

- Improve techniques for jumping for distance.
- Perform an effective standing long jump.
- Perform the standing triple jump with increased confidence.
- Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight.
- Land safely and with control.
- Measure the distance and height jumped with accuracy.
- Investigate different jumping techniques.

Throwing

- Perform a fling throw.
- Throw a variety of implements using a range of throwing techniques.
- Measure and record the distance of their throws.
- Continue to develop techniques to throw for increased distance.

Compete and Perform

- Consistently perform and apply skills and techniques with accuracy and control.
- Take part in competitive games with a strong understanding of tactics and composition.

Evaluate

- Choose and use criteria to evaluate own and others' performance.
- Explain why they have used particular skills or techniques, and the effect they have had on their performance.

National Curriculum

Pupils should be taught to:

- * use running, jumping, throwing and catching in isolation and in combination
- * develop flexibility, strength, technique, control and balance
- * compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Competition/Performance

Personal Challenge/ Intra / Inter

Children set a personal athletics challenge.

Compete against peers from class and neighbouring year group.

School Sports Day



Learning to Lead

Can children suggest appropriate warm-up or cool down exercises?

Can children demonstrate and/or teach a skill to their peers?

Can children measure and score a performance or event?

Equipment / Resources

indoor/outdoor space
Batons
Javelins

stop watches
cones/markers
tape measure

Links to Active Lessons

Activity breaks in class could include: relay to the board and back, practise hop, step, jump footwork pattern, pull-throw an idea (imaginary javelin) to a partner across the room.

Year 6 Athletics

Key Vocabulary

discus	A heavy thick-centred disc thrown by an athlete, in ancient Greek games or in modern field events.
javelin	A light spear thrown in a competitive sport.
stamina	The ability to sustain prolonged physical or mental effort.
pulse rate	Pulse rate is the number of heartbeats per minute.
stance	The way in which someone stands, especially when deliberately adopted (as in cricket, golf, and other sports); a person's posture.
precision	If you do something with precision, you do it exactly as it should be done.

Key Skills

Health and Fitness

- Understand the importance of warming up and cooling down.
- Understand why exercise is good for health, fitness and wellbeing. Know ways to become healthier.

Running

- Recap, practise and refine an effective sprinting technique, including reaction time.
- Work as a team to competitively perform a relay. Demonstrate endurance and stamina over longer distances in order to maintain a sustained run.

Jumping

- Develop the technique for the standing vertical jump.
- Maintain control at each of the different stages of the triple jump.
- Land safely and with control.
- Perform and apply different types of jumps

Throwing

- Perform a heave throw. Measure and record the distance of their throws. Continue to develop techniques to throw for increased distance and support others in improving their personal best. Develop and refine techniques to throw for accuracy.

Compete and Perform

- Perform and apply a variety of skills and techniques confidently, consistently and with precision. Take part in competitive games with a strong understanding of tactics and composition.

Evaluate

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

Equipment / Resources

cones	markers	stop watches
hurdles	balls	tape measures
discus	bean bags	foam javelins

National Curriculum

Pupils should be taught to:

- * use running, jumping, throwing and catching in isolation and in combination
- * develop flexibility, strength, technique, control and balance
- * compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Competition/Performance

Personal Challenge/ Intra / Inter
Children set a personal athletics challenge and choose appropriate techniques.

Compete against peers from class and neighbouring year group.

School Sports Day

Sports Hall Athletics at JSCHS
Y6 Minor Athletics at Churchill CC

Learning to Lead

Can children suggest appropriate warm-up or cool down exercises?

Can children demonstrate and/or teach a skill to their peers?

Can children measure and score a performance or event?

Links to Active Lessons

BBC Supermovers
Activity breaks



Dance

When I think of dance in school I think of...



working individually
working in pairs
working in groups
working together
exercise
bare feet
pulse rate

coordination
using space
good quality movement
levels – high middle low
control
change direction
shape
speed

country dancing
maypole dancing
traditional dancing
beat
rhythm
music
viewing
performing

choreography
copying
mirroring
complementing
motif
unison
canon
phrase

fun
feelings
poetry
moods
freedom to express
emotions
enjoyment
improvising

Year 1

Dance

Key Vocabulary

Phrase	Individual movements which share a common intent, feeling
motif	A movement that can be developed (by changing height, speed or direction)
sequence	Following a pattern of movements
perform	Show to an audience - be aware of different audiences (peers, other classes, parents, public)
canon	Movements are repeated exactly by subsequent dancers in turn
mirroring	Dancers do the same travel, jump, shape or balance at exactly the same time.

Key Skills

Health and Fitness

- Describe how the body feels before, during and after exercise.
- Carry and place equipment safely.

Dance Skills

- Copy and repeat actions.
- Put a sequence of actions together to create a motif.
- Vary the speed of their actions.
- Use simple choreographic devices such as unison, canon and mirroring.
- Begin to improvise independently to create a simple dance.

Perform

- Perform using a range of actions and body parts with some coordination.
- Begin to perform learnt skills with some control.

Evaluate

- Watch and describe performances.
- Begin to say how they could improve.

Equipment / Resources

Hall
Music
Props - as and when needed

National Curriculum

Pupils should be taught to:

perform dances using simple movement patterns.

Competition/Performance

Personal Challenge/ Intra / Inter

Children set a personal challenge related to dance.

Work as an individual, pair or as part of a group to perform to an audience (class).

Learning to Lead

Can children demonstrate a skill to their peers?

Can children teach a sequence or dance they have created to someone else?

Links to Active Lessons

Active response to poetry - notice tempo

Move around the classroom in different ways.

Practise balancing.

Practise mirroring a partner across the table.

Year 2 Dance

Key Vocabulary	
speed	How quickly or slowly a move is completed.
Unison	When dancers complete the same movement at the same time.
Canon	Movements that are introduced by one dancer are repeated exactly by other dancers in turn.
Mirroring	Dancers do the same travel, jump, shae or balance at the same time as each other.
sequence	A pattern of movements.
Transition	Moving from one movement to the next.
Evaluate	Deciding what went well and what could be improved next time.

Key Skills
<p>Health and Fitness</p> <ul style="list-style-type: none"> Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy. <p>Dance Skills</p> <ul style="list-style-type: none"> Copy, remember and repeat actions. Create short motifs inspired by a stimulus. Change the speed and the level of their actions. Use simple choreographic devices such as unison, canon and mirroring. Use different transitions within a dance motif. Move in time to music. Improve the timing of their actions. <p>Perform</p> <ul style="list-style-type: none"> Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. Compete against self and others. <p>Evaluate</p> <ul style="list-style-type: none"> Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.

Equipment / Resources
<p>Music</p> <p>Hall space</p> <p>Cones</p>

National Curriculum
<p>Pupils should be taught to:</p> <p>Perform dances using simple movement patterns.</p>
<p><u>Competition/Performance</u></p> <p>Personal Challenge/ Intra / Inter Children set a personal challenge related to dance.</p> <p>Work as an individual, pair or as part of a group to perform to an audience (class).</p> <p>Class share their dance with a large audience at the dance festival .</p>
<p><u>Learning to Lead</u></p> <p>Can children demonstrate routines that they have been taught to their peers?</p> <p>Can children teach a sequence or dance they have learnt to someone else?</p> <p>Can children suggest an appropriate warm-up or cool down exercise?</p>
<p><u>Links to Active Lessons</u></p> <p>Respond to music in a variety of ways in the classroom.</p> <p>Practise mirroring a partner across the table.</p> <p>Create a cannon of actions with group in class.</p>

Year 3 Dance

Key Vocabulary

flexibility	Range of motion in a joint or group of joints or the ability to move joints effectively through a complete range of motion.
improvise	To spontaneously create movement.
motif	A movement, gesture or short movement phrase which has the potential to be developed in the dance/work.
stimuli	Something that stimulates or acts as an incentive.
sequence	A pattern of movements.

Key Skills

Health and Fitness

- Recognise and describe the effects of exercise on the body.
- Know the importance of strength and flexibility for physical activity.

Dance Skills

- Begin to improvise with a partner to create a simple dance.
- Create motifs from different stimuli.
- Begin to compare and adapt movements and motifs to create a larger sequence.
- Use simple dance vocabulary to compare and improve work.

Perform

- Develop the quality of the actions in their performances.
- Perform learnt skills and techniques with control and confidence.
- Compete against self and others in a controlled manner.

Evaluate

- Watch, describe and evaluate the effectiveness of a performance.
- Describe how their performance has improved over time.

Equipment / Resources

Music
Hall space
Cones

National Curriculum

Pupils should be taught to:

perform dances using a range of movement patterns.

Competition/Performance

Personal Challenge/ Intra / Inter

Children set a personal challenge related to dance.

Work as an individual, pair or as part of a group to perform to an audience (class).

Class create a dance or series of dances to perform to an audience (another class or whole school).

Learning to Lead

Can children demonstrate a skill to their peers?

Can children teach a sequence or dance they have created to someone else?

Can children suggest an appropriate warm-up or cool down exercise?

Links to Active Lessons

Create a sequence of movement in the class.

Improvise to a piece of music in class.

Practise exercises to promote flexibility.

Year 4 Dance

Key Vocabulary

compose	To create a dance that has a beginning, middle and end.
improvise	To spontaneously create movement.
dynamics	The way in which the shape of a movement is executed e.g. body, action, space, time & energy What are Dynamics? Dance Dictionary STEEZY.CO
motif	A movement, gesture or short movement phrase which has the potential to be developed in the dance /work
rhythm	A sequence in time repeated.

Key Skills

Health and Fitness

- Describe how the body reacts at different times and how this affects performance.
- Explain why exercise is good for your health.
- Know some reasons for warming up and cooling down.

Dance Skills

- Identify and repeat the movement patterns and actions of a chosen dance style.
- Compose a dance that reflects the chosen dance style.
- Confidently improvise with a partner or on their own.
- Compose longer dance sequences in a small group.
- Demonstrate precision and some control in response to stimuli.
- Begin to vary dynamics and develop actions and motifs in response to stimuli.
- Demonstrate rhythm and spatial awareness.
- Change parts of a dance as a result of self-evaluation.
- Use simple dance vocabulary when comparing and improving work.

Perform

- Perform and create sequences with fluency and expression.
- Perform and apply skills and techniques with control and accuracy.

Evaluate

- Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.
- Modify their use of skills or techniques to achieve a better result.

Equipment / Resources

Music
Hall space

National Curriculum

Pupils should be taught to:

perform dances using a range of movement patterns.

Competition/Performance

Personal Challenge/ Intra / Inter

Children set a personal challenge related to dance.

Work as an individual, pair or as part of a group to perform to an audience (class).

Class create a dance or series of dances to perform to an audience (another class or whole school).

Learning to Lead

Can children demonstrate a skill to their peers?

Can children teach a sequence or dance they have created to someone else?

Can children suggest an appropriate warm-up or cool down exercise?

Links to Active Lessons

Choose a movement and ask children to change the dynamics. Improvise to a piece of music in class.
Move in rhythm to a piece of music.

Year 5 Dance

Key Vocabulary

transition	A period of time changing from one move to another.
improvise	To spontaneously create movement.
dynamics	The way in which the shape of a movement is executed e.g. body, action, space, time & energy What are Dynamics? Dance Dictionary STEEZY.CO
motif	A movement, gesture or short movement phrase which has the potential to be developed in the dance /work
rhythm	A sequence in time repeated.

Key Skills

Health and Fitness

- Know and understand the reasons for warming up and cooling down.
- Explain some safety principles when preparing for and during exercise.

Dance Skills

- Identify and repeat the movement patterns and actions of a chosen dance style.
- Compose individual, partner and group dances that reflect the chosen dance style.
- Show a change of pace and timing in their movements.
- Develop an awareness of their use of space.
- Demonstrate imagination and creativity in the movements they devise in response to stimuli.
- Use transitions to link motifs smoothly together.
- Improvise with confidence, still demonstrating fluency across the sequence.
- Ensure their actions fit the rhythm of the music.
- Modify parts of a sequence as a result of self and peer evaluation.
- Use more complex dance vocabulary to compare and improve work.

Perform

- Perform own longer, more complex sequences in time to music.
- Consistently perform and apply skills and techniques with accuracy and control.

Evaluate

- Choose and use criteria to evaluate own and others' performances.
- Explain why they have used particular skills or techniques, and the effect they have had on their performance.

Equipment / Resources

Music
Hall space

National Curriculum

Pupils should be taught to:

perform dances using a range of movement patterns.

Competition/Performance

Personal Challenge/ Intra / Inter

Children set a personal challenge related to dance.

Work as an individual, pair or as part of a group to perform to an audience (class).

Class create a dance or series of dances to perform to an audience (another class or whole school).

Learning to Lead

Can children demonstrate a skill to their peers?

Can children teach a sequence or dance they have created to someone else?

Can children suggest an appropriate warm-up or cool down exercise?

Links to Active Lessons

Choose a movement and ask children to change the dynamics.

Improvise to a piece of music in class.

Year 6 Dance

Key Vocabulary

flexibility	Range of motion in a joint or group of joints or the ability to move joints effectively through a complete range of motion.
modify	To make partial or minor changes to a move or routine.
posture	The position in which someone holds their body when standing or sitting.
fluency	An attractive smooth quality in the way someone or something moves.
precision	The quality, condition, or fact of being exact and accurate.
transition	A period of time changing from one move to another.
pathways	A point that moves through space that can vary in width, length, curvature and direction.

Key Skills

Health and Fitness

- Carry out warm-ups and cool-downs safely and effectively and understand their importance.
- Understand why exercise is good for health, fitness and wellbeing.
- Know ways they can become healthier.

Dance Skills

- Compose individual, partner and group dances that reflect the chosen dance style.
- Perform with confidence, using a range of movement patterns using expression and motifs.
- Combine flexibility, techniques and movements to create a fluent sequence.
- Move rhythmically and accurately in dance sequences. Improvise with confidence, still demonstrating fluency across their sequence.
- Dance with fluency and control, linking all movements and ensuring that transitions flow.
- Demonstrate consistent precision when performing dance sequences.
- Modify some elements of a sequence as a result of self and peer evaluation. Use complex dance vocabulary to compare and improve work.

Perform

- Link actions to create a complex sequence using a full range of movement and in time to music; apply a variety of skills and techniques confidently, consistently and with precision.

Evaluate

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

Equipment / Resources

Music
Hall space
Props
Video clips of successful dancers
Evaluation forms or iPads to record responses

National Curriculum

Pupils should be taught to:

perform dances using a range of movement patterns.

Competition/Performance

Personal Challenge/ Intra / Inter

Children set a personal challenge related to dance after reflecting on Y5 dance units.

Work as an individual, pair or as part of a group to perform to an audience (class).

Class share their dance with a large audience at the dance festival.

Learning to Lead

Can children demonstrate a skill to their peers?

Can children teach a sequence or dance they have created to someone else?

Can children suggest an appropriate warm-up or cool down exercise?

Links to Active Lessons

Respond to music with movement in the classroom
Poetry



Games - Generic Skills

Year 1 Games

National Curriculum

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 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 coordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending



In this unit children develop basic game-playing skills, in particular throwing and catching. They play games based on net games (like tennis and badminton), and games based on striking and fielding games (like rounders and cricket). They should be able to engage in competitive and cooperative physical activities, in a range of increasingly challenging situations.

Game Skills

- use basic underarm, rolling and hitting skills
- sometimes use overarm skills
- move fluently
- control their bodies and limbs well
- track, intercept, stop and catch balls and beanbags
- track balls and other equipment sent to them, moving in line with the ball to collect it
- throw, hit and kick a ball in a variety of ways, depending on the needs of the game
- choose different ways of hitting, throwing, striking or kicking the ball
- play simple versions of games, with a partner or an opponent
- describe rules and the way to score
- show awareness of the space available and an awareness of others around the space
- decide where to stand to make it difficult for their opponent
- describe what they and others are doing
- recognise when their heart beats faster or they get out of breath
- describe how their body feels during games
- show an understanding of why physical activity is fun and makes them feel good



Year 2 Games

National Curriculum

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 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 coordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending

In this unit children improve and apply their basic skills in games.

They play games that demand simple choices and decisions on how to use space to avoid opponents, keep the ball and score points.

They should be able to engage in competitive and cooperative physical activities, in a range of increasingly challenging situations.

Game Skills

- perform basic skills of rolling, catching, throwing, striking and kicking while standing still and when moving
- begin to use these skills thoughtfully in simple competitive games
- use a variety of simple tactics
- make decisions about the skills and tactics to use when playing games
- make choices about appropriate targets, space and equipment
- achieve greater control by anticipating
- action in a game and reacting quickly
- show awareness of opponents and teammates when playing games
- describe how their bodies work and feel when playing different games
- work well with a partner and in a small group to identify areas of improvement and practise to improve their skills.

Year 3 Games

National Curriculum

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.

Pupils should be taught to:

*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

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



Invasion Games

Basketball/Hockey/Netball/
Tag Rugby/football

- Throw, catch and control the ball when under pressure
- decide when and where to pass the ball, showing awareness of what is going on around them
- be aware of space
- know and use rules fairly to keep a game going
- show basic understanding of tactics
- explain why it is important to warm up and cool down and follow simple warm-up routines
- recognise and evaluate good performance

Net and Wall

Tennis/Badminton/Squash/Volleyball

- use a range of throwing and catching skills
- use a range of basic racket skills
- hit a ball/shuttle with reasonable consistency when practising
- play games using modified courts and a range of throwing skills
- play games with continuity, stopping the ball and catching it occasionally
- use bigger target areas to aim for
- choose and use simple tactics for sending the ball in different ways to make it difficult for their opponent
- use simple tactics to defend their own court
- keep rules fairly
- recognise how playing net games affects the body
- talk about what they do well and the things that they could do better.

Striking and Fielding

Rounders/Golf/Cricket

- use skills with some control and accuracy e.g. throwing, catching, stopping and striking a ball
- hit a stationary ball and retrieve and throw it when fielding
- Use and choose some skills and tactics in games
- know rules and use them fairly to keep games going
- warm up and be aware of what is happening to their bodies;
- recognise changes in their bodies as they work
- describe where they and others are successful and why
- suggest what needs practising

Year 4 Games

National Curriculum

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.

Pupils should be taught to:

*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

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



Invasion Games

Basketball/Hockey/Netball/
Tag Rugby/football

- make decisions about when and where to pass the ball
- play games effectively with speed and precision, using a range of techniques and skills
- know the rules of the games
- adapt skills in response to a game situation
- use simple tactics for attacking, keeping possession of the ball as a team and getting into positions to score
- find ways of attacking successfully
- understand the need to defend as well as attack
- influence games by helping others to play better
- understand that strength, speed and stamina are all important in invasion games
- recognise the similarities between invasion games
- know the importance warming up
- understand how and why tactics work
- suggest different ways in which tactics could be employed.
- watch and describe others' performances as well as their own, and suggest simple ways in which to improve.

Net and Wall

Tennis/Badminton/Squash/Volleyball

- use a wide range of throwing, catching and hitting skills
- use a range of racket skills
- choose and use these skills with a good degree of accuracy
- change the pace, length and direction of throws and shots, to make it difficult for their opponent
- know how to defend their court and where to stand
- keep a continuous game going
- Use and interpret rules fairly
- know which activities will help warm them up and get them ready to play
- suggest ideas for practices they can do to improve their own performance.

Striking and Fielding

Rounders/Golf/Cricket

- use a range of skills, e.g. throwing, catching, stopping and striking a ball with some control and accuracy
- hit a bowled ball with intent and force
- collect, stop and intercept a ball with increasing efficiency
- throw a ball well from a distance
- play games with speed and precision
- choose skills and tactics to suit the situation in a game
- make tactical decisions, while remaining aware of what is going on around them
- know rules and use them fairly to keep games going
- explain what they need to do to get ready to play a game
- explain what happens to their bodies as they work and how this varies depending on what they are doing;
- identify successful play and describe how other parts could be improved.

Year 5 Games

National Curriculum

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.

Pupils should be taught to:

*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

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



Invasion Games

Basketball/Hockey/Netball/
Tag Rugby/Football

- pass, dribble and shoot with control in games
- identify and use tactics to help their team keep the ball and take it towards the opposition's goal
- mark opponents and help each other in defence
- play in a position as part of a team
- use a range of tactics in attack and defence
- know and carry out warm-up activities that use exercises helpful for invasion games
- pick out things that could be improved in performances and suggest ideas and practices to make them better.
- explain what is more or less effective in the games played
- adapt activities and exercises to meet their own needs

Net and Wall

Tennis/Badminton/Squash/Volleyball

- use a range of shots on both sides of the body
- with increasing consistency
- Choose and use the skills they prefer with competence and consistency
- understand the need for tactics
- start to choose and use some tactics effectively
- play cooperatively with a partner to get games to flow
- apply rules consistently and fairly
- Identify appropriate exercises and activities for warming up
- recognise how these games make their bodies
- work
- pick out what they and others do well and
- suggest ideas for practices

Striking and Fielding

Rounders/Golf/Cricket

- use a range of skills, for example, throwing, catching, stopping and striking a ball, with growing control and consistency
- hit a ball bowled to them
- choose skills and tactics to suit the situation in a game
- work collaboratively in pairs and small groups
- play a range of roles within a team
- use some basic rules and tactics in games
- explain what they need to do to be ready to play a game
- warm up and be aware of what is happening to their bodies
- recognise the importance of warming up
- identify their own strengths and suggest what
- skills they need to practise.

National Curriculum

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.

Pupils should be taught to:

*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

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



Invasion Games

Basketball/Hockey/Netball/
Tag Rugby/Football

- use different techniques for passing, controlling, dribbling and shooting the ball with control in games
- choose skills and tactics that meet the needs of the situation
- apply basic principles of team play in order to keep possession of the ball
- use simple marking and tackling skills in games
- understand team positions and the importance of supporting the player with the ball
- understand the principles of defence and attack
- make decisions quickly in games
- play confidently and effectively as part of a team
- play in a number of positions
- plan warm-ups to get ready for playing safely
- design and lead warm-ups that suit the game
- recognise strengths and weaknesses in their own and others' performances and suggest ideas that will improve performance.
- make changes that improve their team and individual performance.

Net and Wall

Tennis/Badminton/Squash/Volleyball

- use forehand and backhand shots increasingly well in the games they play
- use the volley in games when the opportunity arises
- play full games
- use a wide range of shots in games, with a good degree of consistency and accuracy
- work collaboratively with a partner
- organise themselves well in a team
- understand the need for different tactics
- choose and use tactics effectively
- lead others in short warm-up routines, selecting safe and appropriate activities and exercises
- identify strengths and weaknesses in their own and others' play, and suggest practices that will lead to improvement

Striking and Fielding

Rounders/Golf/Cricket

- use a range of skills, for example, throwing, catching, stopping and striking a ball, with control and consistency
- play games effectively, reading situations and responding quickly
- combine batting, bowling and fielding skills with control and accuracy in games
- use a range of tactics in each of the positions of
- batter, bowler and fielder
- know rules and use them fairly to keep games going
- identify the types of fitness needed for these games and use them in warm-up routines
- identify both their own and others' strengths and devise practices that lead to improvement.



Gymnastics

Carrying apparatus safely

It is vital that children learn how to put out apparatus safely. The following procedure can be used in all lessons where apparatus is used.

Choose four children to demonstrate how to carry a mat or a bench safely. Tell them to stand one at each corner and then bend their knees to kneel into position, keeping their backs straight. Teach them to lift and lower the apparatus after a count of three (one, two, three, lift; one, two, three, down). The children should hold the mat or bench at their side and turn their body to walk forwards. Remind the children that they should only move equipment when you tell them and never run across the path of equipment being moved. See also **Interactive CD Moving Images:** *Carrying a mat, Carrying a bench and Carrying a table*.



Lifting a bench: step one



Lifting a bench: step two



Lifting a bench: step three



Lifting a mat: step one



Lifting a mat: step two

Year 1 Gymnastics

Key Vocabulary

balance	Hold a steady position
control	Moving and finishing at right time, holding a position for correct length of time
sequence	Actions performed in a certain order
rolls	Rotation of the body in any given direction
travel	Movement from one place to another
vault	A type of apparatus to perform on

Key Skills

Health and Fitness

- Describe how the body feels before, during and after exercise.
- Carry and place equipment safely.

Dance Skills

- Create and perform a movement sequence.
- Copy actions and movement sequences with a beginning, middle and end.
- Link two actions to make a sequence.
- Recognise and copy contrasting actions (small/tall, narrow/wide).
- Travel in different ways, changing direction and speed.
- Hold still shapes and simple balances.
- Carry out simple stretches.
- Carry out a range of simple jumps, landing safely.
- Move around, under, over, and through different objects and equipment.
- Begin to move with control and care.

Perform

- Perform using a range of actions and body parts with some coordination.
- Begin to perform learnt skills with some control.

Evaluate

- Suggest how performances can be improved

Equipment / Resources

Hall
Apparatus - mats, benches, low level climbing equipment, vault

National Curriculum

Pupils should be taught to:

master basic movements including developing balance, agility and coordination.

Competition/Performance

Personal Challenge/ Intra / Inter

Multiskills days @ John Spence and Parks

Learning to Lead

Suggest an idea for a warm up game

Peer teaching

Links to Active Lessons

Demonstrating ways of moving
Activity breaks in class could include: pivot, lunge, straddle, point balance, partner balance.

Year 1

Gymnastics Specific Skills

Rolls

Log roll (controlled)
Curled side roll (egg roll) (controlled)
Teddy bear roll (controlled)



Jumps

Straight jump
Tuck jump
Jumping jack
Half turn jump
Cat spring



Vault

With springboard and vault or other suitable raised platform, e.g. gymnastics table



Handstands, Cartwheels and Roundoffs

Bunny hop
Front support wheelbarrow with partner

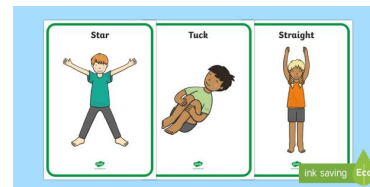


Travelling & Linking Actions

Tiptoe, step, jump and hop
Hopscotch
Skipping
Galloping

Shapes and Balances

Standing balances
Kneeling balances
Pike, tuck, star, straight, straddle shapes



Year 2 Gymnastics

Key Vocabulary

sequence	A pattern of movements.
control	Moving and finishing at the correct time and holding a position for the correct length of time.
Balance	Holding a steady position.
evaluate	Deciding what has gone well and what needs to be improved next time.
Vault	A piece of apparatus to perform on.
Travel	Movement from one place to another.

Key Skills

Health and Fitness

- Recognise and describe how the body feels during and after different physical activities.
- Explain what they need to stay healthy.

Dance Skills

- Copy, explore and remember actions and movement to create their own sequence.
- Link actions to make a sequence.
- Travel in a variety of ways, including rolling.
- Hold a still shape whilst balancing on different parts of the body.
- Jump in a variety of ways and land with increasing control and balance.
- Climb onto and jump off the equipment safely.
- Move with increasing control and care.

Perform

- Perform sequences of their own composition with coordination.
- Perform learnt skills with increasing control.

Evaluate

- Watch, describe and evaluate the effectiveness of a performance.
- Describe how their performance has improved over time.

Equipment / Resources

Mats
Vault
Springboards
benches

gymnastic tables

National Curriculum

Pupils should be taught to:

master basic movements including developing balance, agility and coordination.

Competition/Performance

Personal Challenge/ Intra / Inter

Children set themselves a personal target related to gymnastics.

Children teach a sequence to a peer.

Learning to Lead

Can children demonstrate a skill to their peers?

Can children teach a sequence they have created to someone else?

Can children suggest appropriate warm-up or cool down exercises?

Links to Active Lessons

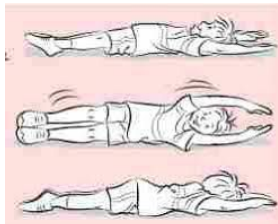
Carry out a variety of balances and ways of travelling during activity breaks in the classroom

Year 2

Gymnastics Specific Skills

Rolls

Log roll (controlled)
Curled side roll (controlled)
Teddy bear roll (controlled) rocking forward roll
Crouched forward roll



Jumps

Straight jump
Jumping jack
Tuck jump
Half turn jump
Cat spring cat spring to straddle



Vault

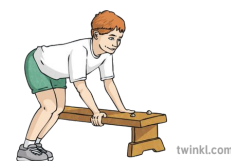
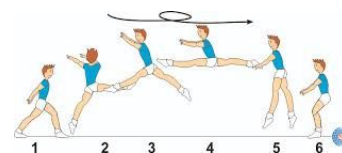
with springboard and vault or other suitable raised platform, e.g. gymnastics table

Hurdle step onto springboard
Straight jump pff springboard
Tuck jump off springboard



Handstands, Cartwheels and Roundoffs

Bunny hop
Front support wheelbarrow with partner
T - leveller
Scissor kick



Travelling & Linking Actions

Tiptoe, step, jump and hop
Hopscotch
Skipping
Galloping
Straight jump half -turn



Shapes and Balances

Standing balances
Kneeling balances
Large body part balances
Balances on apparatus
Balances with a partner
Pike, tuck, star, straight, straddle shapes
Front and back support



Year 3 Gymnastics

Key Vocabulary

squat	Crouch or sit with knees bent.
pike jump	Jump in the air with the body bent forwards at the hips with legs straight ahead.
cat leap	Take off from one foot, raising one knee then the other in a turned out position.
handstand	Balancing on hands with legs in the air.
cartwheel	A circular sideways handspring with the arms and legs extended.

Key Skills

Health and Fitness

- Recognise and describe the effects of exercise on the body.
- Know the importance of strength and flexibility for physical activity.
- Explain why it is important to warm up and cool down.

General Gymnastics Skills

- Choose ideas to compose a movement sequence independently and with others.
- Link combinations of actions with increasing confidence, including changes of direction, speed or level.
- Develop the quality of their actions, shapes and balances.
- Move with coordination, control and care.
- Use turns whilst travelling in a variety of ways.
- Use a range of jumps in their sequences.
- Begin to use equipment to vault.
- Create interesting body shapes while holding balances with control and confidence.
- Begin to show flexibility in movements.

Perform

- Develop the quality of the actions in their performance.
- Perform learnt skills and techniques with control and confidence.
- Compete against self and others in a controlled manner.

Evaluate

- Suggest what went well and what can be improved upon.
- Peer assessment of performances.

Equipment / Resources

Mats
Vault
Benches
Springboard

National Curriculum

Pupils should be taught to:

develop flexibility, strength, technique, control and balance

Competition/Performance

Personal Challenge/ Intra / Inter

Children set a personal challenge related to gymnastics.

Work as an individual or pair or to perform a routine to an audience (class).

Learn and perform a routine to compete against classmates.

Key Steps Gymnastics (LEA)

Learning to Lead

Can children demonstrate a skill to their peers?

Can children teach a sequence they have created to someone else?

Can children suggest appropriate warm-up or cool down exercises?

Can children use set criteria to judge and score a performance?

Links to Active Lessons

Activity breaks in class could include matching and contrasting partner balances, chassis steps, large and small body part balances including standing and kneeling.

Year 3

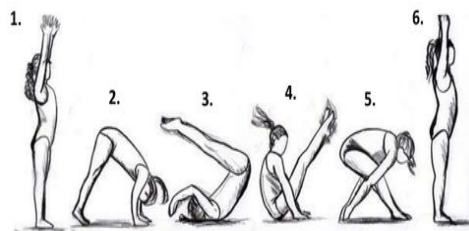
Gymnastics Specific Skills

Rolls

Crouched forward roll

Forward roll from standing

Tucked backward roll



Jumps

Straight jump

Tuck jump

Jumping jack

Star jump

Pike jump

Straight jump half turn

Cat leap

Straddle jump



Vault

with springboard and vault or other suitable raised platform, e.g. gymnastics table

Hurdle step onto springboard

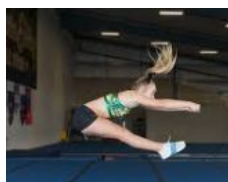
Squat on vault

Star jump off

Tuck jump off

Straddle jump off

Pike jump off



Handstands, Cartwheels and Roundoffs

Handstand

Lunge into a handstand

Cartwheel



Travelling & Linking Actions

Tiptoe, step, jump and hop

Hopscotch

Skipping

Straight jump half turn

Chassis steps

Cat leap



Shapes and Balances

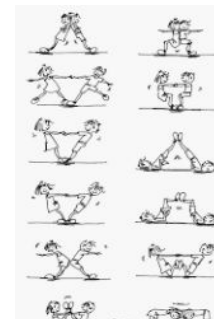
Balances on apparatus

Pike, tuck, star, straight, straddle shapes

Front and back support

Large and small body part balances, including standing and kneeling balances

Matching and contrasting partner balances



Year 4 Gymnastics

Key Vocabulary

pivot	To turn on the ball of the foot.
straddle	A body position in which the body faces forward and the legs are spread far apart to the side, ideally to a 180 degree split or more.
lunge	The front leg is bent and the back leg is straight. This position is often used to initiate and/or land a tumbling or control skill like a cartwheel.
point balance	To balance on small body parts on which e.g. hand, foot, elbow, knee

Key Skills

Health and Fitness

- Describe how the body reacts at different times and how this affects performance.
- Explain why exercise is good for your health.
- Know some reasons for warming up and cooling down.

General Gymnastic Skills

- Create a sequence of actions that fit a theme.
- Use an increasing range of actions, directions and levels in their sequences.
- Move with clarity, fluency and expression.
- Show changes of direction, speed and level during a performance.
- Travel in different ways, including using flight.
- Improve the placement and alignment of body parts in balances.
- Use equipment to vault in a variety of ways.
- Carry out balances, recognising the position of their centre of gravity and how this affects the balance.
- Begin to develop good technique when travelling, balancing and using equipment.
- Develop strength, technique and flexibility throughout performances.

Perform

- Perform and create sequences with fluency and expression.
- Perform and apply skills and techniques with control and accuracy.

Evaluate

- Suggest how performances might be improved.

Equipment / Resources

Mats
Vault
Springboards
benches

gymnastic tables

National Curriculum

Pupils should be taught to:

develop flexibility, strength, technique, control and balance

Competition/Performance

Personal Challenge/ Intra / Inter

Children set a personal challenge related to gymnastics.

Work as an individual or pair or to perform a routine to an audience (class).

Learn and perform a routine to compete against classmates.

Key Steps Gymnastics (LA)

Learning to Lead

Can children demonstrate a skill to their peers?

Can children teach a sequence they have created to someone else?

Can children suggest appropriate warm-up or cool down exercises?

Can children use set criteria to judge and score a performance?

Links to Active Lessons

Activity breaks in class could include: pivot, lunge, straddle, point balance, partner balance.

Year 4

Gymnastics Specific Skills

Rolls

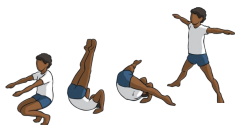
Forward roll from standing

Tucked backward roll

Straddle forward roll



Backward roll to straddle



Jumps

Straight jump

Tuck jump

Jumping jack

Star jump

Straddle jump

Pike jump

Straight jump half-turn

Cat leap

Cat leap half-turn



Straight jump full-turn



Vault

with springboard and vault or other suitable raised platform, e.g. gymnastics table

Hurdle step onto springboard

Squat on vault

Star jump off

Tuck jump off

Straddle jump off

Pike jump off

Straddle on vault



Handstands, Cartwheels and Roundoffs

Lunge into handstand

Lunge into cartwheel



Travelling & Linking Actions

Tiptoe, step, jump and hop

Hopscotch

Skipping

Chassis steps

Straight jump half turn

Cat leap

Straight jump full turn

Cat leap half turn

Pivot

Shapes and Balances

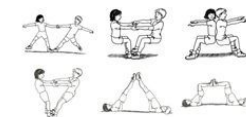
Balances on apparatus

Pike, tuck, star, straight, straddle shapes

Front and back support

1, 2, 3 and 4- point balances

Balances with and against a partner



Year 5 Gymnastics

Key Vocabulary

pike forward roll	A forward roll in which the legs are kept straight and body 90 degrees to legs.
stag jump	A split leap where one knee is bent.
split leap	When the split (legs wide apart) position is taken in the air.
round off	A dynamic turning movement, with a push-off on one leg, while swinging the legs upward in a fast cartwheel motion into a 90 degree turn. The lead-off to a number of skills.

Key Skills

Health and Fitness

- Know and understand the reasons for warming up and cooling down.
- Explain some safety principles when preparing for and during exercise.

General Gymnastic Skills

- Select ideas to compose specific sequences of movements, shapes and balances.
- Adapt their sequences to fit new criteria or suggestions.
- Perform jumps, shapes and balances fluently and with control.
- Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance.
- Confidently use equipment to vault in a variety of ways.
- Apply skills and techniques consistently.
- Develop strength, technique and flexibility throughout performances.
- Combine equipment with movement to create sequences.

Perform

- Perform own longer, more complex sequences in time to music.
- Consistently perform and apply skills and techniques with accuracy and control.

Evaluate

- Suggest how performances might be improved.

Equipment / Resources

Mats
Vault
Springboards
benches

gymnastic tables

National Curriculum

Pupils should be taught to:

develop flexibility, strength, technique, control and balance

Competition/Performance

Personal Challenge/ Intra / Inter

Children set a personal challenge related to gymnastics.

Work as an individual or pair or to perform a routine to an audience (class).

Learn and perform a routine to compete against classmates.

Learning to Lead

Can children demonstrate a skill to their peers?

Can children teach a sequence they have created to someone else?

Can children suggest appropriate warm-up or cool down exercises?

Can children use set criteria to judge and score a performance?

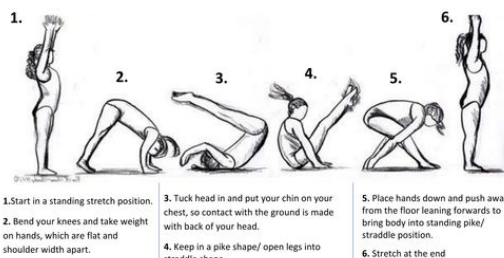
Links to Active Lessons

Activity breaks in class could include: pivot, lunge, straddle, point balance, partner balance.

Year 5

Gymnastics Specific Skills

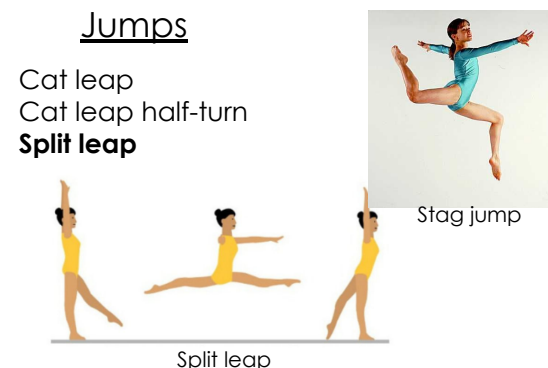
Rolls



Forward roll from standing
Straddle forward roll
Tucked backward roll
Backward roll to straddle
Pike forward roll

Jumps

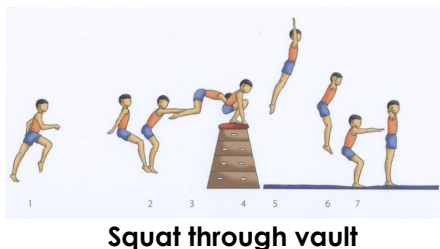
Straight jump
Tuck jump
Jumping jack
Star jump
Straddle jump
Pike jump
Stag jump
Straight jump half-turn
Straight jump full-turn



Vault

with springboard and vault or other suitable raised platform, e.g. gymnastics table

Hurdle step onto springboard
Squat on vault
Straddle on vault
Star jump off
Tuck jump off
Straddle jump off
Pike jump off



Handstands, Cartwheels and Roundoffs

Lunge into handstand
Lunge into cartwheel
Lunge into round-off



Travelling & Linking Actions

Tiptoe, step, jump and hop
Hopscotch
Skipping
Chassis steps
Straight jump half turn
Straight jump full turn
Cat leap
Cat leap half turn
Pivot

Shapes and Balances

1, 2, 3 and 4- point balances
Balances on apparatus
Part body weight partner balances
Pike, tuck, star, straight, straddle shapes
Front and back support

Year 6 Gymnastics

Key Vocabulary

counter balance	A balance when gymnasts are doing an equal amount of work to hold each other up.
counter tension	When gymnasts perform a balance which involves two or more of them pulling away from each other, where the weight is not even.
asymmetrical	A shape that is different on either side of the body.
suppleness	A combination of flexibility and ability to move.
elevate	To raise or lift (something) to a higher position.
agile	To be able to move quickly and easily.

Key Skills

Health and Fitness

- Understand the importance of warming up and cooling down.
- Carry out warm-ups and cool-downs safely and effectively.
- Understand why exercise is good for health, fitness and wellbeing.
- Know ways they can become healthier.

General Gymnastics Skills

- Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching.
- Demonstrate precise and controlled placement of body parts in their actions, shapes and balances. Confidently use equipment to vault and incorporate this into sequences.
- Apply skills and techniques consistently, showing precision and control.
- Develop strength, technique and flexibility throughout performances.

Perform

- Link actions to create a complex sequence using a full range of movement that showcases different agilities, performed in time to music. Perform and apply a variety of skills and techniques confidently, consistently and with precision.

Evaluate

- Begin to record their peers' performances, and evaluate these.

Equipment / Resources

mats
resource cards
bench
box
images

National Curriculum

Pupils should be taught to:

develop flexibility, strength, technique, control and balance

Competition/Performance

Personal Challenge/ Intra / Inter
Children set a personal challenge related to gymnastics.

Work as an individual or pair or to perform a routine to an audience (class).

Learn and perform a routine to compete against classmates.

Key Steps Gymnastics (LEA)

Learning to Lead

Can children demonstrate a skill to their peers?

Can children teach a sequence they have created to someone else?

Can children suggest appropriate warm-up or cool down exercises?

Can children use set criteria to judge and score a performance?

Links to Active Lessons

Activity breaks in class could include: pivot, lunge, straddle, point balance, partner balance.

Year 6

Gymnastics Specific Skills

Rolls

Forward roll from standing
Straddle forward roll
Pike forward roll
Dive forward roll
Tucked backward roll
Backward roll to straddle
Backward roll to standing pike
Pike backward roll



Jumps

Straight jump
Tuck jump
Jumping jack
Star jump
Straddle jump
Pike jump
Stag jump
Straight jump half-turn



Straight jump full-turn
Cat leap
Cat leap half-turn
Cat leap full-turn
Split leap
Stag leap

Vault

with springboard and vault or other suitable raised platform, e.g. gymnastics table

Hurdle step onto springboard
Squat on vault
Squat through vault
Straddle on vault
Straddle over vault



Star jump off
Tuck jump off
Pike jump off
Straddle jump off

Handstands, Cartwheels and Roundoffs

Lunge into cartwheel
Lunge into round-off

Hurdle step
Hurdle step into cartwheel
Hurdle step into round-off



Travelling & Linking Actions

Tiptoe, step, jump and hop
Cat leap
Skipping
Straight jump half turn
Straight jump full turn
Pivot
Hopscotch
Chassis steps

Cat leap half turn
Cat leap full turn



Shapes and Balances

1, 2, 3 and 4- point balances
Balances on apparatus
Develop technique, control and complexity of part-weight partner balances
Group formations
Pike, tuck, star, straight, straddle shapes
Front and back support





Outdoor Adventurous Activities

KS1 OAA

Key Vocabulary

route	a way or course taken in getting from a starting point to a destination
trail	a route followed for a particular purpose
Map symbols	small pictures, letters, lines or coloured areas to show features of an area
key	A list explaining symbols on a map
North, south, east, west	4 main points of the compass

Key Skills

Health and Fitness

- Recognise and describe the effects of exercise on the body.
- Know the importance of strength and flexibility for physical activity.
- Explain why it is important to warm up and cool down.

Trails

- Begin to orientate themselves with increasing confidence and accuracy around a short trail.

•

Problem Solving

- Identify and use effective communication to begin to work as a team.
- Identify symbols used on a key.

Preparation and Organisation

- Share and use equipment provided for the task sensibly

Communication

- Communicate with others.

Compete and Perform

- Begin to complete activities in a set period of time.
- Begin to offer an evaluation of personal performances and activities.

Evaluate

- Watch, describe and evaluate the effectiveness of a performance.
- Describe how their performance has improved over time.

National Curriculum

Pupils should be taught to:
N/A

Competition/Performance

Personal Challenge/ Intra / Inter

Personal Challenge/ Intra / Inter

Compete against self to complete the same course in a quicker time either through better route choice or fitness.

Within class, compete against a partner or the rest of the class to complete a course in the fastest time.

Compete against another class.

Learning to Lead

Can children suggest an appropriate warm-up or cool down exercise?

Can children introduce an activity and outline the rules?

Can children plan a route, course or trail for others to follow?

Equipment / Resources

map of school grounds

Links to Active Lessons

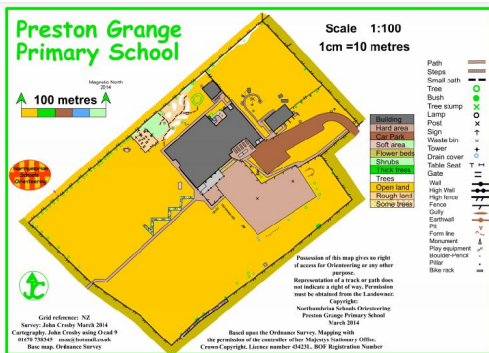
In the class, turn to face North, South, East, West

Have map symbols displayed around the classroom. Move to the symbol that represents...etc

Year 3 OAA

Key Vocabulary

orientate	to turn the map so it faces the correct way
route	a way or course taken in getting from a starting point to a destination
trail	a route followed for a particular purpose
map symbols	small pictures, letters, lines or coloured areas to show features of an area
accuracy	being precise or correct



Key Skills

Health and Fitness

- Recognise and describe the effects of exercise on the body.
- Know the importance of strength and flexibility for physical activity.
- Explain why it is important to warm up and cool down.

Trails

- Orientate themselves with increasing confidence and accuracy around a short trail.

Problem Solving

- Identify and use effective communication to begin to work as a team.
- Identify symbols used on a key.

Preparation and Organisation

- Begin to choose equipment that is appropriate for an activity.

Communication

- Communicate with others.

Compete and Perform

- Begin to complete activities in a set period of time.
- Begin to offer an evaluation of personal performances and activities.

Evaluate

- Watch, describe and evaluate the effectiveness of a performance.
- Describe how their performance has improved over time.

National Curriculum

Pupils should be taught to:

- *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.

Competition/Performance

Personal Challenge/ Intra / Inter

Compete against self to complete the same course in a quicker time either through better route choice or fitness.

Within class, compete against a partner or the rest of the class to complete a course in the fastest time.

Compete against another class.

Learning to Lead

Can children suggest an appropriate warm-up or cool down exercise?

Can children introduce an activity and outline the rules?

Can children plan a route, course or trail for others to follow?

Links to Active Lessons

In the class, turn to face North, South, East, West

Have map symbols displayed around the classroom. Move to the symbol that represents...etc

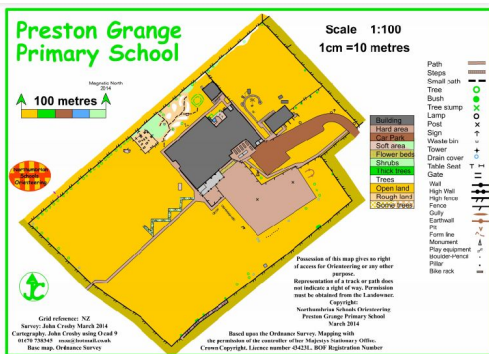
Equipment / Resources

map of school grounds
compass

Year 4 OAA

Key Vocabulary

orientate	to turn the map so it faces the correct way
key	a visual explanation of the symbols used on the map
scale	the relationship between distance on a map and the distance on the ground
compass	an instrument used for navigation and orientation that shows direction
communicate	to share or exchange information or ideas



Key Skills

Health and Fitness

- Describe how the body reacts at different times and how this affects performance.
- Explain why exercise is good for your health.
- Know some reasons for warming up and cooling down.

Trails

- Orientate themselves with accuracy around a short trail.
- Create a short trail for others with a physical challenge.
- Start to recognise features of an orienteering course.

Problem Solving

- Communicate clearly with other people in a team, and with other teams.
- Have experience of a range of roles within a team and begin to identify the key skills required to succeed at each.
- Associate the meaning of a key in the context of the environment.

Preparation and Organisation

- Try a range of equipment for creating and completing an activity.
- Make an informed decision on the best equipment to use for an activity.
- Plan and organise a trail that others can follow.

Communication

- Communicate clearly with others.
- Work as part of a team.
- Begin to use a map to complete an orienteering course.

Compete and Perform

- Complete an orienteering course more than once and begin to identify ways of improving completion time.
- Offer an evaluation of both personal performances and activities.
- Start to improve trails to increase the challenge of the course.

Evaluate

- Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.
- Modify their use of skills or techniques to achieve a better result.

Equipment / Resources

map of school grounds
control cards

school grounds
controls / markers

National Curriculum

Pupils should be taught to:

*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.

Competition/Performance

Personal Challenge/ Intra / Inter

Compete against self to complete the same course in a quicker time either through better route choice or fitness.

Within class, compete against a partner or the rest of the class to complete a course in the fastest time.

Compete against another class.

Learning to Lead

Can children suggest an appropriate warm-up or cool down exercise?

Can children introduce an activity and outline the rules?

Can children plan a route, course or trail for others to follow?

Links to Active Lessons

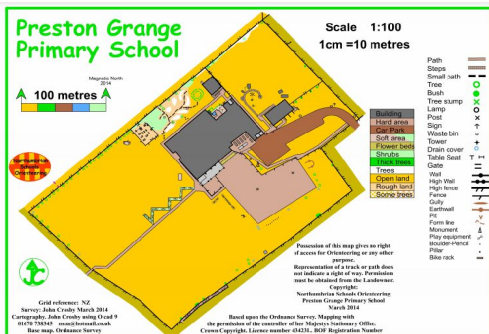
In the class, turn to face North, South, East, West

Have map symbols displayed around the classroom. Move to the symbol that represents...etc

Year 5 OAA

Key Vocabulary

orientate	To turn the map to make sure it is facing the right way.
navigate	To use a compass and map to accurately move around a course.
key	A list of symbols and their meaning on a map.
compass	An instrument used for navigation and orientation that shows direction
evaluate	Consider what went well and what you need to improve



Key Skills

Health and Fitness

- Know and understand the reasons for warming up and cooling down.
- Explain some safety principles when preparing for and during exercise.

Trails

- Start to orientate themselves with increasing confidence and accuracy around an orienteering course.
- Design an orienteering course that can be followed and offers some challenge to others.
- Begin to use navigation equipment to orientate around a trail.

Problem Solving

- Use clear communication to effectively complete a particular role in a team.
- Complete orienteering activities both as part of a team and independently.
- Identify a key on a map and begin to use the information in activities.

Preparation and Organisation

- Choose the best equipment for an outdoor activity.
- Create an outdoor activity that challenges others.
- Create a simple plan of an activity for others to follow.
- Identify the quickest route to accurately navigate an orienteering course.

Communication

- Communicate clearly and effectively with others.
- Work effectively as part of a team.
- Successfully use a map to complete an orienteering course.
- Begin to use a compass for navigation.

Compete and Perform

- Complete an orienteering course on multiple occasions, in a quicker time due to improved technique.
- Offer a detailed and effective evaluation of both personal performances and activities.
- Improve a trail to increase the challenge of the course.

Evaluate

- Choose and use criteria to evaluate own and others' performances.
- Explain why they have used particular skills or techniques, and the effect they have had on their performance

Equipment / Resources

Compass, maps, cones, school grounds

National Curriculum

Pupils should be taught to:

*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.

Competition/Performance

Personal Challenge/ Intra / Inter
Compete against self to complete the same course in a quicker time either through better route choice or fitness.

Within class, compete against a partner or the rest of the class to complete a course in the fastest time.

Compete against another class.

Trail and Challenge- Rob Smith

Northumberland Schools Competition

Learning to Lead

Can children suggest an appropriate warm-up or cool down exercise?

Can children introduce an activity and outline the rules?

Can children plan a route, course or trail for others to follow?

Links to Active Lessons

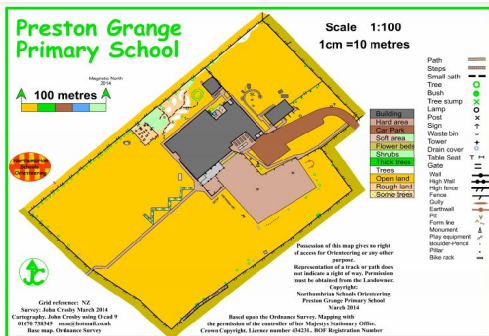
In the class, turn to face North, South, East, West

Have map symbols displayed around the classroom. Move to the symbol that represents...etc

Year 6 OAA

Key Vocabulary

contours	A topographic map on which the shape of the land surface is shown by contour lines, the relative spacing of the lines indicating the relative slope of the surface.
grid references	A location on a map, which is found using the northing and easting numbered lines.
bearing	The direction of travel according to the compass.
navigate	To travel on a desired course after planning a route.
ordnance survey	Ordnance Survey (OS) is the national mapping agency for Great Britain.



Key Skills

Health and Fitness

- Understand the importance of warming up and cooling down.
- Carry out warm-ups and cool-downs safely and effectively.
- Understand why exercise is good for health, fitness and wellbeing.

Trails

- Orientate themselves with confidence and accuracy around an orienteering course when under pressure.
- Design an orienteering course that is clear to follow and offers challenge to others.
- Use navigation equipment to improve the trail.

Problem Solving

- Use clear communication to effectively complete a particular role in a team.
- Compete in orienteering activities both as part of a team and independently.
- Use a range of map styles and make an informed decision on the most effective.

Preparation and Organisation

- Choose the best equipment for an outdoor activity.
- Prepare an orienteering course for others to follow.
- Identify the quickest route to accurately navigate an orienteering course.
- Manage an orienteering event for others to compete in.

Communication

- Communicate clearly and effectively with others when under pressure.
- Work effectively as part of a team, demonstrating leadership skills when necessary.
- Successfully use a map and compass to complete in an orienteering course.

Compete and Perform

- Complete an orienteering course on multiple occasions, in a quicker time due to improved technique.
- Offer a detailed and effective evaluation of both personal performances and activities with an aim of increasing challenge and improving performance. Listen to feedback.

Evaluate

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

Equipment / Resources

map of school grounds controls/markers
compasses control cards

National Curriculum

Pupils should be taught to:

*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.

Competition/Performance

Personal Challenge/ Intra / Inter

Compete against self to complete the same course in a quicker time either through better route choice or fitness.

Within class, compete against a partner or the rest of the class to complete a course in the fastest time.

Compete against another class.

Learning to Lead

Can the children plan and teach an appropriate warm-up and cool down activity?

Can the children introduce an activity and outline the rules?

Can the children plan a route, course or trial for younger pupils and evaluate its success?

Links to Active Lessons

Symbol relay

Scavenger hunt using angles and degrees



Sport Specific

Basketball

Key Vocabulary

foul	physical contact such as blocking, charging, elbowing or holding
double dribble	dribbling the ball with two hands, or stopping and restarting the dribble
travel	moving with the ball without dribbling correctly
bounce pass	a pass that bounces off the floor before it reaches the receiver
chest pass	a two-handed pass thrown from chest height
dribble	To bounce the ball repeatedly with one hand while running or walking
Overhead pass	a pass thrown from over the head, to clear a defender or for added power

Key Basketball Skills

Dribble

Bounce the ball with one hand while moving. Use your finger tips rather than palm and spread your fingers wide. Eyes should be looking ahead and not at the ball.

Shooting

Attempting to score by throwing the ball through the hoop.



Passing

Chest pass - passing the ball with two hands thrown from chest height without hitting the floor.

Bounce pass - passing the ball by bouncing the ball off the floor before being received

Overhead pass - throwing a pass overhead to clear a defender.

Equipment

Basketball, hoop, backboard, court

Web Links

<https://www.basketballengland.co.uk/>

Local Club Links

Newcastle Eagles - Hoops 4 Health, Coaching
Tyne Met Tigers - Under 12s

Competition/Performance

Personal Challenge/ Intra / Inter

Personal

- Improving accuracy of shots and passes.
- Longer stretches without looking at the ball.
- Dribble with increasing accuracy.

Intra

- Competitions between class teams.

- Between classes within basketball club.

Inter

- Hoops 4 Health

Learning to Lead

Lead warm-up
Suggest stretches
Suggest improvements
Discuss simple rules
Referee small sided games

Links to Active Lessons

- Miming basketball passes on command.
- Miming shooting during brain break.

Hockey

Key Vocabulary

dribble	run while controlling the ball with the stick
push	move the ball along the ground with a pushing movement of the stick
defender	player whose main role is to prevent the other team from scoring
pitch	field especially made for playing hockey
shoot	try to score a goal by hitting the ball with the stick
Shooting circle	semicircle around each goalmouth from within which all goals must be scored
umpire	A person with the authority to make decisions on a hockey pitch in accordance with the rules of the game.

Key Hockey Skills

Dribble

Use the inside of the stick.
Keep the ball close to stick at all times.
Focus on the ball and keep eyes up.
Control the ball with the stick while moving.

Stopping the ball

Move body into position to stop the ball from passing.
Place stick close to the ground.

Controlling the ball

Face the direction of the ball approaching.
Watch the ball all the way onto your stick bend knees.
Cushion the ball with your stick.

Shooting

Stand close to the ball.
Draw stick backwards to waist height
hit ball forward towards target

Pushing the ball

Place stick next to the ball so it is touching.
Stand with a wide stance to the side of the ball.
PUSH the ball in the direction intended.

Equipment

Hockey sticks Balls Cones
Balls Goals

Web Links

www.playquicksticks.co.uk
<http://www.englishhockey.co.uk/page.asp?section=54§ionTitle=School+Hockey>

Local Club Links

<http://www.northshieldshc.oshdesigns.co.uk/index.php>
<https://www.newcastlehockeyclub.com/news>

Competition/Performance

Personal Challenge/ Intra / Inter

Personal Challenge -
Compete within classes
Compete between classes

NT Hockey Festival Yr 3/4

John Spence In2Hockey Yr 5/6

Learning to Lead

Can children take charge of setting equipment out?

Can children umpire a game?

Can children model or demonstrate skills to a peer?

Can children suggest and demonstrate warm up/cool down activities?

Links to Active Lessons

Practise grips and stance in class using imaginary hockey stick.

Practise passes in class using imaginary stick and ball.

Tag Rugby

Key Vocabulary

Target	Aiming to pass the ball to a team member or to tag someone's ribbon.
Tagging	Trying to stop an opponent who has the ball by taking the tag/s from their belt.
Handling	Two hands in contact with the ball will help with passing the ball and making sure it is secure.
Free pass	Used to start the match at the beginning of each half and to restart the match after a try is scored.
Tag belts	Two ribbons attached to a belt by velcro, worn around the waist.
Passing	Used to move the ball down the pitch. Passes must be made backwards.
Match play	Used to describe the overall game. A combination of tactics and physical actions.
Short pass	Passing the ball in a line level with the receiver or behind them, close to the player passing the ball.

Key Tag Rugby Skills

Attacking: Run at speed, use the space and aim for the gaps, side step, change direction and speed.

Defending: Keep your eyes on the tag, call out when you have tagged someone and hand back their tag.

Passing the ball: Stand sideways on to your opponent, keep your hands on the side of the ball, swing your arms like a pendulum, release towards the receiver.

Receiving the ball: Open out arms to create a target for the thrower.

Decision making: Always look to see where the opposition are positioned and where the best opportunity to score may lie.

Equipment

Tag belt with two ribbons attached with velcro
Rugby ball
Markers/Cones
Whistle

Web Links

www.rugbycoachweekly.net/mini-tag

Local Club Links

Percy Park RFC
North Shields RFC
Whitley Bay Rockcliff RFC

Competition/Performance

Personal Challenge/ Intra / Inter

Personal

Improving accuracy of attacking and defending

Improving passing and receiving skills

Intra

Castle teams

Year group teams

Teams within classes

Inter

Within NT

Learning to Lead

Lead warm-up
Suggest stretches
Suggest improvements
Discuss simple rules
Referee small sided games

Links to Active Lessons

Practise movement of passing the ball

Handle an item in class to practise handling a ball

Football

Key Vocabulary

Shoot/strike	To kick the ball at or towards the goal
Dribble	To move the ball with a series of small touches whilst running
Weight of pass	To pass the ball to another player with sufficient force so that it reaches them
Tackle	To attempt to fairly take the football from another
Foul	A bad tackle which might injure someone
Possession	When a player has the ball and is in control of it
Attack	To enter the opposition's half with the intent of scoring a goal
Receive	When the ball is passed to a member of the same team

Key Football Skills

Stopping- can stop the ball consistently, can stop the ball with different parts of the feet
Passing- can strike the ball, can pass to a partner, can pass and receive a pass through a "gate"
Shooting- Can strike the ball, can shoot at a target, can shoot on target, can use the correct technique when shooting
Dribbling- Can walk with the ball under control, can dribble from A to B

Equipment

Pitch to series of small pitches
 Soft footballs
 Harder footballs
 Cones, posts, markers,
 Bibs and vests

Websites

<https://nufoundation.org.uk/schools/primary-schools/>

Local Club Links

Simon Brown (North Shields Football Club)
 NUFC Foundation

Competition/Performance

Personal Challenge/ Intra / Inter

Littleton League

Teams within class compete
 Teams across year groups compete

Learning to Lead

Lead warm-up
 Suggest stretches
 Suggest improvements
 Discuss simple rules
 Referee small sided games
 Set out simple equipment

Links to Active Lessons

Goalkeeper side-steps (3 to left, 3 to right, repeat)
 Goalkeeper save stretches (stretch to top left and stretch to right, repeat)

Netball

Key Vocabulary

Chest pass	Pass the ball from your chest with hands placed in w shape behind the ball.
Bounce pass	Point your fingers to the floor and aim the ball for floor.
Shoulder pass	Place the ball in one hand a throw from the shoulder.
Obstruction	When an opposition player gets too close to the player they are marking.
Shoot	When you throw the ball into the net to score a goal.
Goal third	The thirds of the court where the nets are.
Centre third	The third of the court in the centre where the centre circle is.
Footwork	Player landing foot needs to remain still when in possession of the ball.

Key Netball Skills

Throwing the ball using chest, shoulder and bounce passes.

Shooting the ball to score a goal.

Defending the ball to try to prevent the opposition scoring. Ensuring that they learn to keep their distance and not obstruct the ball.

Practise footwork making sure that the foot they land on is not moved once they are in receipt of the ball. If children land on both feet they can decide which foot will remain on the ground.

Learning about the parts of the court that each position can go to during the game.

Practise thinking quickly and moving the ball around the court as you can only hold the ball for 3 seconds.

Equipment

Netball nets
Netball
Bibs

Web Links

www.englandnetball.co.uk

<https://australiansportscamps.com.au/blog/netball-drills-for-juniors/> - for drills

<https://www.sportplan.net/s/Netball/kids-netball-drills.jsp> - for drills

Local Club Links

Seatonians Netball - based at Whitley Bay High School
Netball Bees - clubs can be found on England Netball.

Competition/Performance

Personal Challenge/ Intra / Inter

John Spence High five competition.

North Tyneside high five competition.

Within year group matches.

Matches within upper key stage 2.

Learning to Lead

Older children modelling or leading warm ups.

Children to lead skills sessions, demonstrating the different passes.
Small group refereeing from

Links to Active Lessons

Pivot - practise pivoting skills in different parts of the classroom.
Jump back, arms up - practise making distance before raising your arms to defend.

Rounders

Key Vocabulary

bowler	The bowler bowls the ball to the batter who hits the ball forward on the Rounders Pitch.
batter	The batter hits the ball and then runs to as many posts as possible.
posts	Bases are marked with posts, which batters must keep in contact with and fielders must 'stump'
No ball	A ball must be bowled so that it reaches the area between the batter's shoulders and knees as it crosses the batting line. A no-ball will be called outside these limits.
rounder	If the batter reaches 4th post in one hit, the batting team scores a Rounder.
fielding	Attempt to catch or stop the ball and return it after it has been hit preventing rounders being scored.

Key Rounders Skills

Batting: Grip, position, stance, swing.
 Throwing- Underarm throwing aiming for the catcher's hands & overarm throwing bringing arm back over shoulder.
 Running- Intelligent running, sprinting when fielding.
 Catching- Chest high ball & high ball.
 Pitching- Delivering the ball.
 Fielding- Turning and running infield and outfield.

See Rounders skill cards-
<https://learning.gaa.ie/roundersskills>

Competition/Performance

Personal Challenge/ Intra / Inter

Personal

Improving team skills.
 Improving passing and receiving skills.

Intra

Within year group matches.
 Matches within upper key stage 2.

Inter

Y5/6 Rounders Competition JSCHS

Equipment

- Truncheon shaped rounders bat.
- A rounders ball (tennis ball if more appropriate).
- 4 posts set out in a diamond shape.
- Score sheet.

Learning to Lead

Lead warm-up
 Keeping score
 Suggest improvements
 Explaining rules
 Referee small sided games

Web Links

<https://www.roundersengland.co.uk/>

Links to Active Lessons

[Underarm and overarm times tables.](#)

Local Club Links

John Spence Rounders Competition

Cricket

Key Vocabulary

wicket	Sets of three stumps with two bails across the top at either end of the pitch, defended by a batsman.
century	A score of a hundred runs in cricket.
bowler	A member of the fielding side who bowls or is bowling
boundary	A hit crossing the limits of the field, scoring four or six runs.
innings	Divisions of a game during which one side has a turn at batting
stumps	Each of the three upright pieces of wood which form a wicket
umpire	An official who watches a game or match closely to enforce the rules
over	A sequence of six balls bowled by a bowler after which another bowler takes over from the other end

Key Cricket Skills

Hand-Eye Coordination and Batting Technique: Lift the bat up as the bowler approaches, keep your head still, focus on the ball and commit fully to the shot you select.

Bowling: focusing on "momentum, balance and timing"

Catching: As the ball comes toward you, try to use two hands, keep still and keep your eye on the ball. When the ball enters your hands, try to cushion the ball by moving your hands back toward you.

Picking the ball up quickly and efficiently and throwing the ball at the wickets.

Equipment

Cricket balls
Markers
Cricket stumps
Cricket bats
Bibs

Web Links

www.tynemouthcricketclub.co.uk
www.ecb.co.uk/play/all-stars

Local Club Links

Tynemouth Cricket Club

Competition/Performance

Personal Challenge/ Intra / Inter

Personal

Improving team skills.

Improving passing and receiving skills.

Intra

Within year group matches.

Matches within upper key stage 2.

Inter

Y6 Tynemouth Cricket Club

Learning to Lead

Lead warm-up
Suggest stretches
Suggest improvements
Discuss simple rules
Referee small sided games
Set out simple equipment

Links to Active Lessons

Over arm bowling to stretch
Catching action
Batting: Using the movement
focusing on a target before
swinging to bat

Badminton

Key Vocabulary

shuttlecock	Cone shaped with a feather or plastic shirt.
racquet	The equipment used to hit a shuttlecock.
Net	There's a net in the centre of the court to hit the shuttlecock over.
Court	The game space.
Rally	Continuous returning of the shuttlecock until someone misses.
Serve	The first hit of the game.
Point	The scoring system in the game.

Key Badminton Skills

Hitting the shuttlecock on the cork base of the cone.
Striking the shuttlecock diagonally across the net into the opponent's serving area.

Continuing a rally until a player misses the shuttlecock, hits it out of the playing area or fails to return a shot onto the opponent's side of the net.
Forehand and backhand grip.

Developing the correct stance for to receive the shuttlecock.

Counting the points to 21 to see who is the winner of the game.

Equipment

Badminton racquet
Shuttlecock
Net
Court

Web Links

<https://www.yourschoolgames.com/taking-part/our-sports/badminton/>
<https://www.badmintonengland.co.uk/>
<https://www.sportnorthtyneside.org.uk/badminton/>

Local Club Links

<https://www.sportnorthtyneside.org.uk/badminton/>
<https://www.tynesidebadmintoncentre.co.uk/>
<http://www.northumberlandbadminton.org/clubs/witley-bay-badminton-club/>

Competition/Performance

Personal Challenge/ Intra / Inter

In class competitions, Key stage competitions and castle competitions.

Badminton Festival at John Spence High School (Year 5 and 6).

Bisi festival - John Spence - Year 4.

Learning to Lead

Older children modelling or leading warm ups.
Children to lead skills sessions, demonstrating the different hits.
Refereeing from older children.
Older children demonstrating skills to younger children.

Links to Active Lessons

Practise striking stance and poise.
Practise anticipation for moving in different directions.
Activities to promote hand, eye coordination.

Tennis

Key Vocabulary

Grip	Way of holding racket depending on shot being performed
Racket	Used for hitting ball or returning ball to opponent
Court	Playing area
Net	Divides court in two parts. The ball should go over the net without hitting it.
Umpire	The person who ensures the rules are followed
Serve	Hit ball over net to opponent to begin a match
Forehand	A shot made by swinging racket across one's body with hand moving palm first
Backhand	When you hit ball with racket with arm across body and back of hand facing ball

Key Tennis Skills

Basic Grip- holding the racket as if in a handshake
 Performing a forehand shot to a target area
 Performing a backhand shot to a target area
 Standing in the ready position allowing you to anticipate and respond to the direction of the ball and choose an appropriate shot
 Changing direction quickly
 To throw under arm at a partner's racket
 To return a ball to a partner (thrower) without swinging the racket and with no bounce
 Can perform a volley with a partner
 Can serve underarm and overarm
 Can hit a ball away from an opponent
 Continue a rally until the ball is missed by one of the players or lands out of the area

Equipment

Racket (or paddle)
 Ball
 Net
 Defined playing area (court), perhaps using cones

Web Links

<https://www.tennisfoundation.org.uk/wp-content/uploads/2016/03/Primary-School-Handbook.pdf>

Local Club Links

Beverley Tennis Club
 Cullercoats Tennis Club

Competition/Performance

Personal Challenge/ Intra / Inter

Play each other in round robin

JSCH competitions

Learning to Lead

Suggest ideas for a warm up or cool down activities
 Suggest simple stretches
 Umpire simple games
 Set out equipment

Links to Active Lessons

Stretch tall as if serving overarm, repeat with other arm
 Bend low as if picking up a tennis ball, repeat with other hand
 Side step rapidly, two steps right, two steps back (as if preparing to receive a serve)



Swimming

Swimming

Key Vocabulary

glide	Pushing off from the wall and following the momentum
float	To find your balance in the water
streamline	To keep the body in a straight narrow position
Backstroke	To move through the water on your back
Front crawl	To move through the water on your front in the streamlined position
Breaststroke	The swimmer's face is in the water and the arms move in a large motion from front to back as the feet kick outward

Local Links

<https://my.northtyneside.gov.uk/category/143/swimming>

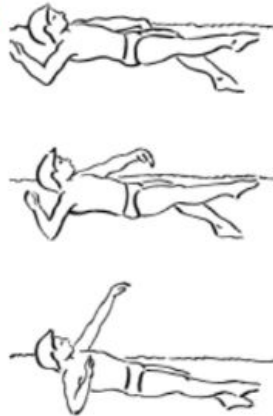
National Curriculum

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

Back Stroke



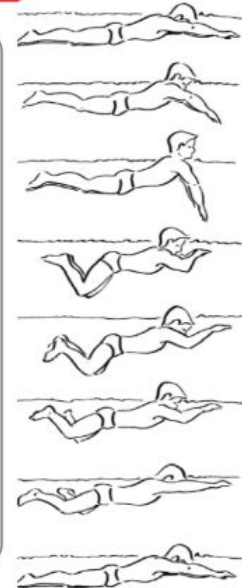
Teaching Points

- Arms enter the water little finger first.
- Pull arm back to 'pocket' underneath the water.
- Maintain a steady leg kick underneath the water.

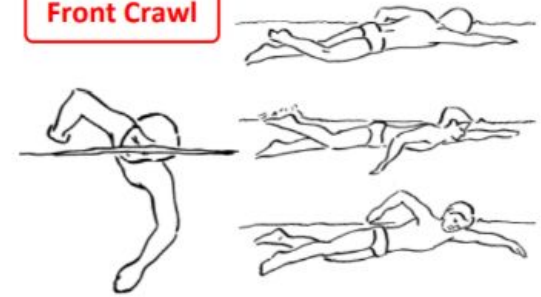
Breast Stroke

Teaching Points

- Arms enter the water with hands together.
- Pull both arms at the same time towards your body.
- Bring legs towards body pressing your heels together.
- Maintain a steady rhythm



Front Crawl



Teaching Points

- Arms enter the water and pull back to 'pocket'
- Legs kick just slightly underneath the water level.
- Breathe every 2-4 strokes.