



PE CURRICULUM

	Autumn		Spring		Summer	
Year 1	Balance and Coordination Throwing and Catching Skills	Dance 1 Moving with a ball - dribbling	Gymnastics 1 Passing and Movement Skills – moving to receive	Gymnastics 2 Striking Skills	Dance 2 Athletics	Outdoor and Adventurous Team Games –Attacking and Defending
Year 2	Agility Skills (Short unit) Throwing and Catching Skills (Short unit)	Dance 1 (Short unit) Moving with a ball – dribbling (Short unit) Swimming (10 weeks)	Gymnastics 1 Passing and Movement Skills – moving to receive	Gymnastics 2 Striking Skills	Dance 2 Athletics (inc Sports Day Practise)	Outdoor and Adventurous Team Games - Attacking and Defending
Year 3	Dance (Short unit) Tag Rugby (Short unit)	Basketball (Short unit) Swimming (10 weeks)	Gymnastics Golf	Gymnastics Tennis – Striking Skills	Dance Athletics	Outdoor and Adventurous Cricket – Striking and Fielding Skills
Year 4	Athletics Tag Rugby	Dance Basketball	Gymnastics Golf	Gymnastics Tennis	Dance Athletics	Outdoor and Adventurous Cricket
Year 5	Athletics Tag Rugby	Dance Netball	Badminton Hockey	Gymnastics Volleyball	Gymnastics Athletics	Outdoor and Adventurous Cricket
Year 6	Athletics Tag Rugby	Dance Netball	Gymnastics Hockey	Gymnastics Volleyball	Badminton Athletics	Outdoor and Adventurous Cricket

Tag Rugby

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.

Lesson objective	Disciplinary Knowledge	Substantive Knowledge	Subject clarity / Fingertip knowledge	Vocabulary
Can I pass backwards and receive a rugby ball?	Pass the ball backwards or sideways in isolation.	Competing means trying to win or achieve something that others are also trying to achieve, such as scoring a goal. Competing effectively as a team involves listening to others, sharing personal ideas, encouraging each other and using appropriate tactics. Compete in a team game, communicating with others and using tactics	<p>Children build on their throwing and catching skills. Understand that throwing a rugby ball is very different because of hand positioning and body position. The follow through is different because body is facing a different way to the hands.</p> <p>Children need to have their hands ready to receive the ball.</p>	<p>Backwards Follow through Position</p>
Can I pass, receive and travel with a rugby ball correctly?	<p>Pass the ball backwards or sideways in isolation.</p> <p>Move with the ball, holding it in the correct position at chest height.</p>	Competing means trying to win or achieve something that others are also trying to achieve, such as scoring a goal. Competing effectively as a team involves listening to others, sharing personal ideas, encouraging each other and using appropriate tactics. Compete in a team game, communicating with others and using tactics	<p>Children should take the passing technique and understand how to hold the ball as they are running and getting ready to pass again.</p> <p>Children need to concentrate on the ball being secure before passing it again.</p>	<p>Backwards Follow through Position Secure</p>
Can I tag an opponent and as a team return to an onside position? [overload attack to practise skills and make easier to return to onside]	Tag another player by removing the tag from their belt, raising it in the air and calling 'Tag!'	Competing means trying to win or achieve something that others are also trying to achieve, such as scoring a goal. Competing effectively as a	Children should understand that in tag rugby you stop a play by removing one of their tags. They are required to pull it off and shout tag. Neither	<p>Offside Tag Attacker Defender</p>

		<p>team involves listening to others, sharing personal ideas, encouraging each other and using appropriate tactics. Compete in a team game, communicating with others and using tactics</p>	<p>person then can move until the tag is returned and put back on following a pass.</p> <p>Children should understand the concept of being offside in rugby. Once a tag has been made, all of the defenders need to be on their try line side of the ball.</p>	
<p>Can I side step, dodge and dummy pass to evade an opponent / can I run backwards, sideways and forwards to keep an opponent in sight? [overload attack to practise skills and make easier to return to onside]</p>	<p>Tag another player by removing the tag from their belt, raising it in the air and calling 'Tag!'</p> <p>Use a sidestep technique to dodge and avoid a defender.</p> <p>Play adapted games, encouraging discussion of basic attacking and defending tactics.</p>	<p>Competing means trying to win or achieve something that others are also trying to achieve, such as scoring a goal. Competing effectively as a team involves listening to others, sharing personal ideas, encouraging each other and using appropriate tactics. Compete in a team game, communicating with others and using tactics</p>	<p>Children should understand that there are different ways to avoid being tagged.</p> <p>Children understand the timing of doing a dodge or a dummy pass and the effect they are trying to have. If they do it too early, then it will not trick the player. If they do it too late, then they will still get tagged.</p> <p>When defending in rugby, you want to keep your eyes on the attacker. This means you need to move sideways and backwards.</p>	<p>Defending Attacking Tag Dodge Dummy Sideways Backwards</p>
<p>Can I experiment with different defensive shapes and attacking lines? [overload attack to practise skills and make easier to return to onside]</p>	<p>Tag another player by removing the tag from their belt, raising it in the air and calling 'Tag!'</p> <p>Use a sidestep technique to dodge and avoid a defender.</p> <p>Play adapted games, encouraging discussion of basic attacking and defending tactics.</p>	<p>Competing means trying to win or achieve something that others are also trying to achieve, such as scoring a goal. Competing effectively as a team involves listening to others, sharing personal ideas, encouraging each other and using appropriate tactics. Compete in a team game,</p>	<p>Children understand that the usual defensive line in rugby is a flat line and the attacking line is staggered so it can be passed down.</p> <p>Children can experiment with the concept of a full back and how that affects the line. There will be more gaps but</p>	<p>Backwards Follow through Position Defending Attack Gaps Space Cover</p>

		communicating with others and using tactics	cover if someone gets through the line. Leaders organise themselves and others. They can think about how different tactics will be effective and suggest when they can change.	
Can I understand how different actions, and directions of travel, create and remove space for others?	<p>Tag another player by removing the tag from their belt, raising it in the air and calling 'Tag!'</p> <p>Use a sidestep technique to dodge and avoid a defender.</p> <p>Play adapted games, encouraging discussion of basic attacking and defending tactics.</p>	<p>Competing means trying to win or achieve something that others are also trying to achieve, such as scoring a goal. Competing effectively as a team involves listening to others, sharing personal ideas, encouraging each other and using appropriate tactics.</p> <p>Compete in a team game, communicating with others and using tactics</p>	<p>Children understand how if they are too close together it reduces the amount of space on the pitch. Children understand that spacing out the attackers will create bigger gaps between the defenders.</p> <p>Children understand that running forward is better than running backwards or sideways.</p> <p>Children do not see being tagged as a bad thing. Children understand that being tagged helps to create space for other players.</p> <p>Leaders organise themselves and others. They can think about how different tactics will be effective and suggest when they can change.</p> <p>Leaders work hard for everyone in their team even if it for the benefit of someone else.</p>	<p>Backwards</p> <p>Follow through</p> <p>Position</p> <p>Defending</p> <p>Attack</p> <p>Gaps</p> <p>Space</p> <p>Cover</p>

Dance

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.

Lesson objective	Disciplinary Knowledge	Substantive Knowledge	Subject clarity / Fingertip knowledge	Vocabulary
<p>Can I complete a dance based warm up and think about why it is important / Can I devise my own dance warm up for future weeks?</p>	<p>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.</p>		<p>Children understands that a warm up is important and is specific to the activity you are doing. Some sports require whole body warm ups. Some sports require your heart rate to increase.</p> <p>Children understand that we warm up to prevent injury. Being stronger and more flexible will also prevent injury.</p>	<p>Warm up Injury Flexibility Strength</p>
<p>Can I use the devices of unison, cannon and mirroring in my dancing?</p>	<p>Dynamics: Explore, improvise and combine dynamics to express ideas fluently and effectively both on their own, with a partner or in a small group. Understand that changes in dynamics allows you to tell a story to the audience.</p> <p>Dynamics include:</p> <ul style="list-style-type: none"> • Sustained movements are slow, smooth, continuous and even. • Percussive movements are sudden, sharp, choppy and jagged. 	<p>Actions: Should be able to showed controlled movements that express simple emotions and feeling. Understand that these movements can be improved when you consider extension, shape and the intent of the move. Basic dance actions include:</p> <ul style="list-style-type: none"> • Jump • Turn 	<p>Children have previously completed routines where everyone has done things at the same time.</p> <p>Children need to understand the actions of dance can have different dynamics and these can be dance through unison, cannon and mirroring.</p>	<p>Actions Dynamics Cannon Unison Mirroring</p>

	<ul style="list-style-type: none"> • Swinging movements relate to swaying to and fro or like a pendulum. • Suspended movements in dance portray stillness and balance. • Collapsed movements mean the dancer will fall, release or relax. • Vibratory movements include a shake, tremble or wiggle. 	<ul style="list-style-type: none"> • Travel • Stillness/ balance • Gesture • Levels 		
<p>Can I learn and repeat a dance routine that includes unison, cannon and mirroring?</p>	<p>Dynamics: Explore, improvise and combine dynamics to express ideas fluently and effectively both on their own, with a partner or in a small group. Understand that changes in dynamics allows you to tell a story to the audience.</p> <p>Dynamics include:</p> <ul style="list-style-type: none"> • Sustained movements are slow, smooth, continuous and even. • Percussive movements are sudden, sharp, choppy and jagged. • Swinging movements relate to swaying to and fro or like a pendulum. • Suspended movements in dance portray stillness and balance. 	<p>Actions: Should be able to showed controlled movements that express simple emotions and feeling. Understand that these movements can be improved when you consider extension, shape and the intent of the move. Basic dance actions include:</p> <ul style="list-style-type: none"> • Jump • Turn • Travel • Stillness/ balance • Gesture • Levels 	<p>Children learn a simple dance routine which includes the dynamics and actions but also includes unison, cannon and mirroring.</p>	<p>Routine Actions Dynamics Unison Cannon Mirroring</p>

	<ul style="list-style-type: none"> • Collapsed movements mean the dancer will fall, release or relax. • Vibratory movements include a shake, tremble or wiggle. 			
<p>Can I add improvisation into the routine which is in keeping with the style?</p>	<p>Dynamics: Explore, improvise and combine dynamics to express ideas fluently and effectively both on their own, with a partner or in a small group. Understand that changes in dynamics allows you to tell a story to the audience.</p> <p>Dynamics include:</p> <ul style="list-style-type: none"> • Sustained movements are slow, smooth, continuous and even. • Percussive movements are sudden, sharp, choppy and jagged. • Swinging movements relate to swaying to and fro or like a pendulum. • Suspended movements in dance portray stillness and balance. • Collapsed movements mean the dancer will fall, release or relax. • Vibratory movements include a shake, tremble or wiggle. 	<p>Actions: Should be able to showed controlled movements that express simple emotions and feeling. Understand that these movements can be improved when you consider extension, shape and the intent of the move. Basic dance actions include:</p> <ul style="list-style-type: none"> • Jump • Turn • Travel • Stillness/ balance • Gesture • Levels 	<p>Children learn a simple dance routine which includes the dynamics and actions but also includes unison, cannon and mirroring.</p> <p>Children learn that for dance to be interesting sometimes people all do different things.</p> <p>Children think about what they are doing to improvise which matches the dynamics and actions taught.</p> <p>Spending time practising a technique can lead to improvements. Improving a performance can be described using different vocabulary, such as challenge, technique, power and speed. Identify areas for improvement and make suggestions about how to improve performance, using appropriate vocabulary</p> <p>Leaders contribute to ideas and listen to the views of everyone. They can help by</p>	<p>Routine Actions Dynamics Unison Cannon Mirroring Improvisation</p>

			modelling to people who are not sure on how to do something.	
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Swimming				
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.				
Lesson objective	Disciplinary Knowledge	Substantive Knowledge	Subject clarity / Fingertip knowledge	Vocabulary
These are objectives that all children are working towards. Children are grouped for swimming based on a pre-assessment by qualified swimming teachers.				
<ul style="list-style-type: none"> 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 				

Basketball				
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.				
Lesson objective	Disciplinary Knowledge	Substantive Knowledge	Subject clarity / Fingertip knowledge	Vocabulary
Can I dribble a basketball with both hands and alternate between the two?	<p>Ball awareness – explore moving the ball around different parts of the body.</p> <p>Dribbling and bouncing the ball in a variety of ways – ‘push’ not ‘pat’.</p>	<p>Ball awareness – explore moving the ball around different parts of the body.</p> <p>Dribbling and bouncing the ball in a variety of ways – ‘push’ not ‘pat’.</p>	<p>Children have been patting to dribble before. Children can develop more of a push action to this now to control the ball better.</p> <p>Children understand how to move the ball from different sides of their body by using different hands.</p>	<p>Dribble</p> <p>Push</p> <p>Rules</p>

			Children understand the dribbling rules of basketball.	
Can I dribble, collect and pass the ball / catch, dribble and collect the ball?	<p>Ball awareness – explore moving the ball around different parts of the body.</p> <p>Dribbling and bouncing the ball in a variety of ways – ‘push’ not ‘pat’.</p> <p>Pass and receive the ball with some control (chest pass)</p>	<p>Ball awareness – explore moving the ball around different parts of the body.</p> <p>Dribbling and bouncing the ball in a variety of ways – ‘push’ not ‘pat’.</p> <p>Pass and receive the ball with some control (chest pass)</p>	<p>Children apply skills previously taught to be able to dribble following the rules of basketball. Collect the ball and use a push pass/ chest pass to a teammate.</p> <p>Children give their teammate a target to aim for. Children think about where the ball should bounce to improve the pass.</p>	Dribble Push Rules
Can I shoot using the correct technique including adding a jump to the shot?	<p>Ball awareness – explore moving the ball around different parts of the body.</p> <p>Scoring into a net/hoop in a 1v1 basketball game.</p> <p>Perform a jump and stride stop (understand that you cannot move the landing foot)</p>	<p>Ball awareness – explore moving the ball around different parts of the body.</p> <p>Scoring into a net/hoop in a 1v1 basketball game.</p> <p>Perform a jump and stride stop (understand that you cannot move the landing foot)</p>	<p>Children develop technique for shooting which things about foot and hand position. Children think about their whole-body action to improve the accuracy and power of their shot.</p> <p>Children understand where they are aiming for in basketball and how to use the backboard to improve the chances of scoring.</p>	Shooting Scoring Backboard
Can I dodge, move and call for a pass when ready to receive / can I hold a pass until a player is in the space to receive it?	<p>Ball awareness – explore moving the ball around different parts of the body.</p> <p>Dodging around an opponent into a space, to receive a ball.</p>	<p>Ball awareness – explore moving the ball around different parts of the body.</p> <p>Dodging around an opponent into a space, to receive a ball.</p>	<p>Children apply prior knowledge from tag rugby to find space and move away from defenders.</p> <p>Children understand how to mark 1-1. Children understand the idea of getting space to receive the ball. Children can</p>	Dribble Attacker Defender Receive Pass

			wait until the correct time to pass.	
Can I mark a player 1-1 / can I move to make it difficult to be marked 1-1?	<p>Ball awareness – explore moving the ball around different parts of the body.</p> <p>Scoring into a net/hoop in a 1v1 basketball game.</p> <p>Dodging around an opponent into a space, to receive a ball.</p> <p>Follow an opponent to try and win (intercept) the ball, in an adapted game.</p>	<p>Ball awareness – explore moving the ball around different parts of the body.</p> <p>Scoring into a net/hoop in a 1v1 basketball game.</p> <p>Dodging around an opponent into a space, to receive a ball.</p> <p>Follow an opponent to try and win (intercept) the ball, in an adapted game.</p>	<p>Children can mark a player closely so that they can't get the ball. Children think about how they manage this so that they can see the player they are marking and the player with the ball.</p> <p>Children understand how they can make themselves more difficult to mark by moving. Children understand that they might move to create space for other people on their team.</p> <p>Leaders organise themselves and others. They can think about how different tactics will be effective and suggest when they can change.</p> <p>Leaders work hard for everyone in their team even if it for the benefit of someone else.</p>	<p>Dribble</p> <p>Attacker</p> <p>Defender</p> <p>Receive</p> <p>Pass</p> <p>Space</p>
Can I play a small sized game with rules and tactics to follow?	<p>Ball awareness – explore moving the ball around different parts of the body.</p> <p>Dribbling and bouncing the ball in a variety of ways – 'push' not 'pat'.</p> <p>Pass and receive the ball with some control (chest pass)</p>	<p>Ball awareness – explore moving the ball around different parts of the body.</p> <p>Dribbling and bouncing the ball in a variety of ways – 'push' not 'pat'.</p> <p>Pass and receive the ball with some control (chest pass)</p>	<p>Children can apply their skills and rule knowledge to be able to play small sided games. Focus should be on effective defending and attacking.</p> <p>Children should be able to compare how the shape of defending in basketball is different to the shape of defending in tag rugby.</p>	<p>Dribble</p> <p>Attacker</p> <p>Defender</p> <p>Receive</p> <p>Pass</p> <p>Space</p> <p>Rules</p>

	<p>Dodging around an opponent into a space, to receive a ball.</p> <p>Follow an opponent to try and win (intercept) the ball, in an adapted game.</p> <p>Introduce a 3v3 basketball game, using the 'tip-off' rule and back-line pass after a goal.</p>	<p>Dodging around an opponent into a space, to receive a ball.</p> <p>Follow an opponent to try and win (intercept) the ball, in an adapted game.</p> <p>Introduce a 3v3 basketball game, using the 'tip-off' rule and back-line pass after a goal.</p>	<p>Leaders organise themselves and others. They can think about how different tactics will be effective and suggest when they can change.</p> <p>Leaders work hard for everyone in their team even if it for the benefit of someone else.</p>	
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Gymnastics

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.

Lesson objective	Disciplinary Knowledge	Substantive Knowledge	Subject clarity / Fingertip knowledge	Vocabulary
Can I carry out small and large body part balances on and off apparatus and with and without a partner?	Balances – large body part balances, small body part balances , front support, back support, matching and contrasting partner balances , balances on apparatus	<p>Spending time practising a technique can lead to improvements. Improving a performance can be described using different vocabulary, such as challenge, technique, power and speed. Identify areas for improvement and make suggestions about how to improve performance, using appropriate vocabulary</p> <p>A gymnastic sequence can include a number of balances or ways of travelling, performed at different speeds and levels. Different levels can</p>	<p>Children should be able to explain how they can make the balance look more pleasing. Children consider how their posture affects how it looks.</p> <p>Children should think about how a balance can match and contrast like unison in dance.</p>	<p>Balance Apparatus Contrast Match.</p>

		be created using the body or apparatus, such as benches, climbing frames or trestles.		
Can I control various ways of travelling altering the speed?	Travelling and Linking – Tip-toe step, Jump, Hop, Skipping, Galloping, Chassis, Straight Jump Half-urn	<p>Spending time practising a technique can lead to improvements. Improving a performance can be described using different vocabulary, such as challenge, technique, power and speed. Identify areas for improvement and make suggestions about how to improve performance, using appropriate vocabulary</p> <p>A gymnastic sequence can include a number of balances or ways of travelling, performed at different speeds and levels. Different levels can be created using the body or apparatus, such as benches, climbing frames or trestles.</p>	<p>Children should be able to travel in a different way and consider the pathways which they will move on linked to their dance knowledge.</p> <p>They should be able to explain how different speeds affect their control and balance.</p>	<p>Pathways Travel Control Balance</p>
Can I travel into a variety of jumps landing with control?	<p>Travelling and Linking – Tip-toe step, Jump, Hop, Skipping, Galloping, Chassis, Straight Jump Half-urn</p> <p>Jumps – Straight Jump, Tuck Jump, Star Jump, Straight Jump Half-turn Cat Leap</p>	<p>Spending time practising a technique can lead to improvements. Improving a performance can be described using different vocabulary, such as challenge, technique, power and speed. Identify areas for improvement and make suggestions about how to improve performance, using appropriate vocabulary</p>	<p>Children should be able to put together travels and jumps. They should be able to recall what they mean by control from year 2 and work on improving this.</p> <p>Children should think about how their travels will affect the jump and how they will need to consider take off and landing with moving between jumps and travels.</p>	<p>Jumps Travel Take off Landing</p>

<p>Can I travel into a variety of vaults landing with control?</p>	<p>Vaults – Hurdle Step onto Springboard, Squat onto a Vault, Star Jump off Vault, Tuck off Vault</p> <p>Travelling and Linking – Tip-toe step, Jump, Hop, Skipping, Galloping, Chassis, Straight Jump Half-urn</p>	<p>Spending time practising a technique can lead to improvements. Improving a performance can be described using different vocabulary, such as challenge, technique, power and speed. Identify areas for improvement and make suggestions about how to improve performance, using appropriate vocabulary</p>	<p>Same as previous lesson but consider the transition between vaults and travel.</p>	<p>Vaults Travel Take off Landing</p>
<p>Can I put a sequence of travels, balances, jumps and vaults together?</p>	<p>Travelling and Linking – Tip-toe step, Jump, Hop, Skipping, Galloping, Chassis, Straight Jump Half-urn</p> <p>Vaults – Hurdle Step onto Springboard, Squat onto a Vault, Star Jump off Vault, Tuck off Vault</p> <p>Jumps – Straight Jump, Tuck Jump, Star Jump, Straight Jump Half-turn Cat Leap</p>	<p>Spending time practising a technique can lead to improvements. Improving a performance can be described using different vocabulary, such as challenge, technique, power and speed. Identify areas for improvement and make suggestions about how to improve performance, using appropriate vocabulary</p> <p>A gymnastic sequence can include a number of balances or ways of travelling, performed at different speeds and levels. Different levels can be created using the body or apparatus, such as benches, climbing frames or trestles.</p>	<p>Children can take a sequence taught by an adult first and think about what they should consider to make it look pleasing. Then keeping the structure, they should be able to alter parts. They should consider how parts fit together to flow into each other.</p> <p>Leaders are very specific on the feedback they give. They think about the precise details that can be improved so people know how to get better.</p>	<p>Jumps Travel Vault Sequence Take off Landing</p>

Golf

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.

Lesson objective	Disciplinary Knowledge	Substantive Knowledge	Subject clarity / Fingertip knowledge	Vocabulary
<p>Can I approach a golf ball with the correct stance, grip and swing?</p>	<p>Position body the correct distance from the ball.</p> <p>Hold the club with the correct grip.</p> <p>Swing safely to not hurt people around.</p>	<p>Position body the correct distance from the ball.</p> <p>Hold the club with the correct grip.</p> <p>Swing safely to not hurt people around.</p>	<p>Children understand where their feet and body should be positioned.</p> <p>Children hold the club with their thumbs forming Vs down the club.</p> <p>Children can start with a half swing with out their wrists breaking.</p> <p>Children progress to breaking their wrists on their back swing to allow them to swing back further.</p>	<p>Swing Position Club</p>
<p>Can I strike a ball straight off a tee and off the floor?</p>	<p>Position body the correct distance from the ball.</p> <p>Hold the club with the correct grip.</p> <p>Keep head down and body over the ball.</p> <p>Swing safely to not hurt people around.</p>	<p>Position body the correct distance from the ball.</p> <p>Hold the club with the correct grip.</p> <p>Keep head down and body over the ball.</p> <p>Swing safely to not hurt people around.</p> <p>Strike the ball both off a tee and off the ground.</p>	<p>Children focus on keeping their head down over the ball and looking at the ball to improve their strike rate.</p> <p>Children can adapt their swing for the ball sitting on the tee and sitting on the ground.</p>	<p>Tee Swing Position Club</p>

	<p>Strike the ball both off a tee and off the ground.</p> <p>Control direction by altering positioning.</p>	<p>Control direction by altering positioning.</p>		
<p>Can I drive, chip and putt the golf ball?</p>	<p>Position body the correct distance from the ball.</p> <p>Hold the club with the correct grip.</p> <p>Keep head down and body over the ball.</p> <p>Swing safely to not hurt people around.</p> <p>Strike the ball both off a tee and off the ground.</p> <p>Control the speed and strength of swing to alter the distance of the shot.</p> <p>Control direction by altering positioning.</p> <p>Carry out a drive, chip and putt.</p>	<p>Position body the correct distance from the ball.</p> <p>Hold the club with the correct grip.</p> <p>Keep head down and body over the ball.</p> <p>Swing safely to not hurt people around.</p> <p>Strike the ball both off a tee and off the ground.</p> <p>Control the speed and strength of swing to alter the distance of the shot.</p> <p>Control direction by altering positioning.</p> <p>Carry out a drive, chip and putt.</p>	<p>Children can complete the different swing types for putting, chipping and driving. Children understand that the shots all have different purposes.</p>	<p>Chipping Driving Putting</p>
<p>Can I alter my swing and power to aim at a target?</p>	<p>Position body the correct distance from the ball.</p>	<p>Position body the correct distance from the ball.</p>	<p>Children can carry out the three shot types. Children understand that they can</p>	<p>Chipping Driving Putting</p>

	<p>Hold the club with the correct grip.</p> <p>Keep head down and body over the ball.</p> <p>Swing safely to not hurt people around.</p> <p>Strike the ball both off a tee and off the ground.</p> <p>Control the speed and strength of swing to alter the distance of the shot.</p> <p>Control direction by altering positioning.</p> <p>Carry out a drive, chip and putt.</p>	<p>Hold the club with the correct grip.</p> <p>Keep head down and body over the ball.</p> <p>Swing safely to not hurt people around.</p> <p>Strike the ball both off a tee and off the ground.</p> <p>Control the speed and strength of swing to alter the distance of the shot.</p> <p>Control direction by altering positioning.</p> <p>Carry out a drive, chip and putt.</p>	<p>control the length of the backswing and speed of the follow through to control the speed of the ball.</p> <p>Children understand how to alter their body position to change the direction of the ball.</p>	<p>Position</p> <p>Speed</p>
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Gymnastics

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.

Lesson objective	Disciplinary Knowledge	Substantive Knowledge	Subject clarity / Fingertip knowledge	Vocabulary
Can I effectively complete different rolls? (Part one)	Rolls – Log Roll, Teddy Bear Roll, Crouched Forward Roll to standing, Forward Roll from standing, Tucked Backward Roll	Rolls – Log Roll, Teddy Bear Roll, Crouched Forward Roll to standing, Forward Roll from standing, Tucked Backward Roll	Children understand how to do the previously covered rolls and some of the new rolls safely.	Rolls Safely
Can I effectively complete different rolls? (Part two)	Rolls – Log Roll, Teddy Bear Roll, Crouched Forward Roll to	Rolls – Log Roll, Teddy Bear Roll, Crouched Forward Roll to	Children understand how to do the previously covered rolls	Rolls Safely

	standing, Forward Roll from standing, Tucked Backward Roll	standing, Forward Roll from standing, Tucked Backward Roll	and some of the new rolls safely.	
Can I perform a lunge into handstand?	Handstands, Cartwheels, Round-offs – Handstand, Lunge into Handstand	Handstands, Cartwheels, Round-offs – Handstand, Lunge into Handstand	Children can perform moves safely thinking about the safety of themselves and others.	Safely
Can I make a sequence that links together rolls, handstands, jumps, balances and travels?	<p>Rolls – Log Roll, Teddy Bear Roll, Crouched Forward Roll to standing, Forward Roll from standing, Tucked Backward Roll</p> <p>Jumps – Straight Jump, Tuck Jump, Star Jump, Straight Jump Half-turn Cat Leap</p> <p>Balances – large body part balances, small body part balances, front support, back support, matching and contrasting partner balances, balances on apparatus</p> <p>Travelling and Linking – Tip-toe step, Jump, Hop, Skipping, Galloping, Chassis, Straight Jump Half-turn</p>	<p>Rolls – Log Roll, Teddy Bear Roll, Crouched Forward Roll to standing, Forward Roll from standing, Tucked Backward Roll</p> <p>Rolls – Log Roll, Teddy Bear Roll, Crouched Forward Roll to standing, Forward Roll from standing, Tucked Backward Roll</p> <p>Jumps – Straight Jump, Tuck Jump, Star Jump, Straight Jump Half-turn Cat Leap</p> <p>Balances – large body part balances, small body part balances, front support, back support, matching and contrasting partner balances, balances on apparatus</p> <p>Travelling and Linking – Tip-toe step, Jump, Hop, Skipping, Galloping, Chassis, Straight Jump Half-turn</p> <p>A gymnastic sequence can include a number of balances or ways of travelling,</p>	Children are able to put a sequence together of the gymnastic moves taught in year 3 and previously taught ones.	Sequence Feedback

		<p>performed at different speeds and levels. Different levels can be created using the body or apparatus, such as benches, climbing frames or trestles. Copy, explore and create a gymnastic sequence beginning to use flexibility, strength, technique and balance.</p> <p>Spending time practising a technique can lead to improvements. Improving a performance can be described using different vocabulary, such as challenge, technique, power and speed. Identify areas for improvement and make suggestions about how to improve performance, using appropriate vocabulary</p>		
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Tennis Striking Skills

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.

Lesson objective	Disciplinary Knowledge	Substantive Knowledge	Subject clarity / Fingertip knowledge	Vocabulary
Can I begin to control a ball on a racket when moving?	Control a ball on a racket when moving – varying speed.	Control a ball on a racket when moving – varying speed.	<p>Children learn to hold the racket correctly to be able to balance a ball on their racket.</p> <p>Children can move to flicking up and catching the ball on their racket using the correct grip.</p>	Racket Grip

			Children can move with a ball on their racket.	
Can I hit a ball into a target from a variety of distances/angles with one bounce?	Hit a ball into a target from a variety of distances/angles with one bounce.	Hit a ball into a target from a variety of distances/angles with one bounce.	<p>Children can use the correct grip on a racket. They can watch the ball bounce and move their feet to get into position. Children understand that in tennis you aim to hit the ball at the side of you.</p> <p>Children understand that hitting through the ball will help the ball go in the direction they want. Children understand that changing their body and racket direction to adjust the direction the ball goes in.</p>	Racket Adjust Direction
Can I hit a ball across an area with forehand/backhand position?	<p>Hit a ball into a target from a variety of distances/angles with one bounce.</p> <p>Hit a ball across a floor with forehand/backhand position.</p>	<p>Hit a ball into a target from a variety of distances/angles with one bounce.</p> <p>Hit a ball across a floor with forehand/backhand position.</p>	<p>Children understand that in tennis you can play shots from either side of your body and you don't change the hand you use.</p> <p>Children can move their body and racket to get into positions to hit forehand and backhand.</p>	Forehand Backhand Position
Can I hit a ball over a net towards a partner to begin to create a rally?	<p>Hit a ball into a target from a variety of distances/angles with one bounce.</p> <p>Hit a ball across a floor with forehand/backhand position.</p> <p>Hit a ball over a net towards a partner to create a rally.</p>	<p>Hit a ball into a target from a variety of distances/angles with one bounce.</p> <p>Hit a ball across a floor with forehand/backhand position.</p> <p>Hit a ball over a net towards a partner to create a rally.</p>	<p>Children know the different shots to play in tennis but need to understand that they are required to hit them over a net.</p> <p>Children understand that you can let the ball bounce once before you hit it and you can hit it without it bouncing.</p>	Rally Forehand Backhand Net

			Children can rally to each other with the purpose of keeping the rally going.	
Can I play a modified game of tennis using the skills I have learned?	Play a modified game using skills – forehand, backhand. Play adapted games, applying some basic principles and with rule variations.	Play a modified game using skills – forehand, backhand. Play adapted games, applying some basic principles and with rule variations.	Children can play mini-tennis games. They understand that they need to serve across on the diagonal. Children can play a range of shots and follow rules.	Serve Net Forehand Backhand Rules

Dance				
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.				
Lesson objective	Disciplinary Knowledge	Substantive Knowledge	Subject clarity / Fingertip knowledge	Vocabulary
Can I use canon, mirroring and unison effectively on different levels and pathways?	Can provide feedback in a respectful and kind way. Can use counts to stay in time with a partner and group. Can use dynamic and expressive qualities in relation to an idea. Can share ideas and accept the ideas of others. Can create their own short dance phrases that communicate an idea. Actions: Should be able to showed controlled movements that express simple emotions and feeling. Understand that these movements can be improved when you consider extension, shape and the intent of the move. Basic dance actions include: <ul style="list-style-type: none"> • Jump • Turn • Travel • Stillness/ balance 		Recap of Dance unit 1 from year 3.	Actions Dynamics Space
Can I look at a stimulus and choreograph moves that express an appropriate emotion?			Children should be able to look at a stimulus and be guided through which movements would fit best with creating a different emotion.	Actions Dynamics Space Stimulus Emotion
Can I learn the dance routine for the chorus of some music which has canon and mirroring at different levels in it?			Children should be able to learn different routines which convey the emotion of the chorus of a song following the content of year 3 dance curriculum.	Actions Dynamics Space Chorus
Can I use canon, mirroring, unison and improvisation – across different levels and pathways – to create a short			Children should be able to choreograph dances in groups and discuss the content they have included.	Actions Dynamics Space Chorus Verse

<p>dance routine in a group for the verse of some music?</p>	<ul style="list-style-type: none"> • Gesture • Levels <p>Dynamics: Explore, improvise and combine dynamics to express ideas fluently and effectively both on their own, with a partner or in a small group. Understand that changes in dynamics allows you to tell a story to the audience. Dynamics include:</p> <ul style="list-style-type: none"> • Sustained movements are slow, smooth, continuous and even. • Percussive movements are sudden, sharp, choppy and jagged. • Swinging movements relate to swaying to and fro or like a pendulum. • Suspended movements in dance portray stillness and balance. • Collapsed movements mean the dancer will fall, release or relax. • Vibratory movements include a shake, tremble or wiggle. <p>Space and relationships: Use a variety of compositional principles when creating own dances. Understand that combining space and relationships can help me to express my dance idea. Compositional principles include:</p> <ul style="list-style-type: none"> • Space distribution: Understanding that you could stand in different formations to make a dance better. 	<p>Leaders are very specific on the feedback they give. They think about the precise details that can be improved so people know how to get better.</p>	
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Athletics

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.

Lesson objective	Disciplinary Knowledge	Substantive Knowledge	Subject clarity / Fingertip knowledge	Vocabulary
Can I use the 'FAST' technique for sprinting?	Running – introduce the 'FAST' technique for sprinting, perform a 4-person relay race (focussing on staying in lane)	<p>A range of techniques can be used to throw, run and jump with increasing accuracy and competence. For example, overarm throwing is useful for throwing over long distances and can be improved using a range of techniques, such as standing sideways to the target and pulling the throwing arm back behind the head. Demonstrate a broader range of throwing, running and jumping techniques, in isolation or combination, with improving accuracy and competence.</p> <p>A 'personal best' is the fastest time, or highest score achieved by an individual in a particular sporting activity. A personal best can be improved over time by practising skills and techniques. Explain how a 'personal best' can improve over time.</p>	<p>Children understand that sprinting requires them to control a number of parts of their body.</p> <p>They need to think about their FEET and their ARMS. They need to think about Speed and Timing.</p> <p>Children should understand that they want their arms and legs to be timed to work together.</p> <p>Children should understand that they need to control their speed to the distance they are running.</p> <p>Children should be able to hand a baton over in a relay and think about what they need to do to allow this to happen.</p> <p>Leaders always try their best as it inspires others to do better. Leaders are able to say, "I could improve by..." even if they have won the race.</p>	<p>Sprinting Relay Baton Control</p>

<p>Can I overtake people safely and effectively in a longer race?</p>	<p>Running – introduce the ‘FAST’ technique for sprinting, perform a 4-person relay race (focussing on staying in lane)</p>	<p>A range of techniques can be used to throw, run and jump with increasing accuracy and competence. For example, overarm throwing is useful for throwing over long distances and can be improved using a range of techniques, such as standing sideways to the target and pulling the throwing arm back behind the head. Demonstrate a broader range of throwing, running and jumping techniques, in isolation or combination, with improving accuracy and competence.</p> <p>A ‘personal best’ is the fastest time, or highest score achieved by an individual in a particular sporting activity. A personal best can be improved over time by practising skills and techniques. Explain how a ‘personal best’ can improve over time.</p>	<p>Children understand that in a race you will need to overtake people.</p> <p>Children understand that staying close to a bend is the quickest route in a race.</p> <p>Children understand that you want to overtake safely without colliding.</p> <p>Children understand that overtaking takes a lot of energy so you need to think about when you do it.</p> <p>Leaders always try their best as it inspires others to do better. Leaders are able to say, “I could improve by...” even if they have won the race.</p>	<p>Overtake Route Energy</p>
<p>Can I improve my standing longer jump technique?</p>	<p>Jumping – perform a standing long jump (focussing on take-off and landing techniques)</p>	<p>A range of techniques can be used to throw, run and jump with increasing accuracy and competence. For example, overarm throwing is useful for throwing over long distances and can be improved using a range of techniques, such as standing sideways to the target and pulling the throwing arm back behind the head.</p>	<p>Children have learnt about bending their knees and using their arms.</p> <p>Children can improve their technique by refining the take off phase. They need to think about the part of their foot they take off on. They also need to consider the timing of</p>	<p>Take off Timing</p>

		Demonstrate a broader range of throwing, running and jumping techniques, in isolation or combination, with improving accuracy and competence.	swinging their arms to match their take off. Leaders always try their best as it inspires others to do better. Leaders are able to say, "I could improve by..." even if they have won.	
Can I improve my throwing technique with my standing position?	Throwing – overarm throw for direction using a tennis ball,	A range of techniques can be used to throw, run and jump with increasing accuracy and competence. For example, overarm throwing is useful for throwing over long distances and can be improved using a range of techniques, such as standing sideways to the target and pulling the throwing arm back behind the head. Demonstrate a broader range of throwing, running and jumping techniques, in isolation or combination, with improving accuracy and competence. A 'personal best' is the fastest time, or highest score achieved by an individual in a particular sporting activity. A personal best can be improved over time by practising skills and techniques. Explain how a 'personal best' can improve over time.	Children refine their throwing technique to increase the distance they are able to throw. Children improve their standing position to make their throws travel further. Leaders always try their best as it inspires others to do better. Leaders are able to say, "I could improve by..." even if they have won.	Technique
Can I transfer my weight to get objects to go further when I throw them?	Throwing – overarm throw for direction using a tennis ball,	A range of techniques can be used to throw, run and jump with increasing accuracy and	Children understand that the distance of their standing throw comes from effectively	Transfer Follow through Backfoot

		<p>competence. For example, overarm throwing is useful for throwing over long distances and can be improved using a range of techniques, such as standing sideways to the target and pulling the throwing arm back behind the head. Demonstrate a broader range of throwing, running and jumping techniques, in isolation or combination, with improving accuracy and competence.</p> <p>A 'personal best' is the fastest time, or highest score achieved by an individual in a particular sporting activity. A personal best can be improved over time by practising skills and techniques. Explain how a 'personal best' can improve over time.</p>	<p>transferring their weight. They understand that they want to create a transfer from their weight being on their backfoot to going to their front foot.</p> <p>Leaders always try their best as it inspires others to do better. Leaders are able to say, "I could improve by..." even if they have won.</p>	Front foot
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Outdoor and Adventurous

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.

Lesson objective	Disciplinary Knowledge	Substantive Knowledge	Subject clarity / Fingertip knowledge	Vocabulary
Can I communicate effectively with the people I am working with?	Obstacles can be overcome by moving into spaces around, over, under or through them. Move over, under and through spaces and obstacles outdoors.		Children understand that instructions need to be concise and clear. People can't hold too many instructions in their head and they might need to	Instructions Communicate

	<ul style="list-style-type: none"> • Develop basic communication skills to help a partner – • Build teamwork skills when faced with problems and challenges ('Line Up' and 'School Grounds Scavenger Hunt') • Follow instructions from a partner to navigate around a grid, using four compass points and other directional language (Cone Course – modified version using only the 4 compass points and other directional instructions) 	break instructions down further.	
Can I work as part of a team taking on different roles?		Children understand that in a team there are different roles. Some people might be leaders and others might need to do the tasks. Sometimes in a task a leader needs a person to lead a subgroup and trust that they can do it.	Instructions Communicate Leaders Group
Can I solve problems within a team?		Children understand that problems are often easier to understand when we listen to other people's ideas. Children understand that with some problems you have to fail at it too understand how to do it better.	Instructions Communicate Leaders Group Problems
Can I navigate using compass directions?		Children can use written compass directions and a compass to navigate to different locations.	Instructions Communicate Leaders Group Compass Navigate

Cricket – Striking and fielding skills

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.

Lesson objective	Disciplinary Knowledge	Substantive Knowledge	Subject clarity / Fingertip knowledge	Vocabulary
Can I field a rolling and bouncing ball effectively?	Roll the ball with one hand and stop the ball, from different directions, using two hands and one hand.	Roll the ball with one hand and stop the ball, from different directions, using two hands and one hand.	<p>Children understand that in fielding they want to make their body as large as possible and get their body behind the ball. The aim is to stop the ball with your hands but it sometimes might miss them. This is when you want your body there for it to hit.</p> <p>Children understand that it is best to get two hands to the ball but sometimes the speed of a ball makes that hard to do.</p> <p>Children understand that they will need to get into different positions depending if the ball is rolling or bouncing.</p>	Bouncing Rolling Position
Can I choose the right throw to return a fielded ball?	<p>Throw underarm and catch a ball with control and accuracy.</p> <p>Throw overarm and attempt to catch a ball with control.</p>	<p>Throw underarm and catch a ball with control and accuracy.</p> <p>Throw overarm and attempt to catch a ball with control.</p>	Children know about underarm for accuracy and short distance and overarm for longer distances.	Underarm Overarm Decision

			Children need to pick the correct throw to use.	
Can I field and then throw a ball towards a set of stumps with accuracy?	<p>Throw underarm and catch a ball with control and accuracy.</p> <p>Throw overarm and attempt to catch a ball with control.</p>	<p>Throw underarm and catch a ball with control and accuracy.</p> <p>Throw overarm and attempt to catch a ball with control.</p>	<p>Children have previously thrown overarm for primarily distance. They now need to refine the technique for accuracy, speed and with a downward aim.</p> <p>Children need to get used to aiming at the middle of the stumps because this will give them the best chance of hitting at least one.</p>	Stumps Technique Overarm
Can I bowl under arm at stumps with accuracy and only one bounce?	Bowl underarm towards a wicket, in isolation and in a game situation.	Bowl underarm towards a wicket, in isolation and in a game situation.	Children should be able alter where the ball bounces to get the ball to be more likely to hit the stumps.	Bowl Bounce Stumps
Can I play a straight drive with a bat?	Hold a bat correctly to hit a ball off a tee, moving towards hitting a drop-fed ball/moving ball/moving ball.	Hold a bat correctly to hit a ball off a tee, moving towards hitting a drop-fed ball/moving ball/moving ball.	<p>Children begin with a side on stance similar to golf.</p> <p>They have the correct grip on the bat.</p> <p>They need to introduce bend into their posture.</p> <p>Unlike golf they will need to move their feet.</p> <p>Children will be best to start on a tee and progress to a moving ball.</p> <p>Children should step into the shot and strike with a straight bat.</p>	Bat Tee Drive Grip

			<p>Children should try to get their head and elbow over the ball.</p>	
<p>Can I change my foot position to straight drive in different directions?</p>	<p>Hold a bat correctly to hit a ball off a tee, moving towards hitting a drop-fed ball/moving ball/moving ball.</p> <p>Play an adapted game of basic cricket in groups of 4 – introduce role of bowler, batter, wicket-keeper and fielder:</p> <ul style="list-style-type: none"> • Bat individually and face 6 balls • Batter to run between the wickets in order to score points • Fielder/wicket-keeper to throw ball back to bowler after each bowl • Swap positions after each over 	<p>Hold a bat correctly to hit a ball off a tee, moving towards hitting a drop-fed ball/moving ball/moving ball.</p> <p>Play an adapted game of basic cricket in groups of 4 – introduce role of bowler, batter, wicket-keeper and fielder:</p> <ul style="list-style-type: none"> • Bat individually and face 6 balls • Batter to run between the wickets in order to score points • Fielder/wicket-keeper to throw ball back to bowler after each bowl • Swap positions after each over 	<p>Children can move their feet to allow them to strike a ball successfully.</p> <p>They want to strike with an open face to make good contact with the ball. To change where the ball goes they need to change their body position.</p> <p>Children should be able to combine all of the skills learnt to play small games.</p> <p>Leaders are aware of how they and others should be positioned in a game. They understand that these positions need to change depending on lots of factors. These could include the score or the strengths of an opponent.</p>	<p>Bat Tee Drive Grip</p>