



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

Athletics

Describe how the body reacts at different times and how this affects performance.

Explain why exercise is good for your health.

Give basic reasons for warming up and cooling down.

Lesson objective	Disciplinary Knowledge	Substantive Knowledge	Subject clarity / Fingertip knowledge	Vocabulary
Can I hand a baton over in a relay?	Running – use ‘FAST’ technique for sprinting, perform a 4-person relay race (focussing on learning baton changeover technique), develop techniques for maintaining speed when distance running (up to 400m)	<p>Running long distances requires endurance (the ability to keep doing something difficult for a long time), stamina (a good level of fitness) and pace-setting (not running too fast too soon). Sprinting requires muscle power, speed and short bursts of energy. Run a range of distances, varying pace and for extended periods.</p> <p>Skills can be advanced during training and practise time by changing different variables, such as the equipment, distance, height or technique used. Examine how changing variables can refine skills.</p>	<p>Children have looked at this in year 3 but briefly considering how altering their speed might need to be effective.</p> <p>Children can be taught the technique of a handover in a relay with one runner having their hand ready behind them to receive and the other extending the baton out towards it.</p> <p>Children understand that the receiver should not have to look they just focus on providing a fixed target.</p> <p>Children think about the communication needed.</p>	<p>Communication Fixed Target Handover</p>
Can I manage the transitions of a relay race efficiently?	Running – use ‘FAST’ technique for sprinting, perform a 4-person relay race (focussing on learning baton changeover technique), develop techniques for maintaining speed when distance running (up to 400m)	<p>Running long distances requires endurance (the ability to keep doing something difficult for a long time), stamina (a good level of fitness) and pace-setting (not running too fast too soon). Sprinting requires muscle power, speed and short bursts of energy. Run a range of distances, varying pace and for extended periods.</p>	<p>Children can manage the transitions in speed throughout a relay race.</p> <p>They understand when they need to slow, when they need to set off so to receive the baton and when they can sprint at their fastest.</p>	<p>Transition Relay Handover</p>

		Skills can be advanced during training and practise time by changing different variables, such as the equipment, distance, height or technique used. Examine how changing variables can refine skills.	Leaders can execute their skills correctly whilst helping others to achieve.	
Can I pace myself on a 400m run?	Running – use ‘FAST’ technique for sprinting, perform a 4-person relay race (focussing on learning baton changeover technique), develop techniques for maintaining speed when distance running (up to 400m)	Running long distances requires endurance (the ability to keep doing something difficult for a long time), stamina (a good level of fitness) and pace-setting (not running too fast too soon). Sprinting requires muscle power, speed and short bursts of energy. Run a range of distances, varying pace and for extended periods. Skills can be advanced during training and practise time by changing different variables, such as the equipment, distance, height or technique used. Examine how changing variables can refine skills.	Children have now increased the distance that they are running over. They can understand that in the Olympics 400m is considered a sprint event but that does not mean you sprint flat out for the whole thing. The most effective way is to maintain a constant speed with a small burst of speed at the end. Children understand that on a running track the race has a staggered start because the quickest route round the track is closest to the bend. Leaders have self-discipline	Staggered Constant Burst Bend
Can I vary my pace on a 400m run to be in the best position during the race?	Running – use ‘FAST’ technique for sprinting, perform a 4-person relay race (focussing on learning baton changeover technique), develop techniques for maintaining speed when distance running (up to 400m)	Running long distances requires endurance (the ability to keep doing something difficult for a long time), stamina (a good level of fitness) and pace-setting (not running too fast too soon). Sprinting requires muscle power, speed and short bursts of energy. Run a range of	Children understand that sometimes in a sport we run for personal challenge and our best times but at other times we just run to beat other people. In athletics this can be called a heat. In the Olympics athletes	Speed Personal Challenge Heat Position

		<p>distances, varying pace and for extended periods.</p> <p>Skills can be advanced during training and practise time by changing different variables, such as the equipment, distance, height or technique used. Examine how changing variables can refine skills.</p>	<p>will not always run their fastest time because they will need to save energy. Children can run a race to deliberately finish in a certain position being aware of what is happening around them and how they are going to alter their speed.</p> <p>Leaders have self-discipline</p>	
--	--	--	---	--

Tag Rugby

Describe how the body reacts at different times and how this affects performance.

Explain why exercise is good for your health.

Give basic reasons for warming up and cooling down.

Lesson objective	Disciplinary Knowledge	Substantive Knowledge	Subject clarity / Fingertip knowledge	Vocabulary
Can I take a tag off a player moving at speed?	<p>Tag another player when moving.</p> <p>Move with control, in a variety of directions holding the ball in the correct position.</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 refine the tackling technique from year 3 to be able to tag at speed.</p> <p>Children think about how their body position guides the attacker in a certain direction and how they can get alongside the attack.</p> <p>Children think about keeping their eyes on the tag and not getting distracted or closing their eyes.</p> <p>Children think about making the tag dominant instead of passive.</p>	<p>Tag Guide</p> <p>Dominant</p> <p>Passive</p>

<p>Can I throw a miss pass to move the ball quicker?</p>	<p>Move with control, in a variety of directions holding the ball in the correct position.</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 understand that in rugby you are constantly looking for space. They have learnt that the attacking line is usually staggered but sometimes we throw a flatter pass. We especially use this if we are going to miss players.</p> <p>Children can consider the pros and cons of a missed pass. They understand as more players are missed the pass becomes riskier as the ball is in the air for longer but also the reward can be higher.</p> <p>Children understand that longer passes mean the defending team has to stay spread out which helps to create space.</p>	<p>Miss Flatter Riskier Space</p>
<p>Can I run a dummy line, sidestep or goose step to make defending more difficult?</p>	<p>Move with control, in a variety of directions holding the ball in the correct position.</p> <p>Use speed, space and sidestep technique to avoid a defender.</p> <p>Beat a defender at speed, to score a try, in an isolated game situation.</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 understand that they can combine a miss pass with a dummy run. Children understand that attackers can play a role even if they do not have the ball in their hands.</p> <p>Children understand that they can sidestep and goose step to confuse the attacker. These are especially used when attackers are 1-1 with the defender, they do not have anyone else to pass to or if they are running out of space towards the touch line.</p>	<p>Miss pass Dummy Step Space Touch line</p>

<p>Can I work in pairs to defend? (1 focus on tag the other stops the pass)</p>	<p>Tag another player when moving.</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 understand that sometimes they can overload a player when they are defending. This means one play goes for the tag and the second player stands to stop the player passing before they are tagged.</p> <p>Children understand that once they have tagged the player they have to get back onside.</p> <p>Leaders work with their teammates to achieve.</p>	<p>Onsider Tag Overload</p>
<p>Can I apply my skills to a small sided game?</p>	<p>Play adapted games, encouraging the discussion of 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 combine the skills they have learnt to play small sided games.</p> <p>Games can be adapted to make it easier for the attackers to increase chances to score.</p> <p>Children focus on getting back onside and resetting the lines of attack and defend.</p> <p>Children encouraged to make the decision about when they should and shouldn't pass.</p> <p>Children to not seeing being tagged as a bad thing. It is important for making the defence get back onside.</p>	<p>Tag Attackers Defenders Onsider Decision</p>

			Leaders are always thinking of how to improve and change to beat the other team.	
Can I implement tactics to improve my team's performance?	Play adapted games, encouraging the discussion of attacking and defending tactics.	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>In year 3, children learnt the usual defensive set up of a flat line and introduced the idea of having a full back.</p> <p>Children can progress this into changes between the full back being in the line to attack and behind to defend.</p> <p>Children can experiment with the gaps between the defenders and attackers. Children understand that if the defenders mark 1-1 across the line it can lead to big gaps which make it easier to attack.</p> <p>Leaders are always thinking of how to improve and change to beat the other team.</p>	<p>1-1</p> <p>Full back</p> <p>Attack</p> <p>Defend</p> <p>Line</p> <p>Gaps</p>

Dance				
Describe how the body reacts at different times and how this affects performance.				
Explain why exercise is good for your health.				
Give basic reasons for warming up and cooling down.				
Lesson objective	Disciplinary Knowledge	Substantive Knowledge	Subject clarity / Fingertip knowledge	Vocabulary
Can I learn a dance that has a variety of actions and a transition between two dynamics?	Actions: Should be able to showed controlled movements that express simple emotions and feeling. Understand that these	Can choose actions and dynamics to convey a character or idea. Can copy and remember a set choreography. Can provide feedback using appropriate	Children need to recall the actions and dynamics previously taught. They have previously covered one dynamic per dance but children should understand	Dynamics Actions Emotions

	<p>movements can be improved when you consider extension, shape and the intent of the move.</p> <p>Basic dance actions include:</p> <ul style="list-style-type: none"> • Jump • Turn • Travel • Stillness/ balance • 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</p>	<p>language relating to the lesson. Can respond imaginatively to a range of stimuli relating to character and narrative. Can use changes in timing and spacing to develop a dance. Can use counts to stay in time with others and the music. Can use simple movement patterns to structure dance phrases on own and in a group.</p> <p>A skill is a special ability to do something well and is gained through practise and training. There are skills and techniques specific to particular activities or sports. It is important to identify areas of skill that require development to improve performance. Reflect on their own and others' skills, identifying and working on areas for improvement.</p>	<p>that performances often move from different dynamics.</p> <p>Children can explain how they have changed the dynamics to express an emotion and a change of emotion in the music.</p>	
<p>Can I use different space distributions to make the dance more effective?</p>	<p>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. 	<p>Can choose actions and dynamics to convey a character or idea. Can copy and remember a set choreography. Can provide feedback using appropriate language relating to the lesson. Can respond imaginatively to a range of stimuli relating to character and narrative. Can use changes in timing and spacing to develop a dance. Can use counts to stay in time with others and the music. Can use simple movement patterns</p>	<p>Children can apply previous learning and think about dynamics, actions and movements to think about how their positioned and use space. This could include the spacing between performers but also the spacing of the performance area.</p> <p>Children are able to move around different areas of the performance area and consider how they interact with other performers.</p>	<p>Space Performers Positioned Dynamics Actions Movements</p>

	<ul style="list-style-type: none"> • 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>	<p>to structure dance phrases on own and in a group.</p> <p>A skill is a special ability to do something well and is gained through practise and training. There are skills and techniques specific to particular activities or sports. It is important to identify areas of skill that require development to improve performance. Reflect on their own and others' skills, identifying and working on areas for improvement.</p>		
<p>Can I dance with time variations?</p>	<ul style="list-style-type: none"> • Space distribution: creating geometric patterns (circles, triangles, lines, half circles...) symmetries and asymmetries. Forming irregular shape patterns. • Time variations: unison (everybody at the same time), canon (beginning a same phrase in different but regular moments of the counting), dialogs (a dancer or a group of dancers moves while 	<p>Can choose actions and dynamics to convey a character or idea. Can copy and remember a set choreography. Can provide feedback using appropriate language relating to the lesson. Can respond imaginatively to a range of stimuli relating to character and narrative. Can use changes in timing and spacing to develop a dance. Can use counts to stay in time with others and the music. Can use simple movement patterns to structure dance phrases on own and in a group.</p> <p>A skill is a special ability to do something well and is gained through practise and training. There are skills and techniques specific to particular activities or sports. It is important to identify areas of skill that</p>	<p>Children have looked at canon and unison in year 3. Children can add dialogs and counterpoint to their understanding.</p>	<p>Time Variation vocabulary</p>

	<p>the other is in pause; they switch the situation several times), counterpoint of dancers performs a different choreographic fragment at the same time). Call and response.</p>	<p>require development to improve performance. Reflect on their own and others' skills, identifying and working on areas for improvement.</p>		
<p>Can I combine actions, dynamics, space distributions and time variations in a group to adapt the original choreography?</p>	<p>Performance: demonstrate a clear understanding of timing in relation the music and other dancers throughout my performance. Understand how a leader can ensure a dance happens in time. Be able to stay in character throughout to build atmosphere in a piece of dance.</p>	<p>Can choose actions and dynamics to convey a character or idea. Can copy and remember a set choreography. Can provide feedback using appropriate language relating to the lesson. Can respond imaginatively to a range of stimuli relating to character and narrative. Can use changes in timing and spacing to develop a dance. Can use counts to stay in time with others and the music. Can use simple movement patterns to structure dance phrases on own and in a group.</p> <p>A skill is a special ability to do something well and is gained through practise and training. There are skills and techniques specific to particular activities or sports. It is important to identify areas of skill that require development to improve performance. Reflect on their own and others' skills, identifying and working on areas for improvement.</p>	<p>Children can bring together all they have been taught to adapt a given choreography. Children can take the same choreography and apply different dynamics to give different emotions. Children can add different time variations to the same choreography</p> <p>Leaders can organise a larger number of people and make sure they know what they are doing. They can think about their performance and the performance of others.</p>	<p>Dynamics Movements Actions Time variation Choreography</p>

Basketball

Describe how the body reacts at different times and how this affects performance.

Explain why exercise is good for your health.

Give basic reasons for warming up and cooling down.

Lesson objective	Disciplinary Knowledge	Substantive Knowledge	Subject clarity / Fingertip knowledge	Vocabulary
<p>Can I dribble with either hand keeping the ball away from a defender?</p>	<p>Ball awareness – moving the ball around different parts of the body with control.</p> <p>Dribbling and bouncing a ball, with control, using either hand.</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 have learnt to push and not pat in year 3. Children should be able to move the ball quickly and confidently between their two hands.</p> <p>Children understand that by putting their other arm outstretched stops the defender from being able to get close to the ball and allows them to balance better.</p> <p>Children need to be able to dribble without looking at the ball so that they are aware of where defenders are.</p>	<p>Dribble Outstretched</p>
<p>Can I catch a bouncing ball and pivot to protect possession?</p>	<p>Perform a jump and side stop with a pivot, understanding that you cannot move the landing foot.</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 need to be able to catch a bouncing ball cleanly and regroup so that they are in control of the ball. Children need to understand that they can pivot in basketball before they decide what they are going to do with the ball.</p> <p>If you move your feet more than a pivot you are travelling with the ball and this is not allowed.</p>	<p>Pivot Travelling</p>

<p>Can I shoot from further away using the backboard?</p>	<p>Scoring into a net/hoop in a small 3v3 basketball game.</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 need to understand the shooting technique in basketball and the aim of arching the ball towards the net.</p> <p>Children need to understand that the box on the backboard is there to help them get the ball into the net.</p> <p>Children should be able to generate more power in their shooting technique and be able to shoot from further away. Children can challenge themselves by shooting at different angles to the net and explain how this makes it more difficult.</p>	<p>Backboard Technique Arching</p>
<p>Can I decide when it is best to shoot, dribble and pass?</p>	<p>Pass and receive, stepping into the pass (chest and bounce pass)</p> <p>Ball awareness – moving the ball around different parts of the body with control.</p> <p>Dribbling and bouncing a ball, with control, using either hand.</p> <p>Dodging around a player and into a space, with ball.</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 can make decisions about what they should do with the ball. They should understand that they can't run faster than a ball can be thrown and so passing is quicker than dribbling.</p> <p>Children should understand that if everyone is marked then it is sensible to dribble until someone is free to pass to.</p> <p>Children should understand that shooting is the way to score points but if you shoot</p>	<p>Decision Dribbling Passing Shooting</p>

			<p>from too far away it is unlikely to go in.</p> <p>Leaders make the right decisions under pressure. They do not look for excuses when it has gone wrong.</p>	
Can I play 3v3 game with a tip off and implementing tactics?	<p>Scoring into a net/hoop in a small 3v3 basketball game.</p> <p>Dodging around a player and into a space, with ball.</p> <p>Introduce and evaluate a 4v4 game with additional rules – ‘tip-off’ and back line pass after a goal + double dribble (continuing to dribble after stopping), travelling (moving with ball in hand)</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 play small sided games. Children can take on the roles of umpiring the game too.</p> <p>Leaders adapt tactics to win matches. This includes tactics where they do not get all of the glory.</p>	Umpire Rules

Gymnastics

Describe how the body reacts at different times and how this affects performance.

Explain why exercise is good for your health.

Give basic reasons for warming up and cooling down.

Lesson objective	Disciplinary Knowledge	Substantive Knowledge	Subject clarity / Fingertip knowledge	Vocabulary
Can I travel in a variety of ways with speed and control?	Travelling and Linking – Tip-toe step, Jump, Hop, Skipping, Gallop, Chassis, Straight Jump Half Turn, Cat Leap Half-turn, Pivot	A fluid gymnastic routine means having smooth links between the movements, actions and balances in a sequence. Combine	Children throughout this unit should really be concentrating on the refining of the skills as well as adding the new skills in bold.	Jumps Travels Balance Precision Feedback

		<p>movements, actions and balances and equipment, individually or collaboratively, to create a fluid routine.</p> <p>A skill is a special ability to do something well and is gained through practise and training. There are skills and techniques specific to particular activities or sports. It is important to identify areas of skill that require development to improve performance. Reflect on their own and others' skills, identifying and working on areas for improvement.</p>	<p>Children should be able to explain the purpose of gymnastics and how to create aesthetically pleasing moves.</p> <p>Children should be able to give really precise feedback to each other about body parts that do not look as controlled.</p>	<p>Controlled Refine</p>
<p>Can I balance in a variety of ways with control and precision?</p>	<p>Balances – 1-, 2-, 3- and 4-point balances, front support, back support, balances with and against a partner, balances on apparatus</p>	<p>A fluid gymnastic routine means having smooth links between the movements, actions and balances in a sequence. Combine movements, actions and balances and equipment, individually or collaboratively, to create a fluid routine.</p> <p>A skill is a special ability to do something well and is gained through practise and training. There are skills and techniques specific to particular activities or sports. It is important to identify areas of skill that require development to improve performance. Reflect on their own and others' skills,</p>		

		identifying and working on areas for improvement.		
Can I jump in a variety of ways from static and following a travel?	Jumps – Straight Jump, Tuck Jump, Star Jump, Straddle Jump , Straight Jump Half-turn, Cat Leap, Cat Leap Half-turn	<p>A fluid gymnastic routine means having smooth links between the movements, actions and balances in a sequence. Combine movements, actions and balances and equipment, individually or collaboratively, to create a fluid routine.</p> <p>A skill is a special ability to do something well and is gained through practise and training. There are skills and techniques specific to particular activities or sports. It is important to identify areas of skill that require development to improve performance. Reflect on their own and others' skills, identifying and working on areas for improvement.</p>		
Can I put a sequence of travels, balances and jumps together individually?	<p>Jumps – Straight Jump, Tuck Jump, Star Jump, Straddle Jump, Straight Jump Half-turn, Cat Leap, Cat Leap Half-turn</p> <p>Travelling and Linking – Tip-toe step, Jump, Hop, Skipping, Gallop, Chassis, Straight Jump Half Turn, Cat Leap Half-turn, Pivot</p> <p>Balances – 1-, 2-, 3- and 4-point balances, front support, back support, balances with and</p>	<p>A fluid gymnastic routine means having smooth links between the movements, actions and balances in a sequence. Combine movements, actions and balances and equipment, individually or collaboratively, to create a fluid routine.</p> <p>A skill is a special ability to do something well and is gained through practise and training. There are skills and techniques</p>		

	<p>against a partner, balances on apparatus</p>	<p>specific to particular activities or sports. It is important to identify areas of skill that require development to improve performance. Reflect on their own and others' skills, identifying and working on areas for improvement.</p>		
<p>Can I put a sequence of travels, balances and jumps together collaboratively?</p>		<p>A fluid gymnastic routine means having smooth links between the movements, actions and balances in a sequence. Combine movements, actions and balances and equipment, individually or collaboratively, to create a fluid routine.</p> <p>A skill is a special ability to do something well and is gained through practise and training. There are skills and techniques specific to particular activities or sports. It is important to identify areas of skill that require development to improve performance. Reflect on their own and others' skills, identifying and working on areas for improvement.</p>		

Golf

Describe how the body reacts at different times and how this affects performance.

Explain why exercise is good for your health.

Give basic reasons for warming up and cooling down.

Lesson objective	Disciplinary Knowledge	Substantive Knowledge	Subject clarity / Fingertip knowledge	Vocabulary
<p>Can I address the ball and avoid slice, hook, top and thin?</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>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 understand that if they hit the ball with different parts of the club face it will go in different directions.</p> <p>Children understand if they hit it with the middle of the club it will go straight.</p>	<p>Slice Hook Top Thin Middle</p>
<p>Can I select the right shot to play to avoid obstacles and get the ball to a certain area?</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 understand if there is an obstacle, they need to play different shots. This might include needing the ball to go higher to go over things or thinking about how they can get a ball to stop in a certain area.</p> <p>Children understand if there is an obstacle ahead of them, they might need to lay up to the obstacle because they can't clear it.</p>	<p>Obstacle Lay up</p>

<p>Can I put a series of shots together to get near to a target?</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 understand that in golf you need to play a series of shots to get closer to the target.</p> <p>Children can think about where they hit the ball to make future shots easier.</p> <p>Leaders make the right decision under pressure and do not make excuses for when things going wrong.</p>	<p>Series Target</p>
<p>Can I play the correct shot in different situations?</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 think about how they need to adapt a shot to get out of a tricky situation.</p> <p>This might include being in thick grass, in trees or behind an obstacle.</p> <p>Children understand that in golf it is not always about trying to hit the ball as far as possible.</p> <p>Leaders make the right decision under pressure and do not make excuses for when things going wrong.</p>	<p>Situation Adapt</p>

Gymnastics

Describe how the body reacts at different times and how this affects performance.

Explain why exercise is good for your health.

Give basic reasons for warming up and cooling down.

Lesson objective	Disciplinary Knowledge	Substantive Knowledge	Subject clarity / Fingertip knowledge	Vocabulary
Can I vault in a variety of ways with control?	Vaults – Hurdle Step onto Springboard, Squat onto a Vault, Straddle onto a Vault , Star Jump off Vault, Tuck off Vault, Straddle Jump off ,	A fluid gymnastic routine means having smooth links between the movements, actions and balances in a sequence. Combine movements, actions and balances and equipment, individually or collaboratively, to create a fluid routine.	Children throughout this unit should really be concentrating on the refining of the skills as well as adding the new skills in bold.	Vault Balances Rolls Handstands Cartwheels Travelling
Can I roll in a variety of ways from different start positions and after travels?	Rolls – Log Roll, Teddy Bear Roll, Forward Roll from standing, Straddle Forward Roll , Tucked Backward Roll, Backward Roll to Straddle	A skill is a special ability to do something well and is gained through practise and training. There are skills and techniques specific to particular activities or sports. It is important to identify areas of skill that require development to improve performance. Reflect on their own and others' skills, identifying and working on areas for improvement.	Children should be able to explain the purpose of gymnastics and how to create aesthetically pleasing moves.	Linking Individually Collaboratively
Can I cartwheel with safety and control from static and move starts?	Handstands, Cartwheels, Round-offs – Cartwheel , Lunge into Cartwheel , Lunge into Handstand		Children should be able to give really precise feedback to each other about body parts that do not look as controlled.	
Can I put a sequence of travels, balances and jumps, rolls and cartwheels together individually?	Travelling and Linking – Tip-toe step, Jump, Hop, Skipping, Gallop, Chassis, Straight Jump Half Turn, Cat Leap Half-turn , Pivot Balances – 1-, 2-, 3- and 4-point balances , front support, back support, balances with and against a partner , balances on apparatus Jumps – Straight Jump, Tuck Jump, Star Jump, Straddle			

	<p>Jump, Straight Jump Half-turn, Cat Leap, Cat Leap Half-turn</p> <p>Rolls – Log Roll, Teddy Bear Roll, Forward Roll from standing, Straddle Forward Roll, Tucked Backward Roll, Backward Roll to Straddle</p>			
<p>Can I put a sequence of travels, balances and jumps, rolls and cartwheels together collaboratively?</p>	<p>Travelling and Linking – Tip-toe step, Jump, Hop, Skipping, Gallop, Chassis, Straight Jump Half Turn, Cat Leap Half-turn, Pivot</p> <p>Balances – 1-, 2-, 3- and 4-point balances, front support, back support, balances with and against a partner, balances on apparatus</p> <p>Jumps – Straight Jump, Tuck Jump, Star Jump, Straddle Jump, Straight Jump Half-turn, Cat Leap, Cat Leap Half-turn</p> <p>Rolls – Log Roll, Teddy Bear Roll, Forward Roll from standing, Straddle Forward Roll, Tucked Backward Roll, Backward Roll to Straddle</p>			

Tennis

Describe how the body reacts at different times and how this affects performance.

Explain why exercise is good for your health.

Give basic reasons for warming up and cooling down.

Lesson objective	Disciplinary Knowledge	Substantive Knowledge	Subject clarity / Fingertip knowledge	Vocabulary
Can I hit and bounce a ball on a racket when moving?	Hit/bounce a ball on a racket when moving.	Striking and fielding games are activities in which players strike an object and run to a particular area to score points. Fielders try to stop the other team from scoring by retrieving and returning the ball. Specific throwing, catching, striking and fielding skills are required in particular sports, such as bowling a ball overarm in cricket or using a racket to get a ball over a net in tennis. Throw, catch, strike and field with control and accuracy.	Children to recap the tennis skills that they have been taught in year 3.	Forehand Backhand Return
Can I hit a ball into a target from a variety of distances/angles with no bounce?	Hit/bounce a ball on a racket when moving. Hit a ball into a target from a variety of distances/angles with no bounce.	Striking and fielding games are activities in which players strike an object and run to a particular area to score points. Fielders try to stop the other team from scoring by retrieving and returning the ball. Specific throwing, catching, striking and fielding skills are required in particular sports, such as bowling a ball overarm in cricket or using a racket to get a ball over a net in tennis. Throw, catch, strike and field with control and accuracy.	Children should be able to refine their striking of the ball when it comes at them from different angles. This requires them to think about their footwork and positioning. Children should be able to control where they hit the ball to aim towards different targets.	Forehand Adjust Backhand

<p>Can I hit a ball in forehand/backhand position with a drop feed?</p>	<p>Hit/bounce a ball on a racket when moving.</p> <p>Hit a ball into a target from a variety of distances/angles with no bounce.</p> <p>Hit a ball in forehand/backhand position with a drop feed.</p>	<p>Striking and fielding games are activities in which players strike an object and run to a particular area to score points. Fielders try to stop the other team from scoring by retrieving and returning the ball. Specific throwing, catching, striking and fielding skills are required in particular sports, such as bowling a ball overarm in cricket or using a racket to get a ball over a net in tennis. Throw, catch, strike and field with control and accuracy.</p>	<p>Children should be able to think about how they can drop the ball for themselves to make it easier to start a game.</p> <p>This includes considering how high it bounces and how far it is away from their body.</p> <p>Children can start games with a drop feed.</p>	<p>Forehand Backhand Drop feed</p>
<p>Can I hit a ball over a net towards a partner, using forehand and backhand, to create a rally?</p>	<p>Hit/bounce a ball on a racket when moving.</p> <p>Hit a ball into a target from a variety of distances/angles with no bounce.</p> <p>Hit a ball in forehand/backhand position with a drop feed.</p> <p>Hit a ball over a net towards a partner to create a rally.</p>	<p>Striking and fielding games are activities in which players strike an object and run to a particular area to score points. Fielders try to stop the other team from scoring by retrieving and returning the ball. Specific throwing, catching, striking and fielding skills are required in particular sports, such as bowling a ball overarm in cricket or using a racket to get a ball over a net in tennis. Throw, catch, strike and field with control and accuracy.</p>	<p>Children can drop feed the ball to start a rally. They can return the ball to each other's forehand and backhand.</p> <p>Children can return the ball moving their feet to position themselves.</p>	<p>Forehand Backhand Drop feed Position</p>
<p>Can I play an adapted game of tennis considering rules and implementing tactics?</p>	<p>Hit/bounce a ball on a racket when moving.</p> <p>Hit a ball into a target from a variety of distances/angles with no bounce.</p>	<p>Striking and fielding games are activities in which players strike an object and run to a particular area to score points. Fielders try to stop the other team from scoring by retrieving</p>	<p>Children can play short/mini tennis games. This includes a baseline serve and rules about returning and bouncing.</p>	<p>Forehand Backhand Drop feed Rules</p>

	<p>Hit a ball in forehand/backhand position with a drop feed.</p> <p>Play a game, communicating as a team.</p> <p>Play adapted games, children encouraged to think of tactics.</p>	<p>and returning the ball. Specific throwing, catching, striking and fielding skills are required in particular sports, such as bowling a ball overarm in cricket or using a racket to get a ball over a net in tennis. Throw, catch, strike and field with control and accuracy.</p>		
<p>Can I play a modified doubles game, using the skills I have learned and communicating as a team?</p>	<p>Hit/bounce a ball on a racket when moving.</p> <p>Hit a ball into a target from a variety of distances/angles with no bounce.</p> <p>Hit a ball in forehand/backhand position with a drop feed.</p> <p>Play a game, communicating as a team.</p> <p>Play adapted games, children encouraged to think of tactics.</p>	<p>Striking and fielding games are activities in which players strike an object and run to a particular area to score points. Fielders try to stop the other team from scoring by retrieving and returning the ball. Specific throwing, catching, striking and fielding skills are required in particular sports, such as bowling a ball overarm in cricket or using a racket to get a ball over a net in tennis. Throw, catch, strike and field with control and accuracy.</p>	<p>Children can play games of short/mini tennis but with a partner. They consider how this affects the game and the need for communication between the pair.</p> <p>Leaders communicate with their team calmly. When things do not work, they find a different plan to make it work.</p>	<p>Forehand Backhand Drop feed Rules Doubles Communication</p>

Dance

Describe how the body reacts at different times and how this affects performance.

Explain why exercise is good for your health.

Give basic reasons for warming up and cooling down.

Lesson objective	Disciplinary Knowledge	Substantive Knowledge	Subject clarity / Fingertip knowledge	Vocabulary
<p>Can I learn a dance routine that changes between a number of different dynamics?</p>	<p>Actions: Should be able to showed controlled movements</p>	<p>Can choose actions and dynamics to convey a character or idea. Can copy and</p>	<p>Los make clear what is required in each lesson.</p>	<p>Actions Dynamics Space</p>

<p>Can I experiment with dialogs, counterpoint and call and response in a dance routine?</p>	<p>that express simple emotions and feeling. Understand that these</p>	<p>remember a set choreography.</p>		<p>Variations</p>
<p>Can I use different space distributions to make my time variations more effective?</p>	<p>movements can be improved when you consider extension,</p>	<p>Can provide feedback using appropriate language relating to the lesson. Can respond imaginatively to a range of stimuli relating to character</p>		
<p>Can I perform using a range of dynamics, space distribution and time variations?</p>	<p>shape and the intent of the move.</p> <p>Basic dance actions include:</p> <ul style="list-style-type: none"> • Jump • Turn • Travel • Stillness/ balance • 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.</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 	<p>and narrative. Can use changes in timing and spacing to develop a dance. Can use counts to stay in time with others and the music. Can use simple movement patterns to structure dance phrases on own and in a group.</p>		

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.

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:

- **Space distribution:** creating geometric patterns (circles, triangles, lines, half circles...) symmetries and asymmetries. Forming irregular shape patterns.
- **Time variations:** **unison (everybody at the same time), canon (beginning a same phrase in different but regular moments of the counting), dialogs (a dancer or a group of**

	<p>dancers moves while the other is in pause; they switch the situation several times), counterpoint (each dancer or group of dancers performs a different choreographic fragment at the same time). Call and response.</p> <p>Performance: demonstrate a clear understanding of timing in relation the music and other dancers throughout my performance. Understand how a leader can ensure a dance happens in time. Be able to stay in character throughout to build atmosphere in a piece of dance.</p>			
--	---	--	--	--

Athletics

Describe how the body reacts at different times and how this affects performance.

Explain why exercise is good for your health.

Give basic reasons for warming up and cooling down.

Lesson objective	Disciplinary Knowledge	Substantive Knowledge	Subject clarity / Fingertip knowledge	Vocabulary
Can I work develop the flight phase of my standing long jump?	Jumping – perform an effective standing long jump, including an effective flight phase, and begin to measure the distance jumped,	Running long distances requires endurance (the ability to keep doing something difficult for a long time), stamina (a good level of fitness) and pace-	Children have previously focused on the take off and landing part of their jump. Children should work on what they are doing in the air to	Flight Landing Take off

		<p>setting (not running too fast too soon). Sprinting requires muscle power, speed and short bursts of energy. Run a range of distances, varying pace and for extended periods.</p> <p>Skills can be advanced during training and practise time by changing different variables, such as the equipment, distance, height or technique used. Examine how changing variables can refine skills.</p>	<p>help them maximise their distance.</p>	
<p>Can I set a personal challenge of improving my standing long jump distance?</p>	<p>Jumping – perform an effective standing long jump, including an effective flight phase, and begin to measure the distance jumped,</p>	<p>Running long distances requires endurance (the ability to keep doing something difficult for a long time), stamina (a good level of fitness) and pace-setting (not running too fast too soon). Sprinting requires muscle power, speed and short bursts of energy. Run a range of distances, varying pace and for extended periods.</p> <p>Skills can be advanced during training and practise time by changing different variables, such as the equipment, distance, height or technique used. Examine how changing variables can refine skills.</p>	<p>Children should be able to experiment with changing different parts of different phases to improve their jumping.</p> <p>Children should understand that they can set personal challenges to improve.</p> <p>Leaders hold themselves to the highest personal standards.</p>	<p>Flight Landing Take off Personal Challenge</p>
<p>Can improve my throwing for distance technique?</p>	<p>Throwing – overarm throw for direction using a tennis ball, perform and measure an effective chest push in m,</p>	<p>Running long distances requires endurance (the ability to keep doing something difficult for a long time), stamina (a good level of fitness) and pace-</p>	<p>Children should understand that different equipment can be thrown in different ways.</p>	<p>Furthest Technique Measure</p>

		<p>setting (not running too fast too soon). Sprinting requires muscle power, speed and short bursts of energy. Run a range of distances, varying pace and for extended periods.</p> <p>Skills can be advanced during training and practise time by changing different variables, such as the equipment, distance, height or technique used. Examine how changing variables can refine skills.</p> <p>A skill is a special ability to do something well and is gained through practise and training. There are skills and techniques specific to particular activities or sports. It is important to identify areas of skill that require development to improve performance. Reflect on their own and others' skills, identifying and working on areas for improvement.</p>	<p>Children can throw different equipment in the correct way and measure what they have thrown.</p> <p>Children can refine the technique for different types of throws with the purpose of throwing the furthest.</p>	
<p>Can I set a personal challenge for my distance throwing?</p>	<p>Throwing – overarm throw for direction using a tennis ball, perform and measure an effective chest push in m,</p>	<p>Running long distances requires endurance (the ability to keep doing something difficult for a long time), stamina (a good level of fitness) and pace-setting (not running too fast too soon). Sprinting requires muscle power, speed and short bursts of energy. Run a range of distances, varying pace and for extended periods.</p>	<p>Children should be able to experiment with changing different parts of their throwing technique such as release point, speed of pull back and follow through.</p> <p>Children should understand that they can set personal challenges to improve.</p>	<p>Pull back Follow through Release point Speed Personal Challenge</p>

		Skills can be advanced during training and practise time by changing different variables, such as the equipment, distance, height or technique used. Examine how changing variables can refine skills.	Leaders hold themselves to the highest personal standards.	
--	--	--	---	--

Outdoor and Adventurous

Describe how the body reacts at different times and how this affects performance.

Explain why exercise is good for your health.

Give basic reasons for warming up and cooling down.

Lesson objective	Disciplinary Knowledge	Substantive Knowledge	Subject clarity / Fingertip knowledge	Vocabulary
Can I complete challenges that are outside my comfort zone?	Use key communication skills to direct a partner Demonstrate effective teamwork when faced with problems and challenges	A challenge is an activity that tests a person’s abilities. Challenges can be met using different strategies, such as applying learnt skills or tactics, asking for help, working well with others and listening to and acting upon helpful feedback. Respond positively to challenges and other team members, showing the ability to listen to and act on feedback.	Children understand the idea of comfort zone. Different children have different comfort zones. Children carry out tasks based on things which they would not usually pick to do.	Comfort zone
Can I listen carefully to how to stay safe during adventurous activities and follow instructions?	Use key communication skills to direct a partner Demonstrate effective teamwork when faced with problems and challenges	A challenge is an activity that tests a person’s abilities. Challenges can be met using different strategies, such as applying learnt skills or tactics, asking for help, working well with others and listening to and acting upon helpful feedback.	Children can carry out activities with higher danger levels and understand the concept of making a personal risk assessment.	Risk assessment Rules

		Respond positively to challenges and other team members, showing the ability to listen to and act on feedback.	Children can explain in dangerous activities why there are rules.	
Can I orientate myself using keys, coordinates and compass directions?	Use key communication skills to direct a partner Demonstrate effective teamwork when faced with problems and challenges Follow instructions from a partner to navigate around a grid, using the eight compass points and other directional language. Progress on to creation of own navigational grid	A challenge is an activity that tests a person's abilities. Challenges can be met using different strategies, such as applying learnt skills or tactics, asking for help, working well with others and listening to and acting upon helpful feedback. Respond positively to challenges and other team members, showing the ability to listen to and act on feedback.	Children can develop on their orienteering they have done in previous year groups to follow more complicated instructions, maps and directions.	Directions Compass Bearings Orienteering
Can I follow the instructions of my team leader even when I do not agree?	Use key communication skills to direct a partner Demonstrate effective teamwork when faced with problems and challenges	A challenge is an activity that tests a person's abilities. Challenges can be met using different strategies, such as applying learnt skills or tactics, asking for help, working well with others and listening to and acting upon helpful feedback. Respond positively to challenges and other team members, showing the ability to listen to and act on feedback.	Children understand their role in a team. They carry out the instructions of their team leader even if they do not agree with it.	Instructions Leader Team
Can I work as a team to identify multiple solutions to a problem and pick the best person to lead?	Use key communication skills to direct a partner	A challenge is an activity that tests a person's abilities. Challenges can be met using different strategies, such as	Children think about a problem together first before they start to act.	Problem Errors Successful

	Demonstrate effective teamwork when faced with problems and challenges	applying learnt skills or tactics, asking for help, working well with others and listening to and acting upon helpful feedback. Respond positively to challenges and other team members, showing the ability to listen to and act on feedback.	They work a method through in their heads and suggest why it would be successful and the potential errors that could occur.	
--	--	--	--	--

Cricket				
Describe how the body reacts at different times and how this affects performance.				
Explain why exercise is good for your health.				
Give basic reasons for warming up and cooling down.				
Lesson objective	Disciplinary Knowledge	Substantive Knowledge	Subject clarity / Fingertip knowledge	Vocabulary
Can I field a rolling ball using the long barrier method?	Roll the ball with one hand and stop the ball, from different directions, using two hands, one hand and a long barrier.	Striking and fielding games are activities in which players strike an object and run to a particular area to score points. Fielders try to stop the other team from scoring by retrieving	Children develop on learning from year 3 of getting their body and hands behind a rolling ball to include teaching the formal long barrier method.	Long barrier Positioning Fielding

		and returning the ball. Specific throwing, catching, striking and fielding skills are required in particular sports, such as bowling a ball overarm in cricket or using a racket to get a ball over a net in tennis. Throw, catch, strike and field with control and accuracy.	Children need to concentrate on stopping the ball and positioning.	
Can I use a catching technique for balls that travel far and high?	Throw underarm and catch a ball with control and accuracy, in isolation and in a game situation. Throw overarm and catch a ball with control and at various heights, in isolation and in a game situation.	Striking and fielding games are activities in which players strike an object and run to a particular area to score points. Fielders try to stop the other team from scoring by retrieving and returning the ball. Specific throwing, catching, striking and fielding skills are required in particular sports, such as bowling a ball overarm in cricket or using a racket to get a ball over a net in tennis. Throw, catch, strike and field with control and accuracy.	Children learn the web hand approach to catching a ball from a height. The web sitting just below their eye line and moving their feet to position themselves. Children understand that they need to bring the ball back into their body to secure the catch.	Eye line Position Secure
Can I throw to the ball to either set of stumps with the correct throw and speed?	Throw underarm and catch a ball with control and accuracy, in isolation and in a game situation. Throw overarm and catch a ball with control and at various heights, in isolation and in a game situation.	Striking and fielding games are activities in which players strike an object and run to a particular area to score points. Fielders try to stop the other team from scoring by retrieving and returning the ball. Specific throwing, catching, striking and fielding skills are required in particular sports, such as	Children have previously looked at using an overarm throw to hit stumps. Developing this to pick the correct end to throw at based on where other players are. Children can aim at the stumps even when they are side on	Stumps Overarm Position

		<p>bowling a ball overarm in cricket or using a racket to get a ball over a net in tennis. Throw, catch, strike and field with control and accuracy.</p>	<p>and do not have all three stumps to hit.</p> <p>Children think about how when collecting the ball they can run to open the stumps up.</p> <p>Leaders help other players make choices without putting them under pressure. They do this by giving clear instructions.</p>	
<p>Can bowl underarm at a wicket varying where the ball bounces to make it harder for the batter?</p>	<p>Bowl underarm towards a wicket with control and accuracy, in isolation and in a game situation.</p>	<p>Striking and fielding games are activities in which players strike an object and run to a particular area to score points. Fielders try to stop the other team from scoring by retrieving and returning the ball. Specific throwing, catching, striking and fielding skills are required in particular sports, such as bowling a ball overarm in cricket or using a racket to get a ball over a net in tennis. Throw, catch, strike and field with control and accuracy.</p>	<p>Children have bowled underarm at stumps in year 3 but with the focus on hitting the stumps.</p> <p>Children understand that in cricket you can't bowl the ball wide but if you always just aim straight then it becomes easier for the batter to know where the ball is going.</p> <p>Children can think about how they can alter length of the bowl and where the bowl goes to make it harder to predict and open up other ways of getting out.</p>	<p>Bowl Line Wide</p>
<p>Can I play a defensive shot off both the back and the front foot?</p>	<p>Hold a bat correctly to hit a moving ball with control, in isolation and in a game situation.</p> <p>Play a 33modified game of Dynamos Cricket:</p>	<p>Striking and fielding games are activities in which players strike an object and run to a particular area to score points. Fielders try to stop the other team from scoring by retrieving and returning the ball. Specific throwing, catching, striking and</p>	<p>Children understand that like in other sports they have done there are different shots in cricket. They have done a drive in year 3.</p> <p>Children learn that if the ball is going straight at their stumps</p>	<p>Drive Block Tilting Swing Follow through</p>

	<ul style="list-style-type: none"> • Batting team in pairs and batting for 2 overs each, with no dismissals • 6 balls bowled per over • No ball called for more than 2 bounces/rolls when bowling • Wide ball called when outside of the designated area when bowling • No ball/Wide ball – Batting team have a ‘free-hit’ as a result from a cone with runs added as normal • Bowling takes place from one end only 	<p>fielding skills are required in particular sports, such as bowling a ball overarm in cricket or using a racket to get a ball over a net in tennis. Throw, catch, strike and field with control and accuracy.</p>	<p>they need to be able to play a defensive block. The idea is to play safely.</p> <p>They focus on getting the bat straight and tilting towards the floor.</p> <p>They take a step to the bounce of the ball. They get their elbow high and head down.</p> <p>There is no back swing as it is a block and very little follow through.</p> <p>Children can play games where the aim is different to simulate cricket such as to score a certain number of runs in a certain number of balls or to just not get out.</p> <p>Leaders help other players make choices without putting them under pressure. They do this by giving clear instructions.</p>	
--	--	---	--	--