



Resilience

Resourcefulness

Reflectiveness

Respect



GARDEN SUBURB JUNIOR SCHOOL

PE

LONG TERM CURRICULUM PLANS

2024-25

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Year 3 (PE)	<p>Dance – Principles of Dance</p> <p>Physical: I can link formations together and move smoothly between them. I can demonstrate a high, middle and low level when dancing. I can perform a dance routine to an audience.</p> <p>Thinking: I can understand why strength and conditioning are important. I can design a sequence of exercises to strengthen a specific body part. I can choreograph my own sections and add this onto my routine. I can remember the different sections of the routine and practise it.</p> <p>Social: I can work collaboratively in a group to create a formation I can assess my peers work against a criteria. I can demonstrate different types of canon as a class. I can identify the type of canon a group has used and</p>	<p>Gymnastics - Floor</p> <p>Physical: I can demonstrate body tension I can perform a half turn jump with a safe landing. I can perform a sequence of gymnastics movements. I can demonstrate a range of rolls (egg and egg star). I can perform a side roll from/to kneeling or standing. I can demonstrate the straddle position in different ways. I can perform a straddle jump. I can show the 6 clear stages of a forwards roll and perform these with flow. I can perform a scissor kick jump keeping my body straight. I can attempt to perform an L-shaped handstand on each leg.</p> <p>Thinking: I can remember to stretch my arms and legs, and point my toes. I know to lift my knee/s in towards my chest for a tuck jump/elevated hop. I can create a sequence</p>	<p>Dance Genre - Bollywood</p> <p>Physical: I can demonstrate some basic Bollywood dance movements. I can demonstrate a range of new Bollywood dance moves I can learn a basic Bollywood dance routine and can perform this. I can know what mudras are and demonstrate different ones. I can know a bank of Bollywood dance moves and be able to link them together.</p> <p>Thinking: I can understand the origins of Bollywood Dance. I can understand the differences between classic Indian dance styles. I can understand the characteristics of music used for Bollywood Dance. I can put some of the moves I have learnt together to make a short routine. I can perform the routine in my chosen formation. I can rehearse and improve</p>	<p>Gymnastics- using Apparatus</p> <p>Physical: I can remember and demonstrate travelling steps and balance (from Floor Gymnastics). I can perform a range of balance on or partially on apparatus. I can perform a half turn on apparatus to change the direction of my travel. I can demonstrate changes of speed when travelling on apparatus. I can demonstrate the appropriate technique for each jump/leap. I can perform a range of gymnastics jumps from apparatus. I can land in a squat position with soft bent knees and my arms stretched out in front of me. I can mount a bench/beam by performing a jump (tuck jump or elevated hop). I can climb the wall bars with efficiency. I can demonstrate balances through the wall bars. I can hang facing away</p>	<p>Rhythmic Gymnastics</p> <p>Skills to be confirmed</p>	<p>Dance Choreography</p> <p>Skills to be confirmed</p>



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	<p>give them feedback on how it was performed. I can make improvements based on feedback.</p> <p><u>Vocabulary:</u> Spatial awareness, stage, canon, feedback, formation, levels, choreography, binary, ternary, rondo</p>	<p>linking gymnastics movements together. I can know to keep my straddle position while I perform a teddy bear roll. I can know to put my hands by my ears, fingers pointing forwards, when performing a bridge. I can understand the importance of keeping my arms and shoulders strong when performing a handstand. I can come up with a clear starting and ending position for my sequence. I can create a sequence that links rolls, jumps, balances and travelling movements together.</p> <p><u>Social:</u> I can perform my sequence without talking and be in time with my group.</p> <p><u>Vocabulary:</u> Body tension, turn, sequence, rolls, tuck jump, elevated hop, straddle, point balances, points of contact, scissor kick, balances</p>	<p>the routine, before performing it to an audience.</p> <p><u>Social:</u> I can give feedback on a performance – 1 positive thing and 1 thing to improve on.</p> <p><u>Vocabulary:</u> Bollywood, dance styles, characteristics, hand gestures, mudras, canon, Bharatanatyam, Bhangra, routine, formation</p>	<p>from the wall bars. I can keep my legs and feet glued together. I can demonstrate a bunny hop onto the table and off of it. I can jump my legs the whole way over the table. I can attempt a run up or hurdle step before my vault. I can perform a side roll and forward roll, down a slope.</p> <p><u>Thinking:</u> I can create a short sequence showing the skills I have learnt I can remember the gymnastics rolls I have learnt and perform these on the floor. I can create a sequence and include a section of canon. I can come up with a clear starting and ending position for my sequence. I can create a sequence that links rolls, jumps, balances and travelling movements together using the floor and apparatus.</p> <p><u>Vocabulary:</u> Balance, travelling, turn, speed, jump, leap, wall bars, apparatus, bench, bunny hop, vault, hurdle, side roll, forward roll, canon</p>		
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Year 3 (Games)	<p>Invasion Games - keeping possession (basketball)</p> <p>Physical: I can use a range of skills to help me keep possession and control of the ball I can use a range of skills to keep possession and make progress towards a goal, on my own and with others</p> <p>Thinking: I can explain how to keep possession and describe how I and others have achieved it I know how to use space</p>	<p>Invasion Games – running with the ball (rugby)</p> <p>Physical: I can run whilst holding a ball I can pass a ball to my teammate</p> <p>Social: I can discuss and display the virtues of sportsmanship I can officiate/referee a small game</p>	<p>Invasion games – Learning different types of passing and catching skills</p> <p>Physical: can use a range of throw and catch skills to help me keep possession and control of the ball I can use a range of skills to keep possession and make progress towards a goal, on my own and with others</p> <p>Thinking: I can weigh up the options and often make good decisions about what to do I can recognise players who play well in games and give some reasons why</p>	<p>Outdoor and Adventurous Activities (OAA)</p> <p>Social: I can start to work as a pair or team to respond to a problem I can use communication skills to work as a team</p> <p>Thinking: I can read a basic map and orientate my map and body accordingly I can devise a simple plan and follow a marked-trail I can identify some symbols on a map</p>	<p>Athletics – Running jumping and throwing techniques</p> <p>Physical: I can run at different speeds e.g. change my pace with control I can decide the correct pace when running a long distance I can develop fluency and rhythm when choosing and applying different stride patterns I can use different throwing techniques e.g. push/pull throw, fling & heave throw I can throw accurately at a target and across different distances I can jump over hurdles with control and balance I can apply a variety pf techniques in a running, jumping an throwing competition</p> <p>Thinking: I know different techniques which will help me increase my height and distance of my jump I can explore different body position in flight I can explore different combination of jumps I can describe what happens to my body when I am taking part in Athletics</p>	<p>Striking and fielding games – Rounders / Cricket</p> <p>Physical: I can strike a ball with intent and throw it more accurately when bowling and/or fielding I can intercept and stop the ball with consistency, and return it quickly and accurately</p> <p>Thinking I can strike the ball to make it harder for my opponents I can use fielding skills to make it harder for my opponents I can choose where to stand as a fielder to make it hard for the batter</p> <p>Social: I am familiar with and use the rules set, and keep games going without disputes I can identify parts of my performance that need improvement, and suggest how to achieve this</p>



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Year 4 (PE)	<p>Dance – Principles of Dance</p> <p><u>Physical:</u> I can clap a rhythmic back accurately. I can demonstrate a rhythm using my body. I can show the strong beat of a piece of music with my body. I can create a short routine with a partner using the dance movements I have learnt. I can learn and perform a short motif. I can transition between 2 different dynamics in a routine. I can demonstrate 2 different types of turns. I can demonstrate 2 different types of jumps. I can use fragmentation to extend a section of Dance. I can perform a dance routine to an audience.</p> <p><u>Thinking:</u> I can structure a warm up and using different sections. I can identify what time signature a piece of music is in (whether it should be counted in 2, 3 or 4).</p>	<p>Gymnastics - Floor</p> <p><u>Physical:</u> I can perform the different gymnastic positions – pike, straddle, stretch, tuck...etc. I can perform a full turn jump using my arms to generate momentum. I can perform a step turn step, and include this in my sequence. I can use the momentum of my forwards roll to push me into a standing straddle position. I can perform a teddy bear roll keeping my legs and arms straight and from a straddle. I can perform a type of bridge, taking weight on my arms/hands. I can attempt a form of headstand taking weight on the top of my head. I can perform a type of handstand (L-shaped, touch at the top, switching legs). I can attempt the handstand to cartwheel progression. I can perform a split leap and a cat leap.</p> <p><u>Thinking:</u> I can know that balances are held for 3-5 seconds.</p>	<p>Dance Genre – Spanish/Flamenco</p> <p><u>Physical:</u> I can demonstrate some basic Spanish/Flamenco dance movements. I can put some of the moves I have learnt together to make a short routine. I can learn a teacher-led routine. I can clap and stamp a range of rhythms. I can know what a call and response is and demonstrate this. I can know a bank of Spanish dance moves and be able to link them together.</p> <p><u>Thinking:</u> I can understand the origins of Spanish & Flamenco dance. I can understand the characteristics of music used for Spanish Dance. I can remember taught dance moves and routines.</p> <p><u>Social:</u> I can set myself a target of</p>	<p>Gymnastics- using Apparatus</p> <p><u>Physical:</u> I can remember and demonstrate travelling steps and balance (from Floor Gymnastics). I can perform a range of balance on or partially on apparatus. I can demonstrate changes of speed and direction when travelling on apparatus. I can use different arm positions when balancing and travelling on the apparatus. I can demonstrate the appropriate technique for each jump/leap. I can perform a range of Gymnastics jumps off of apparatus. I can mount a bench/beam by performing a jump. I can perform jumps taking off from the bench and landing on the bench. I can link jumps to other gymnastics moves in mini-sequences. I can mount the table/vault to a crouching position and</p>	<p>Rhythmic Gymnastics</p> <p>Skills to be confirmed</p>	<p>Dance Choreography</p> <p>Skills to be confirmed</p>



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	<p>I can develop my motif to include jumps and turns. I can put the different versions of my motif together to create a whole section. I can understand I can reverse the order of movements to change a routine. I can remember the different sections of the routine and practise it. I can remember my target from last week and can practise to improve this.</p> <p>Social: I can give my peers feedback on their performance – both positive and suggestions for ways to improve.</p> <p>Vocabulary: Spatial awareness, stage, canon, feedback, formation, levels, choreography, binary, ternary, rondo (Year 3), rhythm, time signatures, motif, dynamics, jumps, turns, device fragmentation</p>	<p>I can know to keep my arms straight and shoulders strong when taking weight on my hands. I can create a sequence using jumps/leaps that travel. I can create a clear starting and ending position for my sequence. I can create a sequence that links rolls, jumps, balances and travelling movements together.</p> <p>Social: I can spot my partner safely. I can attempt a leapfrog with a partner. I can perform my sequence without talking and be in time with my group.</p> <p>Vocabulary: Body tension, turn, sequence, rolls, tuck jump, elevated hop, straddle, point balances, points of contact, scissor kick, balances, headstand (Year 3), stretch, tuck, momentum, point balance, patch balance, leap, traveling</p>	<p>something to work on for next week. I can create a section in a group. I can rehearse and practise the routine before performing it to an audience. I can give feedback on a performance – 1 positive thing and 1 thing to improve on.</p> <p>Vocabulary: Dance styles, characteristics, canon, , routine, formation (Year 3), Spanish dance, Flamenco, stamp, rhythms</p>	<p>squat position. I can coordinate pushing on my hands and then releasing them. I can keep my legs in a tuck position until I land. I can swing my legs over the vault, keeping them close to my chest. I can attempt different entrances to the through vault I can climb the wall bars with efficiency using different grips. I can demonstrate balances facing away from the wall bars. I can hang from the wall bars with different leg positions</p> <p>Thinking: I can create a short sequence showing the skills I have learnt I can remember the gymnastic rolls I have learnt in previous years/units. I can perform a forwards roll with a straddle entrance or exit on the floor. I can create a sequence that links rolls, jumps, balances and travelling movements together using the floor and apparatus.</p> <p>Social: I can create a group sequence showing my learning from the unit.</p>		
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				<p>I can improve my sequence focusing on the target I set.</p> <p>Vocabulary: Balance, travelling, turn, speed, jump, leap, wall bars, apparatus, bench, bunny hop, vault, hurdle, side roll, forward roll, canon (Year 3), beam, mount, squat, tuck, vault, entrances, exits, grip, straddle</p>		
	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Year 4 (Games)	<p style="text-align: center;">Net Games - Using bats and rackets</p> <p>Physical: I can accurately catch and return a thrown ball into a target area or my opponent's court I can hold a racket correctly I can use hand-to-eye coordination to play floor tennis I can play adapted games with and without a net</p> <p>Social: I can use the rules and keep games going without disputes I can identify aspects of my game that need improving, and say how I can go about improving them</p> <p>Thinking: I try to make things difficult for my opponent by directing the</p>	<p style="text-align: center;">Invasion Games – ball in the air games (rugby, netball, basketball)</p> <p>Physical: I can use a range of different passing skills I can change direction and speed when dribbling the ball (as in basketball or rugby) and when moving without the ball into space I can tag/tackle an attacker to win possession of the ball</p> <p>Thinking: I can describe the help I need to improve my play I can make decisions about when to pass and when to run with the ball I can work as a team to keep possession of the ball</p> <p>Social: I can keep and use rules given to me</p>	<p style="text-align: center;">Invasion Games – Developing teamwork skills with ball on the ground games</p> <p>Physical: I can dribble a ball on the ground and change direction I can change direction to avoid a defender in a one-vs-one situation I can start to use tricks and skills to avoid defenders in a one-vs-one situation I can close an attacker down and attempt to tackle in a one-vs-one situation</p> <p>Social: I can work well as part of a team with differing abilities</p> <p>Thinking: I know and explain the tactics and skills that I am confident with</p>	<p style="text-align: center;">Invasion Games – Ball in the air (netball)</p> <p>Physical: To pass a ball accurately and with control To pass a netball using a chestpass To start to learn to pass the ball whilst moving between passes to change direction to avoid a defender in a one-vs-one situation to start to use tricks and skills to avoid defenders in a one-vs-one situation to close an attacker down and attempt to tackle in a one-vs-one situation</p> <p>Social: To work well as part of a team with differing abilities To be a good loser and good winner</p>	<p style="text-align: center;">Athletics / Games skills - Sports Day preparation – introducing sports day activities</p> <p>Physical: I can apply a variety of techniques in a running, jumping and throwing competition</p> <p>Thinking: I can identify the differences in running styles and techniques I understand the importance of timing during the relay changes I understand that body positioning will result in a further throw. I can choose an appropriate throwing technique for different distances To explore the difference in standing and a run up throw when using a javelin I know using your arms and</p>	<p style="text-align: center;">Striking and fielding (baseball focus)</p> <p>Physical: I can hit the ball with intent I can throw a ball quickly and with accuracy</p> <p>Thinking: I can choose and use batting or throwing skills to make the game hard for my opponents I can make good judgements about when to run to score points</p> <p>Social: I can work well as part of a team to make it hard for the batter I am familiar with and use the rules set, and can keep games going without disputes or needing the teacher</p>



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	<p>ball to space, at different speeds and heights</p> <p>Vocabulary: racket, net, opponent, serve, rally, return, baseline</p>	<p>To show the virtues of fairplay and sportsmanship</p> <p>Vocabulary: dodge tackle, try, teamwork, fairplay, sportsmanship dummy, feint</p>	<p>and use well in games I can start to make decisions about when to pass and when to run with the ball</p> <p>Vocabulary: dribble, tackle, close-down, shoot, position, step-over, dummy, feint</p>	<p>To respect the decision of the referee</p> <p>Thinking: To know and explain the tactics and skills that I am confident with and use well in games to start to make decisions about when to pass and when to run with the ball To make off-the-ball runs to help my team keep possession To start to think tactically to help my team keep possession</p>	<p>increasing your speed can help increases the distance of a jump I can practise athletics safely</p> <p>Social: I can observe my peers and communicate examples of good technique</p> <p>Swimming</p> <p>Physical: I can enter the water carefully, as taught I can move around and across the pool, e.g. walking, running, hopping, with swimming aids and support I can move on and below the surface, showing confidence and enjoyment in the water I can begin to swim short distances of between 5 and 20 metres, using aids and later without them I can use a range of strokes effectively (i.e. back crawl, front crawl and breaststroke)</p> <p>Thinking: I can use a range of language to describe what they see and give concise explanations of what they do well I know that smooth swimming demands concentration and good control of arms, legs and breathing</p> <p>Social: I can identify aspects of their work that need improvement and suggest ways to practice</p>	
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					I can swim confidently, competently and proficiently for at least 25 metres I can perform safe self-rescue in different water-based situations	
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Year 5 (PE)	<p style="text-align: center;">Dance – Principles of Dance</p> <p><u>Physical:</u> I can demonstrate the 3 high, middle and low sub levels. I can demonstrate a range of ways to transition to the floor/a low level. I can demonstrate a range of ways to transition back up from the floor. I can demonstrate a range of jumps, rises and a lift. I can reflect the mood of the music in my movements by using different dynamics and levels in my dance. I can perform a dance routine to an audience.</p> <p><u>Thinking:</u> I can change a motif to show 3 different high, middle and low levels. I can listen to different pieces of music and identify the mood. I can create a backstory to my routine that links 2 emotions together. I can remember the different sections of the routine and</p>	<p style="text-align: center;">Gymnastics – Floor</p> <p><u>Physical:</u> I can demonstrate the pike and stag position and related jump. I can perform a cat leap (travelling movement). I can keep my legs together in a side roll and backwards roll. I can rock my legs over one shoulder and land on my knees (shoulder roll). I can rock back, shoot my legs over my head, and land on my knees or feet (backwards roll). I can perform a forwards roll confidently. I can attempt to enter a forwards roll from a balance/one leg. I can know the different stages of a headstand and can demonstrate these. I can attempt a more advanced headstand balance (straight legs or legs open). I can try out a range of partner balances and perform at least 3 competently.</p>	<p style="text-align: center;">Dance – Genre – Lyrical/Contemporary</p> <p><u>Physical:</u> I can demonstrate some basic Lyrical/contemporary dance movements. I can learn and remember some lyrical dance moves. I can put some of the moves I have learnt together to make a short routine. I can include a range of high and low levels in our routine. I can include a lift in or routine. I can know a bank of Lyrical dance moves and be able to link them together.</p> <p><u>Thinking:</u> I can understand the origins of Lyrical Dance and how the style came about. I can understand the characteristics of music used for Lyrical Dance. I can remember routines I have learned.</p> <p><u>Social:</u></p>	<p style="text-align: center;">Gymnastics- using Apparatus</p> <p><u>Physical:</u> I can remember and demonstrate travelling steps jumps and balances (from Floor Gymnastics). I can perform a range of balances on or partially on apparatus. I can demonstrate changes of speed, direction and arm positions when travelling on apparatus. I can land with one foot in front of the other when jumping on apparatus. I can mount the table to a crouching position, standing straddle position and sat straddle position. I can coordinate pushing my hands on the table and then releasing them as I make a straddle position in the air. I can push off the table to give me height and distance. I can attempt different entrances to the straddle</p>	<p style="text-align: center;">Rhythmic Gymnastics</p> <p>Skills to be confirmed</p>	<p style="text-align: center;">Dance Choreography</p> <p>Skills to be confirmed</p>



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	<p>practise it.</p> <p>Social: I can act on my feedback to improve my routine before performing. I can give my peers feedback on their performance – both positive and suggestions for ways to improve.</p> <p>Vocabulary: Spatial awareness, stage, canon, feedback, formation, levels, choreography, binary, ternary, rondo (Year 3), rhythm, time signatures, motif, dynamics, jumps, turns, device fragmentation (year 4), sub-levels, rise and fall, mood, emotions, storytelling</p>	<p>Thinking: I can link the movements I have learnt together to create a sequence that flows. I can understand how to create momentum using the rock and roll. I can include a range of rolls in my gymnastics sequence. I can know to keep my arms straight and shoulders strong when taking weight on my hands. I can come up with a clear starting and ending position for my sequence. I can create a sequence that links rolls, jumps, balances and travelling movements together.</p> <p>Social: I can take weight on my hands and perform a handstand with the support of my partner. I can spot my partner safely. I can create a short sequence linking our partner balances together smoothly, thinking particularly about how the entries and exits look. I can perform my sequence without talking and be in time with my group.</p> <p>Vocabulary: Body tension, turn, sequence, rolls, tuck jump, elevated hop, straddle, point balances, points of contact, scissor kick, balances, headstand (Year 3), stretch, tuck, momentum, point balance, patch balance,</p>	<p>I can identify whether the routine is being performed accurately and suggest improvements. I can generate ideas of how to create movements. I can rehearse and practise the routine, making improvements before performing it to an audience. I can give feedback on a performance – 2 positive things and 1 to improve on.</p> <p>Vocabulary: Dance styles, characteristics, canon, , routine, formation (Year 3), stamp, rhythms (Year 4), jazz, ballet, modern, lyrical, contemporary, movements, actions, high and low levels, lift</p>	<p>vault. I can coordinate running up to a springboard and jumping on it. I can climb the wall bars with efficiency and hang from them using different grips. I can mount and dismount the rope safely. I can hang from the rope holding my body weight. I can climb up the rope using the hand over hand technique. I can climb the wall bars with efficiency and hang from them using different grips. I can mount and dismount the rope safely.</p> <p>Thinking: I can perform a backwards roll to crouching or standing on the floor. I can attempt a backwards roll down apparatus. I can create a sequence that links rolls, jumps, balances and travelling movements together using the floor and apparatus.</p> <p>Social: I can create a group sequence I can improve my sequence focusing on the target I set.</p> <p>Vocabulary: Balance, travelling, turn, speed, jump, leap, wall bars, apparatus, bench,</p>		
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	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Year 5 Games	<p>Invasion - Football Developing teamwork skills/passing/ ball control skills</p> <p>Physical: I can use tricks and skills to avoid defenders in a one-vs-one situation and do so with greater frequency I can close an attacker down and attempt to tackle or contain in one-vs-one situation or when outnumbered I am starting to combine with my teammate when attacking</p> <p>Social: I can look for specific things (skills/tactics) in a game and explain how well they are being done I can work well as part of a team with differing abilities, helping others in my team</p> <p>Thinking: I can switch between being and thinking like an attacker and a</p>	<p>Invasion games: Tag Rugby</p> <p>Physical: I can use a variety of tactics to keep the ball, e.g changing speed and direction and to move it to a scoring position I can defend and tag my opponent I can pass a rugby ball accurately to my teammate and away from a defender</p> <p>Thinking: I can discuss and utilise different techniques when it comes to defending, I can work with my teammates to making tagging easier I can start to play with composure I can choose when to pass to avoid being tackled</p> <p>Vocabulary: dodge, tackle, try, teamwork, fairplay, sportsmanship dummy, feint (from Year 4) pass, combine, composure, defend, attack</p>	<p>Invasion Games – Netball</p> <p>Physical: can pass with accuracy, confidence and control I can use a variety of passes to keep the ball I can mark my opponent and work with my teammate to defend I can use a variety of passes to keep possession I can pass whilst moving between passes</p> <p>Thinking: I can make the decision about where to move when not in possession. I can make off the ball runs to help my team keep possession I can think tactically whilst playing in a position</p> <p>Social: I can be a good loser and good winner I can respect the decision of the referee I can show good sporting</p>	<p>Net Games – Tennis</p> <p>Physical: I can direct the ball reasonably well towards my opponent's court or target area I can show good backswing, follow through and feet positioning including the ready-position I can use my forehand to serve and return I am starting to use my backhand to return I can hit the ball with purpose, varying the speed, height and direction</p> <p>Social: I can keep score, following the rules of the game. I can umpire and settle disputes fairly</p> <p>Thinking: I can explain what I am trying to do and why it is a good idea I can try to hit the ball away from my opponent</p>	<p>Athletics Running, jumping and throwing techniques</p> <p>Physical: I can maintain a speed over a long duration of time or distance I can create a three stride pattern over hurdle and know the hurdling technique I can throw with greater control and accuracy e.g. by generating greater force when throwing I can develop a range of throwing techniques e.g. push/pull throw. fling and heave throws I can develop power and keep control when taking off and landing (jumping) I can develop change over skills when running in relays</p> <p>Thinking: I can time my runs I can measure and record my performance</p>	<p>Striking and Fielding Games – Cricket</p> <p>Thinking: I can choose and use batting or throwing skills to make the game hard for my opponents I can make good judgements about when to run to score points</p> <p>Social: I can work well as part of a team to make it hard for the batter I am familiar with and use the rules set, and can keep games going without disputes or needing the teacher</p>



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	<p>defender during the game I can suggest my own skills and tricks to evade defenders I can make decisions about when to tackle and when to contain whilst defending I can find and use space to help my team I can suggest tactics and formations in small-sided games.</p> <p>Vocabulary: dribble, tackle, close-down, shoot, position, step-over, dummy, feint (year 4), combine, space, movement, tactics, formation</p>		<p>behaviour</p> <p>Vocabulary: bounce-pass, chest-pass, shoulder pass, position, goal shooter, centre, goal keeper</p>	<p>Vocabulary: (Year 4) racket, net, opponent, serve, rally, return, baseline (new) ready position, forehand, backhand, volley</p>	<p>can perform a range of warm up activities with a small group of my peers</p> <p>Social: I can organise myself and others in small groups safely, and take turns and different roles I can create a run, jump and throw event</p>	
	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Year 6 (PE)	<p>Dance – Principles of Dance</p> <p>Physical: I can demonstrate the different way each type of joint moves. I can perform a short routine showing the way in which different joints move. I can demonstrate a range of isolations using different parts of my body. I can create rhythmic response phrases using isolations to demonstrate the rhythm. I can demonstrate a range of ways of travelling as my character can perform my</p>	<p>Gymnastics - Floor</p> <p>Physical: I can perform a set sequence accurately. I can perform a range of advanced jumps. I can perform a range of advanced rolls. I can perform a pirouette or spin with control. I can attempt to cartwheel or take weight on my hands. I can perform a forwards roll confidently (attempting a more advanced entry or exit).</p> <p>Thinking: I can copy and learn the teacher's set sequence. I can create my own sequence</p>	<p>Dance – Genres – Hip Hop</p> <p>Physical: I can use grooving in Hip Hop by showing a bounce through my body I can make sure I stay on the beat of the music. I can demonstrate some basic Hip Hop dance movements. I can perform the Prep and Reebok dance moves with the correct technique Demonstrate all 4 Hip Hop foundation movements. I can create a short routine including level changes and canon.</p>	<p>Gymnastics- using Apparatus</p> <p>Physical: I can remember and demonstrate travelling steps, jumps and balances (from Floor Gymnastics). I can perform a turn of sorts (pirouette) on the apparatus. I can perform other gymnastic skills from previous years on the apparatus. I can perform a hip twist vault. I can perform a through vault and straddle vault. I can use a springboard so</p>	<p>Rhythmic Gymnastics</p> <p>Skills to be confirmed</p>	<p>Dance – production piece</p> <p>I can work as a choreographer to produce a dance for a valued audience.</p> <p>I can use appropriate language and terminology to describe, interpret and evaluate dance.</p> <p>I can recognise how costume, music and set can help to improve a dance performance</p>



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<p>routine to an audience.</p> <p>Thinking: I can name the 5 different types of joints we have. I can know the different reasons why we have a skeleton. I can include pathways/directions and formations in my routine. I can identify if a group is performing in unison or canon and include them in my own routine</p> <p>Social: I can create a storyboard with my group I can set a target for my group for next week I can give positive feedback to another group.</p> <p>Vocabulary: Spatial awareness, stage, canon, feedback, formation, levels, choreography, binary, ternary, rondo (Year 3), rhythm, time signatures, motif, dynamics, jumps, turns, device fragmentation (year 4), sub-levels, rise and fall, mood, emotions, storytelling (year 5), joints, isolations, pedestrian, character, parthways. storyboard</p>	<p>with a range of advanced jumps/rolls. I can create a sequence focusing on the range of formations within it, and rehearse this until it is performance ready. I can come up with my own group balance. I can include a range of travelling steps in my sequence linking movements together. I can include a unison sections and a canon section in my sequence. I can come up with a clear starting and ending position for my sequence.</p> <p>Social: I can work with a partner/in a group to change the sequence. I can assist or be assisted by a partner with some jumps/leaps. I can create a sequence focusing on how I interact with my partner. I can support a partner in a balance and be supported in a balance. I can perform a range of counterbalances, either with a partner or in a group. I can perform my sequence without talking and be in time with my group.</p> <p>Vocabulary: Body tension, turn, sequence, rolls, tuck jump, elevated hop, straddle, point balances,</p>	<p>I can show the correct technique when performing the Monastery, Steve Martin and Cabbage Patch dance moves. I can show the correct technique when performing the Wop, ATL Stomp & the Bankhead Bounce.</p> <p>Thinking: I can understand the origins of Hip Hop and how the style came about. I can remember taught dance movements. I can choreograph a new section to add onto a set routine.</p> <p>Social: I can rehearse all the sections of the routine with my group. I can perform the routine and receive feedback on my performance. I can show confidence when performing a routine and think about using my face when performing. I can evaluate my learning</p> <p>Vocabulary: Dance styles, characteristics, canon, , routine, formation (Year 3), stamp, rhythms (Year 4), movements, actions, high and low levels, lift (Year 5) hip hop, breaking, locking, popping, smurf, Bart Simpson, criss cross, knee lifts, grooving, bounce,</p>	<p>I can vault over a higher table. I can coordinate my run up to the springboard. I can climb the wall bars with efficiency and hang from them using different grips. I can mount and dismount the rope safely. I can hang from the rope holding my body weight. I can climb up the rope using the hand over hand technique. I can climb the wall bars with efficiency and hang from them using different grips. I can perform a jump/leap off the apparatus. I can attempt a cartwheel to dismount the apparatus.</p> <p>Thinking: I can create a mini-sequence on the apparatus. I can link movements that flow with my dismount. I can remember and demonstrate the different gymnastics skills I have learnt. I can improve my sequence focusing on the target I set. I can create a sequence that links rolls, jumps, turns, balances and travelling movements together using the floor and apparatus.</p> <p>Social: I can perform group</p>			
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		points of contact, scissor kick, balances, headstand (Year 3), stretch, tuck, momentum, point balance, patch balance, leap, traveling (Year 4), pike, stag, rock and roll, shoulder roll, backwards roll, counterbalance, (Year 5) mirroring, canon, unison, pirouette, spin	beat, prep, reebok, monastery, steve martin, cabbage patch, wop, ATL stomp, bankhead bounce, freestyling	balances on the apparatus safely. I can dismount the apparatus in sync with my partner/group <u>Vocabulary:</u> Balance, travelling, turn, speed, jump, leap, wall bars, apparatus, bench, bunny hop, vault, hurdle, side roll, forward roll, canon (Year 3), beam, mount, squat, tuck, vault, entrances, exits, grip, straddle (year 4), springboard, height, distance, hang, rope, sequence (Year 5), pirouette, hip twist		
	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Year 6 (Games)	Net Games - Tennis <u>Physical:</u> I can play shots on both sides of my body in practices and when the opportunity arises in a game e.g. forehand and backhand I am starting to play shots from above my head, in practices and matches e.g smash I can try to hit the ball into a space away from my opponent <u>Social:</u> I can work well with others e.g. in a doubles game	Invasion Games - Tag Rugby <u>Physical:</u> I can perform rugby skills with greater speed and control <u>Thinking:</u> I can choose when to pass or run with the ball, so that my team keeps possession and make progress towards the try line I can identify aspects of my own and others' performances that need improvement, and suggest how to improve them I can defend as a unit when facing differing numbers of	Invasion Games - High 5 Netball <u>Thinking:</u> I can choose when and how to pass, so that my team keep possession I can use attacking and defending skills appropriately in games I can know the importance of being fit, and what types of fitness are most important for playing Netball I can plan and lead skill practices for Netball <u>Social:</u> I can identify	Invasion - Football Developing teamwork skills/passing/ ball control skills <u>Physical:</u> I can perform dribbling skills with greater speed, using these to evade defenders in one-vs-one situations and matches I can pass the ball accurately I can tackle the ball and try to retain possession I can combine well with a teammate to create clear	Athletics <u>Physical:</u> I can sustain my pace over longer distances, e.g sprint for ten seconds, run continuously for more than two minutes <u>Social:</u> I can organise myself and others in small groups safely, and take turns and different roles as a coach, performer and official I can watch a partner's performance and identify strengths and suggest	Striking and fielding Games - Rounders <u>Social:</u> I can make up my and lead an appropriate warm up and explain why certain activities have been chosen I can plan to outwit the opposition individually, as a pair or as a team, when I am batting, bowling and fielding I can use tactics which involve bowlers and fielders working together I can identify what I and



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	<p>Thinking: I can position myself well on court and spot the spaces in my opponent's court I can consider how to adapt my play to suit my own and others' strengths e.g. in a doubles game</p> <p>Vocabulary: (Year 4 and 5) racket, net, opponent, serve, rally, return ready position, forehand, backhand, volley, baseline (new) smash, doubles, partner</p>	<p>attackers.</p> <p>Social: I can organise my team to think of ideas to be more successful</p> <p>Vocabulary: dodge, tackle, try, teamwork, fairplay, sportsmanship dummy, feint (from Year 4) pass, combine, composure, defend, attack (from year 5) tactics/tactically, turn-over, knock-on, hand-off, offload the</p>	<p>aspects of my own and others' performances that need improvement, and suggest how to improve them I can plan and use tactics with my team to be successful in a Hi-Five game</p> <p>Vocabulary: bounce-pass, chest-pass, shoulder pass, position, goal shooter, centre, goal keeper (Year 5) tempo, movement, off the ball, runs, decision making</p>	<p>scoring opportunities</p> <p>Social: I can recognise and describe the best points in an individual's and a team's performance I can identify aspects of my own and others' performances that need improvement, and suggest how to improve them I can organise my team to think of ideas to be more successful I can officiate games independently I can explain and show good sporting behaviour</p> <p>Thinking: I can choose when to pass or run with the ball, so that I keep possession and make progress towards the goal I can retain composure when under pressure</p> <p>Vocabulary: dribble, tackle, close-down, shoot, position, step-over, dummy, feint, combine, space, movement, tactics, formation (year 4/5)</p>	<p>improvements</p> <p>Thinking I can say why some athletics activities can improve strength, power or stamina, and explain how these can help my performance in other types of activity or sports I can organise and manage an athletic event I can set a personal challenge and improve my own performance</p>	<p>others need to do to improve performance and suggest how to do this I am familiar with and use the rules set, and keep games going without disputes helping others to respond appropriately to decisions I can describe what is successful in my team's performance and act as a motivational and knowledgeable coach to improve our performance</p> <p>Thinking: I can choose and use batting or throwing skills to make the game hard for my opponents</p>
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