



PE Long Term Planning



'Achieve Excellence'

What does it mean to get better at PE at William Stockton?

At William Stockton, to 'get better at PE will mean that children learn to develop a wide range of fundamental skills, knowledge and understanding across a wide variety of sports and disciplines that will help equip them with skills for life.

Substantive - I know that...

Disciplinary - I know how to...

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery Cycle 1	Locomotion	Ball Skills	Dance	Gymnastics	Athletics	Invasion Games
END POINTS:	<p>Become aware of staying safe in the hall eg move safely in a space</p> <p>Move across climbing equipment using alternate feet.</p> <p>Maintain balance using my hands to stabilise me.</p> <p>Begin to run with</p>	<p>Begin to move large balls in different ways e.g. bouncing, kicking and throwing</p> <p>Begin to develop confidence and competence when engaging in activities that involve a ball</p>	<p>Begin to make a variety of body shapes eg wide, tall, curled</p> <p>Copy dance actions to a familiar & pop music,</p> <p>Begin to develop confidence and competence when engaging in dance activities</p>	<p>Copy and create shapes with my body</p> <p>Develop balance</p> <p>Develop jumping and landing safely</p>	<p>Develop running and stopping</p> <p>Work cooperatively and learn to take turn in races</p>	<p>Begin to work as a team</p> <p>Begin to take turns with others</p> <p>Play honestly guided by rules with support</p>

	spatial awareness and negotiate space successfully, adjusting speed and direction.					
Reception	Locomotion	Ball Skills	Dance	Gymnastics	Athletics	Invasion Games
END POINTS:	<p>Choose to move in a range of ways, moving freely with confidence making changes to body shape, position and pace of movement.</p> <p>Travel with confidence and skill around, under, over and through balancing and climbing equipment.</p>	<p>Show increasing control over an object in pushing, patting, throwing, catching or kicking it.</p> <p>Develop confidence, competence, precision and accuracy when engaged in ball activities</p> <p>Aim and throw a ball underarm with accuracy</p> <p>Catch a large ball using two hands</p> <p>Kick a ball at a target</p>	<p>Join a range of different movements together.</p> <p>Change the speed of their actions.</p> <p>Change the style of their movements.</p> <p>Create a short movement phrase which demonstrates their own ideas.</p> <p>Develop confidence, competence, precision and accuracy when engaged in dance</p>	<p>Create shapes whilst on apparatus</p> <p>Develop balance and control on apparatus.</p> <p>Jump and land safely</p> <p>Copy and create short sequences by linking actions together</p>	<p>Follow instructions involving several ideas or actions (obstacle)</p> <p>Use movement and skills with developing balance and coordination</p>	<p>Play by the rules</p> <p>Work cooperatively with a partner/ as a team</p> <p>Practise keeping score</p> <p>Move safely when playing tagging games</p>

Year 1	Invasion Games Dodgeball	Invasion Game Football	Gymnastics	Dance	Athletics	Striking & Fielding Rounders
END POINTS:	<p>Throw and roll towards a target with some varying techniques.</p> <p>Catch a medium-sized ball.</p> <p>Run, stop and change direction with some balance and control.</p> <p>Recognise space in relation to others</p> <p>In dodgeball you need to stand in a space.</p> <p>To understand that when you are a target, you need to dodge.</p>	<p>Move a ball using different parts of the foot.</p> <p>Kick and throw towards a stationary target.</p> <p>Run, stop and change direction with some balance and control.</p> <p>Recognise space in relation to other</p> <p>How to use simple tactics with guidance</p>	<p>Perform balances making their body tense, stretched and curled.</p> <p>Take body weight on hands for short periods of time</p> <p>Demonstrate poses and movements that challenge their flexibility.</p> <p>Remember, repeat and link simple actions together.</p> <p>How to set up and tidy away PE equipment safely.</p>	<p>Copy, remember and repeat actions.</p> <p>Choose actions for an idea.</p> <p>Use changes of direction, speed and levels with guidance.</p> <p>Show some sense of dynamic and expressive qualities.</p> <p>Describe how the body feels before, during and after exercise.</p>	<p>Attempt to run at different speeds showing an awareness of technique</p> <p>Begin to link running and jumping movements with some control.</p> <p>Jump, leap and hop and choosing which allows them to jump the furthest.</p> <p>Understand that different athletic events require different techniques.</p>	<p>Attempt to run at different speeds showing an awareness of technique</p> <p>Catch a medium-sized ball.</p> <p>Demonstrate different ways of throwing and striking a beanbag or large soft ball.</p> <p>Hold a tennis racket or cricket bat correctly.</p> <p>Understand that team work means working cooperatively.</p>
Year 2	Invasion Games Dodgeball	Invasion Game Football	Gymnastics	Dance	Athletics	Striking & Fielding Rounders

<p>END POINTS:</p>	<p>Run, stop and change direction with balance and control.</p> <p>Throw and roll towards a target using varying techniques with some success.</p> <p>Move to space to help win points</p> <p>Dodgeball is a team sport in which players have to dodge or catch the balls thrown by their opponents.</p>	<p>Dribble a ball with some success, stopping it when required.</p> <p>Show balance when kicking towards a target.</p> <p>Run, stop and change direction with increasing balance and control.</p> <p>Move to a space to help score goals or limit others' scoring.</p> <p>Football is a team sport.</p> <p>You can't handle the ball unless you are the goalkeeper.</p>	<p>Perform balances on different body parts with some control and balance.</p> <p>Take body weight on different body parts, with and without apparatus.</p> <p>Show increased awareness of extension and flexibility in actions.</p> <p>Copy, remember, repeat and plan linking simple actions with some control and technique.</p> <p>Gymnastics can be performed on equipment or floor.</p>	<p>Copy, remember and repeat a series of actions.</p> <p>Use mirroring and unison when completing actions with a partner</p> <p>Show a character through actions, dynamics and expression.</p> <p>Recognise and describe how the body feels during and after physical activities.</p>	<p>Show balance and coordination when running at different speeds.</p> <p>Link running and jumping movements with some control and balance.</p> <p>Show hopping and jumping movements with some balance and control.</p> <p>To use appropriate equipment safely.</p>	<p>Show balance and coordination when running at different speeds</p> <p>Strike a ball using a racket.</p> <p>Catch an object passed to them, with and without a bounce</p> <p>Begin to work cooperatively in a team</p> <p>To catch a ball you need to cup your hands together.</p> <p>To hold a racket accurately.</p>
<p>Year 3/4 Session 1</p> <p>VARA</p>	<p>Invasion Games Tag Rugby</p>	<p>Net & Wall Game Volleyball</p>	<p>Gymnastics</p>	<p>Dance</p>	<p>Athletics</p>	<p>Striking & Fielding Rounders</p>

Y3

Show balance, coordination and technique when running at different speeds, stopping with control.

Catch a ball passed to them using one and two hands with some success.

Change direction with increasing speed in game situations.

In Rugby you pass the ball behind you.

Only the ball carrier can be tagged.

When your tag has been taken, you give the ball to the opposite team.

You need to have two hands on the ball.

To score, you

Use space with some success in game situations.

Use simple tactics individually and within a team.

Show balance, coordination and technique when running at different speeds, stopping with control.

You bump, volley or spike the ball over the net in volleyball.

The server must serve from behind the end line

If the ball hits the ground on the opposite side of the net, then the point is given to the serving team.

Ball must be clearly visible to the opponents before a serve.

Demonstrate some strength and control when taking weight on different body parts for longer periods of time.

Demonstrate increased flexibility and extension in more challenging actions.

Choose actions that flow well into one another both on and off apparatus.

Plan and perform sequences showing control and technique with and without a partner.

Gymnastics is a series of movements that include balancing, rolling and jumping.

Gymnastics can be individual or together

Copy, remember and perform a dance phrase.

Create short dance phrases that communicate an idea.

Match dynamic and expressive qualities to a range of ideas.

Dance is movement to music.

Dance has a variety of dynamics which means it is performed at different heights.

Dances can be individual or as part of a group

Run in different directions and at different speeds, using a good technique.

Understand the relay and passing the baton.

Choose and understand appropriate running techniques.

Reinforce jumping techniques.

Improve throwing technique.

Compete in a mini competition, recording scores

You can use your arms to make you run faster.

Be able to play simple rounders games

Apply some rules to games.

Develop and use simple rounders skills.

Rounders is played with a round bat and a ball.

Rounders has strikers and fielders.

One team strikes and one team fields.

When you hit the ball, you need to run around the bases before the ball gets to the base.

A rounder is when you get all the way around without stopping after hitting the ball.

	<p>need to place the ball over the line with two hands.</p>					
Y4	<p>Demonstrate how and when to speed up and slow down when running.</p> <p>Catch a ball passed to them using one and two hands with increasing success.</p> <p>Change direction to lose an opponent with some success</p> <p>In Rugby you pass the ball behind you.</p> <p>Only the ball carrier can be tagged.</p> <p>When your tag has been taken, you give the ball to the opposite</p>	<p>Demonstrate how and when to speed up and slow down when running.</p> <p>Use simple tactics to help their team score or gain possession.</p> <p>Show balance when changing direction at speed in combination with other skills.</p> <p>You bump, volley or spike the ball over the net in volleyball.</p> <p>The server must serve from behind the end line</p> <p>If the ball hits the ground on the opposite side of</p>	<p>Use body tension to perform balances both individually and with a partner.</p> <p>Demonstrate increasing strength, control and technique when taking own and others weight.</p> <p>Demonstrate increased flexibility and extension in more challenging actions.</p> <p>Plan and perform sequences showing control and technique with and without a partner</p> <p>Gymnastics is a series of</p>	<p>Copy, remember and adapt set choreography.</p> <p>Choreograph considering structure individually, with a partner and in a group.</p> <p>Change dynamics to express changes in character or narrative.</p> <p>Dance is movement to music.</p> <p>Dance has a variety of dynamics which means it is performed at different heights.</p> <p>Dances can be individual or as</p>	<p>Demonstrate good running technique in a competitive situation. Select and maintain a running pace for different distances</p> <p>Explore different footwork patterns</p> <p>Understand which technique is most effective when jumping for distance.</p> <p>Practise throwing with power and accuracy. Throw safely and with understanding.</p> <p>Utilise all the skills learned in this unit in a competitive situation.</p>	<p>Identify different positions in rounders and the roles of those positions.</p> <p>Choose and use a range of simple tactics in isolation and in a game context.</p> <p>Develop the range of rounders skills that can apply in a competitive context</p> <p>Rounders is played with a round bat and a ball.</p> <p>Rounders has strikers and fielders.</p> <p>One team strikes and one team fields.</p>

	<p>team.</p> <p>You need to have two hands on the ball.</p> <p>To score, you need to place the ball over the line with two hands.</p>	<p>the net, then the point is given to the serving team.</p> <p>Ball must be clearly visible to the opponents before a serve.</p>	<p>movements that include balancing, rolling and jumping.</p> <p>Gymnastics can be individual or together</p>	<p>part of a group</p>	<p>In a shorter distance race, you would run quicker.</p> <p>In a longer distance race, running too quickly could cause a problem.</p>	<p>When you hit the ball, you need to run around the bases before the ball gets to the base.</p> <p>A rounder is when you get all the way around without stopping after hitting the ball.</p>
Y3/4 Class Teacher	Invasion Game Football	Invasion Game Hockey	Dodgeball	Invasion Game Netball	Striking & Fielding Cricket	O.A.A.
Y3	<p>Dribble a ball with feet with some control in game situations.</p> <p>Receive a ball using different parts of the foot</p> <p>Change direction to lose an opponent with some success.</p> <p>Use simple tactics individually and within a team.</p> <p>When you are on the pitch, you use</p>	<p>Begin to show how to hold a hockey stick and which side to use.</p> <p>Dribble the ball keeping it close to me using the correct side of stick.</p> <p>Show some signs of approaching a player to tackle and cause pressure.</p> <p>Points are scored when one team hits the ball into</p>	<p>Send and receive a ball</p> <p>Send a ball and move into space</p> <p>Send and receive in a simple game</p> <p>Use more than one simple tactic</p> <p>Evaluate success</p> <p>In dodgeball, you need to avoid being hit with the ball when it's been thrown by</p>	<p>Make a series of passes to team mates moving towards a scoring area</p> <p>Show a target to indicate where I'd like to pass to.</p> <p>Know where space is and try to move into it.</p> <p>Mark another player and defend when needed.</p> <p>You cannot move your feet when you</p>	<p>Throw and catch under pressure.</p> <p>Throw and catch under pressure.</p> <p>Learn batting control.</p> <p>Learn the role of backstop.</p> <p>Work as team, using tactics in order to beat another team.</p> <p>A cricket bat is</p>	<p>Follow instructions from a peer and give simple instructions.</p> <p>Work collaboratively with a partner and a small group, listening to and accepting others' ideas.</p> <p>Orientate and follow a diagram/map.</p> <p>Maps help us follow</p>

	<p>your feet.</p> <p>Only the Goalkeeper can pick up the ball in the Goalkeeping area.</p> <p>To score a goal, you kick the ball past the goalkeeper.</p>	<p>the goal of the opposing team.</p> <p>The goalkeeper keeps the ball out of the net.</p> <p>The ball cannot touch your feet.</p> <p>The flat side of the stick is what is used to hit the hockey ball.</p>	<p>the opposite team.</p> <p>Dodgeball involves a team working together.</p>	<p>have the ball in netball.</p> <p>Netball teams have 7 players.</p> <p>You score a goal by throwing the ball into the net.</p>	<p>long and flat.</p> <p>The batter stands in front of the wickets.</p> <p>The bowler throws the ball to the batter using an overarm throw.</p>	<p>directions.</p> <p>You need to get the clues quickly to achieve the aim.</p>
Y4	<p>Link dribbling the ball with other actions with increasing control.</p> <p>Change direction when dribbling with feet with some control in game situations.</p> <p>Receive a ball using different parts of the foot under pressure.</p> <p>Use simple tactics to help their team score or gain possession</p> <p>When you are on the pitch, you use</p>	<p>Sometimes change direction of travel by rotating and turning stick to support this.</p> <p>Use a push pass to make a direct pass.</p> <p>Maintain defence and keep the pressure until possession is gained.</p> <p>Points are scored when one team hits the ball into the goal of the opposing team.</p> <p>The goalkeeper</p>	<p>To send and receive a ball</p> <p>To travel with a ball Travel with a ball with control</p> <p>Use various simple tactics to outwit an opponent</p> <p>Apply basic principles of attack Travel with a ball with control in a game</p> <p>Evaluate success</p> <p>In dodgeball, you need to avoid being hit with the</p>	<p>Use a chest pass and shoulder pass to support team in scoring.</p> <p>Make decisions regarding which is the best type of pass to use.</p> <p>Begin to use a bounce pass, which only bounces once.</p> <p>Identify space to move into and show a clear target to receive a pass.</p> <p>Mark another player and begin</p>	<p>To develop the range of Cricket skills they can apply in a competitive context</p> <p>To consolidate existing skills and apply with consistency</p> <p>To choose and use a range of simple tactics in isolation and in a game context.</p> <p>A cricket bat is long and flat.</p>	<p>Accurately follow instructions given by a peer and give clear and usable instructions to a peer.</p> <p>Confidently communicate ideas and listen to others before deciding on the best approach.</p> <p>Plan and apply strategies to solve problems.</p> <p>Identify key symbols on a map and use a key to help navigate around a grid.</p>

	<p>your feet.</p> <p>Only the Goalkeeper can pick up the ball in the Goalkeeping area.</p> <p>To score a goal, you kick the ball past the goalkeeper.</p>	<p>keeps the ball out of the net.</p> <p>The ball cannot touch your feet.</p> <p>The flat side of the stick is what is used to hit the hockey ball.</p>	<p>ball when it's been thrown by the opposite team.</p> <p>Dodgeball involves a team working together.</p>	<p>to attempt interceptions.</p> <p>Know where positions are allowed on a court.</p> <p>You cannot move your feet when you have the ball in netball.</p> <p>Netball teams have 7 players.</p> <p>You score a goal by throwing the ball into the net.</p>	<p>The batter stands in front of the wickets.</p> <p>The bowler throws the ball to the batter using an overarm throw.</p>	<p>Maps help us follow directions.</p> <p>You need to get the clues quickly to achieve the aim.</p>
<p>Year 5/6 Session 1</p> <p>VARA</p>	<p>Invasion Games Rugby</p>	<p>Net & Wall Game Volleyball</p>	<p>Gymnastics</p>	<p>Dance</p>	<p>Athletics</p>	<p>Striking & Fielding Rounders</p>
<p>Y5</p>	<p>A game begins with a pass backwards from the centre spot.</p> <p>A try can only be scored when the ball is touched to the ground.</p> <p>You cannot pass the ball forwards.</p> <p>When a try is scored,</p>	<p>Maximum of three (3) hits per side.</p> <p>Player may not hit the ball twice in succession (a block is not considered a hit).</p> <p>6 players on each side.</p> <p>Teams score a</p>	<p>Gymnastics is a sport that includes physical exercises requiring balance, strength, flexibility, and coordination.</p> <p>Gymnastic routines require a change of speed, direction and</p>	<p>Dance is a sport that involves movement to music.</p> <p>Music varies across eras and there are distinctive dance moves for each.</p> <p>Rhythm is sounds and silences that</p>	<p>The javelin must be released from over the shoulder.</p> <p>The tip of the javelin must strike the ground first.</p> <p>It is not a foul if the javelin touches the ground during the run up.</p>	<p>Rounders is played between two teams - each team should have between 6 and 15 players.</p> <p>Reaching the 2nd or 3rd base in one hit scores the batting team half a point.</p>

	<p>the game is restarted by a free pass from the centre of the pitch by the non-scoring team.</p> <p>There are 8 - 12 players on a team.</p> <p>Players must always have two tags affixed to their belt whilst taking part in the game.</p> <p>An attacker must stop and play a roll ball if he or she is caught in possession with only one tag or no tags on.</p> <p>Be able to evade and tag opponents.</p> <p>Be able to pass and receive a pass at speed in a game situation.</p> <p>Develop tactics as a team, refining attacking and defending skills.</p>	<p>point when the opponents fail to return the ball over the net or hit the ball out of bounds.</p> <p>Whichever team wins the point then goes on to serve.</p> <p>Create and use space for self and others with some success.</p> <p>Understand the need for tactics and can identify when to use them in different situations.</p> <p>Demonstrate improved body posture and speed when changing direction.</p>	<p>different shaped movements.</p> <p>A canon involves the gymnasts taking turns to perform a movement.</p> <p>Combine own work with that of others, identifying strengths & weaknesses.</p> <p>Include change of speed, direction and shape in movements.</p> <p>Follow a set of 'rules' to produce a sequence, possibly made by peers.</p> <p>Create mirror /matching/cannon (pair) sequence varying dynamics/levels/direction etc.</p>	<p>occur over time in music.</p> <p>Different moves fill up different amounts of space.</p> <p>Show/fluency/control in chosen dances in response to stimuli.</p> <p>Perform fluent dances with characteristics of different styles/eras.</p> <p>Adapt & refine (in pair/group), dances that vary direction, space & rhythm.</p>	<p>A relay race is an event in which four participants work as a team to reach the finish line.</p> <p>The aim is to reach the end as quickly as possible and each member of the team takes a turn completing part of the course.</p> <p>Jumpers must take off from one foot.</p> <p>A jump is considered a failure if the jumper dislodges the bar..</p> <p>Use correct technique to run at speed. Develop the ability to run for distance. Identify and apply techniques o</p> <p>Understand which technique is most effective when</p>	<p>Games are typically played over two innings (rounds) - the winning team is the one with the most points at the end.</p> <p>If the ball is caught by a fielder the batting player is out.</p> <p>If 2 players from the same team are on one base, the player in front is out.</p> <p>A round ends when all batting players are out.</p> <p>Collaborate as a team to choose, use and adapt rules in games.</p> <p>Play in a tournament and work as team, using tactics in order to beat another team</p> <p>Recognise how</p>
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				<p>jumping Recognise how some aspects of fitness apply to rounders e.g. power, flexibility and cardiovascular endurance and link together a range of skills including: throw and catch under pressure; use fielding skills to stop the ball effectively; learn batting control; learn the role of backstop. for distance. Explore different footwork patterns.</p> <p>Throw with accuracy and power. Learn how to use skills to improve the distance of a pull throw.</p> <p>Demonstrate good techniques in a competitive situation.</p>	<p>some aspects of fitness apply to rounders e.g. power, flexibility and cardiovascular endurance and link together a range of skills including: throw and catch under pressure; use fielding skills to stop the ball effectively; learn batting control; learn the role of backstop.</p>
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Y6

A game begins with a pass backwards from the centre spot.

A try can only be scored when the ball is touched to the ground.

You cannot pass the ball forwards.

When a try is scored, the game is restarted by a free pass from the centre of the pitch by the non-scoring team.

There are 8 - 12 players on a team.

Players must always have two tags affixed to their belt whilst taking part in the game.

An attacker must stop and play a roll ball if he or she is caught in possession with only one tag or no tags on.

Further develop ability to evade and tag

Maximum of three (3) hits per side.

Player may not hit the ball twice in succession (a block is not considered a hit).

6 players on each side.

Teams score a point when the opponents fail to return the ball over the net or hit the ball out of bounds.

Whichever team wins the point then goes on to serve.

Link running, jumping and hopping actions with greater control and coordination.

Change direction with a fluent action and can transition smoothly between varying speeds.

Gymnastics is a sport that includes physical exercises requiring balance, strength, flexibility, and coordination.

Gymnastic routines require a change of speed, direction and different shaped movements.

A canon involves the gymnasts taking turns to perform a movement.

Select a suitable routine to perform to different audiences, bearing in mind who the audience is.

Transfer sequence above onto suitably arranged apparatus & floor.

Perform 6-8 part

Dance is a sport that involves movement to music.

Music varies across eras and there are distinctive dance moves for each.

Rhythm is sounds and silences that occur over time in music.

Different moves fill up different amounts of space

Create & perform dances in a variety of styles consistently.

Be aware of & use musical structure, rhythm & mood & can dance accordingly.

Use appropriate criteria & terminology to evaluate performances.

The javelin does not need to stick in the ground to be a valid throw.

Relay races take place in lots of different sports such as athletics, swimming and orienteering.

During each leg of a running relay, the athlete has to carry a baton and hand it over to the next team member within a changeover box/zone.

For the high jump Competitors may begin jumping at any height that can be announced by the judge or decided themselves.

A jump is considered a failure if the jumper touches the ground, or breaks the plane of the near edge

Rounders is played between two teams - each team should have between 6 and 15 players.

Reaching the 2nd or 3rd base in one hit scores the batting team half a point.

Games are typically played over two innings (rounds) - the winning team is the one with the most points at the end.

If the ball is caught by a fielder the batting player is out.

If 2 players from the same team are on one base, the player in front is out.

A round ends when all batting players are out.

	<p>opponents.</p> <p>Running at speed, changing direction at speed.</p> <p>Play effectively in attack and defence.</p> <p>Score points against opposition and support player with the ball.</p>	<p>Receive a ball with consideration to the next move.</p> <p>Effectively create and use space for self and others</p> <p>Work collaboratively to create tactics within their team and evaluate the effectiveness of these.</p>	<p>floor sequence as individual, pair & small group to a piece of music.</p> <p>Demonstrate 3 paired balances in sequence using various skills/actions. Practice and refine. Range of movements could include – Travel, balances, swinging, springing, flight, vaults, rotations, inversions, bending/stretching/twisting, gestures, linking skills...</p>		<p>of the bar before clearance.</p> <p>Investigate running styles and changes of speed. Demonstrate good running technique in a competitive situation.</p> <p>Explore different footwork patterns. Understand which technique is most effective when jumping for distance.</p> <p>Practise throwing with power and accuracy. Throw safely and with understanding</p> <p>Utilise all the skills learned in this unit in a competitive situation</p>	<p>Apply consistently rounders rules in conditioned games.</p> <p>Use a range of tactics for attacking and defending in role of bowler, batter and fielder.</p> <p>Play small sided games using standard rounders pitch layout.</p>
Year 5/ 6 Class Teacher	Invasion Game Football	Invasion Game Hockey	Dodgeball	Invasion Game Netball	Striking & Fielding Cricket	O.A.A.
Y5	In a full game of football, both sides have 11	Players can only hit the ball with the flat side of their	Players may only hit the opposition below waist	You can pivot when you have the ball, meaning	Cricket is played between two teams made up of	Orienteering involves walking and running whilst

	<p>players and the game lasts for 90 minutes, two halves of 45 minutes.</p> <p>A player attacking must have a defending player between the goalkeeper and themselves. Otherwise they would be offside.</p> <p>When one of the team players pushes or trips the opponent, it is a foul for which a free kick is awarded to the opponent's team.</p> <p>If the ball leaves the pitch, the team who did not touch the ball last is allowed to throw the ball back into play. This is called a throw in.</p> <p>Dribble making small touches into space with speed.</p>	<p>stick</p> <p>To dribble, the left hand should be at the top of the stick so that the thumb and forefinger make a "V" shape in line with the hooked part of the stick</p> <p>Hockey players (other than the goalkeeper) are not allowed to use their feet, or any other parts of the body, to control the ball at any time.</p> <p>You can only score a goal from inside the 'striking circle' in front of the opponent's goal.</p> <p>Games starts with one team being given a Centre Pass (taken from the centre of the pitch) which can be</p>	<p>height.</p> <p>If a ball bounces before hitting a player below waist height, they are not out.</p> <p>No player can hold the ball longer than 5 seconds. If caught doing so, they must roll the ball gently to the other team.</p> <p>To develop the skill of passing and catching a ball</p> <p>I Select appropriate strategies for attack</p> <p>Evaluate work and suggest ways to improve</p> <p>Choose and apply dodgeball skills consistently in a game situation</p>	<p>you can move one foot only to change your direction.</p> <p>Netball is a non-contact sport, you need to stand at least 4 feet away from the player with the ball.</p> <p>There are five types of passes in netball: chest pass, lob, shoulder pass, overhead pass, and bounce pass.</p> <p>You need to pass the ball within 3 seconds after receiving it.</p> <p>Use all three passes (chest, shoulder & bounce) correctly</p> <p>Use a range of speeds within a game to support a team in scoring.</p> <p>Begin to use square (across</p>	<p>eleven players.</p> <p>One team acts as the fielding team and the other as the batting team, these switch when everyone has batted.</p> <p>One person on the fielding team bowls.</p> <p>A wicket is made up of 3 stakes placed behind the batter. If the ball hits it when the bowler throws it, the batter is out.</p> <p>The fielding team must catch the ball and return it to the bowler as quickly as possible.</p> <p>To link together a range of skills and use in combination.</p> <p>To recognise how some aspects of fitness apply to cricket e.g.</p>	<p>navigating.</p> <p>Maps are used to navigate a trail.</p> <p>The aim of orienteering is to complete the course in the quickest time.</p> <p>A strategy is a plan or action created for completing a task</p> <p>A symbol is a sign, shape or object to represent something else. Usually used to simplify maps.</p> <p>Each time you change direction, you should re-orientate your map so that the features match up with what is on the map.</p>
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	<p>Send a football to someone on the team, using different parts of foot accurately.</p> <p>Use a range of ways to keep a ball under control (foot, knee, head, and knowing which one due to where ball is coming from).</p> <p>See space, and use it effectively.</p> <p>Defend a player and make some successful interceptions for team.</p>	<p>passed in any direction once the umpire has blown their whistle</p> <p>Hockey is non-contact sport.</p> <p>Hitting the ball requires you to change your grip by sliding your right hand up to meet the left hand at the top of the stick.</p> <p>Change direction and use the correct side of stick, sometimes using indian dribbling (alternating sides of stick while dribbling) to avoid defenders.</p> <p>Choose between the two passes (push/slap) and explain simply why</p> <p>Make a direct pass while dribbling</p>		<p>the court) & straight (up & down the court) passes to achieve pace.</p> <p>Defend a player and make some successful interceptions (snatch & catch) when playing as a team.</p>	<p>power, flexibility and cardiovascular endurance.</p> <p>To collaborate as a team to choose, use and adapt rules in games.</p>	<p>Start to orientate themselves with increasing confidence and accuracy around an orienteering course. Design an orienteering course than can be followed and offers some challenge to others. Begin to use navigation equipment to orientate around a trail.</p> <p>Use clear communication to effectively complete a particular role in a team. Complete orienteering activities both as part of a team and independently. Identify a key on a map and begin to use the information in activities.</p> <p>Communicate</p>
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Y6	<p>In a full game of football, both sides have 11 players and the game lasts for 90 minutes, two halves of 45 minutes.</p> <p>A player attacking must have a defending player between the goalkeeper and themselves. Otherwise they would be offside.</p> <p>When one of the team players pushes or trips the opponent, it is a foul for which a free kick is awarded to the opponent's team.</p>	<p>Players can only hit the ball with the flat side of their stick</p> <p>To dribble, the left hand should be at the top of the stick so that the thumb and forefinger make a "V" shape in line with the hooked part of the stick</p> <p>Hockey players (other than the goalkeeper) are not allowed to use their feet, or any other parts of the body, to control the ball</p>	<p>Players may only hit the opposition below waist height.</p> <p>If a ball bounces before hitting a player below waist height, they are not out.</p> <p>No player can hold the ball longer than 5 seconds. If caught doing so, they must roll the ball gently to the other team.</p> <p>Develop the skill of passing a catching a ball</p> <p>Develop an understanding of</p>	<p>You can pivot when you have the ball, meaning you can move one foot only to change your direction.</p> <p>Netball is a non-contact sport, you need to stand at least 4 feet away from the player with the ball.</p> <p>There are five types of passes in netball: chest pass, lob, shoulder pass, overhead pass, and bounce pass.</p> <p>You need to pass the ball within 3</p>	<p>Cricket is played between two teams made up of eleven players.</p> <p>One team acts as the fielding team and the other as the batting team, these switch when everyone has batted.</p> <p>One person on the fielding team bowls.</p> <p>A wicket is made up of 3 stakes placed behind the batter. If the ball hits it when the bowler throws it, the batter is out.</p> <p>The fielding team</p>	<p>Orienteering involves walking and running whilst navigating.</p> <p>Maps are used to navigate a trail.</p> <p>The aim of orienteering is to complete the course in the quickest time</p> <p>A strategy is a plan or action created for completing a task</p> <p>A symbol is a sign, shape or object to represent something else</p>

	<p>If the ball leaves the pitch, the team who did not touch the ball last is allowed to throw the ball back into play. This is called a throw in.</p> <p>Dribble making small touches into space with speed, to beat defenders.</p> <p>Make decisions regarding how and when to send a football to someone in team.</p> <p>Use a range of ways to keep a ball under control (foot, knee, head, and knowing which one due to where ball is coming from) when under pressure from a defender.</p> <p>Position body to defend effectively,</p>	<p>at any time.</p> <p>You can only score a goal from inside the 'striking circle' in front of the opponent's goal.</p> <p>Games starts with one team being given a Centre Pass (taken from the centre of the pitch) which can be passed in any direction once the umpire has blown their whistle</p> <p>Hockey is non-contact sport.</p> <p>Hitting the ball requires you to change your grip by sliding your right hand up to meet the left hand at the top of the stick.</p> <p>Use speed, changing of direction and indian dribbling to</p>	<p>when to run and when to pass the ball</p> <p>Apply basic strategic and tactical principles of attack</p> <p>Apply basic strategic and tactical principles of defence</p> <p>Use skills and tactics for an invasion type game</p> <p>Evaluate their own and others success and suggest ways to improve</p> <p>Understand basic principles of a warm up that will lead to invasion based activities</p>	<p>seconds after receiving it.</p> <p>Know which pass is best to use and when in a game</p> <p>Use landing foot to change direction to lose a defender.</p> <p>Draw defender away to create space for self or team.</p> <p>Position body to defend effectively, making successful interceptions.</p>	<p>must catch the ball and return it to the bowler as quickly as possible.</p> <p>To apply with consistency standard cricket rules in a variety of different styles of games.</p> <p>To attempt a small range of recognised shots in isolation and in competitive scenarios.</p> <p>To use a range of tactics for attacking and defending in role of bowler, batter and fielder.</p>	<p>Usually used to simplify maps.</p> <p>Each time you change direction, you should re-orientate your map so that the features match up with what is on the map.</p> <p>Orientate themselves with confidence and accurately around an orienteering course when under pressure.</p> <p>Design an orienteering course that is clear to follow and offers challenge to others. Use navigation equipment (maps, compasses) to improve the trail.</p> <p>Use clear communication to effectively complete a particular role in</p>
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	<p>making successful interceptions.</p>	<p>advance towards team's goal.</p> <p>Use a range of passes knowing which one depending on the distance of the pass.</p> <p>Dribble and change direction by making a square pass (across the pitch) or straight pass (up/down the pitch).</p> <p>Know when to defend and what defence skills could be used.</p> <p>Seize an opportunity to score, sometimes quite quickly.</p>				<p>a team. Compete in orienteering activities both as part of a team and independently. Use a range of map styles and make an informed decision on the most effective.</p> <p>Communicate clearly and effectively with others when under pressure. Work effectively as part of a team, demonstrating leadership skills when necessary.</p>
	Swimming KS2					
Y3	<p>Swim 10m unaided in shallow water using one basic method.</p> <p>Kick legs from the hip and identify when this needs improvements.</p> <p>Put face in water and blow bubbles.</p> <p>Enter and exit water safely and remain safe around water. Explain what dangers to identify around water</p>					

Y4	<p>Swim between 10m and 20m unaided in shallow water, using one basic method to achieve the distance.</p> <p>Use floats to swim longer distances with a more controlled leg kick.</p> <p>Join in all swimming activities confidently.</p> <p>Put face under the water and blow bubbles (begin to do this whilst swimming).</p> <p>Explore how to move in and under water.</p> <p>Recognise how swimming affects breathing.</p> <p>Identify and describe differences between different leg and arm actions.</p> <p>Understand water can be dangerous and repeat what to do when in difficulty.</p>
Y5	<p>Swim between 10m and 20m unaided in shallow water, using one stroke.</p> <p>Begin to swim 10m-15m unaided using a second stroke.</p> <p>Put face in water and breath correctly when swimming in one identifiable stroke.</p> <p>Use a float to aid their swimming and confidence in deeper water.</p> <p>Use a float to develop leg and arm techniques.</p> <p>Begin to explain how to keep safe whilst in water and what dangers should be identified.</p>
Y6	<p>Swim 25m unaided in water using one basic method to achieve this distance.</p> <p>Use two different strokes swimming on both front and back.</p> <p>Control breathing.</p> <p>Swim confidently and fluently both on the surface and under the water.</p> <p>Explain how to remain safe in water and what do if you or someone nearby gets into difficulty.</p>