



The Edward Worlledge Ormiston Academy PE Curriculum

All children will be able to:

Recall facts about important sportsmen and sportswomen from the past or present times.

Apply specific vocabulary when naming muscles, bones and organs within the human body.

Develop their own questions based on their area of interest.

Develop skills across all areas of physical education and apply these to any sporting game or event.

Develop a good stamina and understand why it is important to lead a fit and healthy life.

Autumn Term 1				
		Key Skills	Key Knowledge	Key Vocabulary
R	Health and Fitness	<ul style="list-style-type: none">• I can follow basic aerobic steps.• I can take part in a simple interval circuit including jogging, jumping, bending and stepping.	<ul style="list-style-type: none">• I can describe how my body feels before, during and after an activity.• I can describe which organs work hard during exercise.• I can label the human body parts on a diagram.	Heart, lungs, (EYFS goals – physical health) Quicker, faster, hot, breathing, heart rate, pulse.
1	Health and Fitness	<ul style="list-style-type: none">• I can follow basic aerobic steps• I can take part in a simple interval circuit including jogging, jumping, bending and stepping.	<ul style="list-style-type: none">• I can describe how my body feels before, during and after an activity.• I can describe which organs work hard during exercise.• I can label the human body parts on a diagram.• I can locate the heart, lungs and brain on a diagram.	Heart, lungs, (EYFS goals – physical health) Quicker, faster, hot, breathing, heart rate, pulse.

2	Health and Fitness	<ul style="list-style-type: none"> • I can follow basic aerobic steps • I can take part in a simple interval circuit including jogging, jumping, bending and stepping. 	<ul style="list-style-type: none"> • I can describe how my body feels before, during and after an activity. • I can describe which organs work hard during exercise. • I can label the human body parts on a diagram. • I can explain the functions of the heart, lungs and brain. 	exercise, tiring, energetic, energy, heart , lungs, breathing, safety, space, understanding, equipment, fitness, healthy, happy, physically, mentally, pace, nutrients, protein, carbohydrates, sugars, fat, dairy, fruit and vegetables.
3	Health and Fitness	<ul style="list-style-type: none"> • I can follow some complex aerobic steps in time to a beat. • I can demonstrate a push up with accuracy • I can take part in a simple interval circuit including jogging, jumping, bending and stepping. 	<ul style="list-style-type: none"> • I can explain why it is important to warm-up and cool-down. • I can explain which muscles are working during a push up. 	Warm up, cool down, exercise, tiring, energetic, energy, heart , lungs, breathing, safety, space, understanding, equipment, fitness, healthy, happy, physically, mentally, pace, nutrients, protein, carbohydrates, sugars, fat, dairy, fruit and vegetables.
4	Health and Fitness	<ul style="list-style-type: none"> • I can follow some complex aerobic steps in time to the music. • I can demonstrate exercise to target the core muscles. • I can demonstrate a dynamic stretch in my warm-up. 	<ul style="list-style-type: none"> • I can identify some muscle groups used in various activities. • I can explain where the 'core' muscles are and what they do. • I can explain why it is important to warm-up and cool-down. • I can explain the difference between a static and 	aerobic, anaerobic, endurance, cardiovascular system, variation, safety, involuntary muscle, hydration.

			dynamic stretch.	
5	Health and Fitness	<ul style="list-style-type: none"> • I can follow complex aerobic steps in time to a beat. • I can take part in endurance training to improve my fitness. • I can take part in strength training activities. 	<ul style="list-style-type: none"> • I can explain some important safety principles when preparing for exercise. • I can explain the difference between endurance training and strength training. 	aerobic, anaerobic, endurance, cardiovascular endurance, cardiovascular fitness, body mass index, body composition, fine motor skills, gross motor skills, muscular endurance, muscular strength, variation, safety, principles, preparation, Isometric muscle action, isotonic muscle action, involuntary muscle, hydration.
6	Health and Fitness	<ul style="list-style-type: none"> • I can lead my own complex aerobic sequences. • I can record my heart rate before and after exercise. 	<ul style="list-style-type: none"> • I can choose appropriate warm- ups and cool downs. • I can explain what aerobic and anaerobic exercise are. • I can explain why we need regular and safe exercise. • I can explain why the heart rate increases during exercise and present the data mathematically. 	aerobic, anaerobic, endurance, cardiovascular endurance, cardiovascular fitness, body mass index, body composition, fine motor skills, gross motor skills, muscular endurance, muscular strength, variation, safety, principles, preparation, Isometric muscle action, isotonic muscle action, involuntary muscle, hydration.

Autumn Term 1 Games

Year Group		Key Skills	Key Knowledge	Vocab
R	Games Hockey	<ul style="list-style-type: none"> • I can dribble the ball in a straight line. • I can hit the ball into a goal. 	<ul style="list-style-type: none"> • I can explain to my partner how to dribble the ball using a hockey stick. 	Dribble, straight line, target.
1	Games	<ul style="list-style-type: none"> • I can stay in a 'zone' during 	<ul style="list-style-type: none"> • I can explain how to use 	static balance, dynamic balance,

	Hockey	<p>a game.</p> <ul style="list-style-type: none"> • I can follow rules. • I can hit the ball accurately. 	<p>the equipment safely.</p> <ul style="list-style-type: none"> • I can explain how to hold a hockey stick appropriately. • I can explain how to hit the ball appropriately. 	zones, tactics, rules, decisions, movements, opportunities, competitive, non-competitive.
2	Games Hockey	<ul style="list-style-type: none"> • I can dribble the ball in a straight line • I can hit the ball accurately • Keep possession of the ball using tackling 	<ul style="list-style-type: none"> • I can explain the rules of hockey • I can explain the different positions in a hockey • I can explain how to tackle safely 	static balance, dynamic balance, zones, tactics, rules, decisions, movements, opportunities, competitive, non-competitive.
3	Games Hockey	<ul style="list-style-type: none"> • I can keep contact with the ball and stick whilst moving • Pass or shoot the ball accurately • Gain possession of the ball • Keep control when receiving a pass 	<ul style="list-style-type: none"> • I can dribble the ball in a straight line • I can hit the ball accurately • Keep possession of the ball using tackling 	static balance, dynamic balance, zones, tactics, rules, decisions, movements, opportunities, competitive, non-competitive.
4	Games Hockey	<ul style="list-style-type: none"> • I can keep contact with the ball and stick whilst moving • I can pass and shoot the ball accurately • I can gain possession of the ball 	<ul style="list-style-type: none"> • I can explain the different positions in a hockey and the job role of each position • I can explain how to pass the ball accurately 	static balance, dynamic balance, zones, tactics, rules, decisions, movements, opportunities, competitive, non-competitive.

		<ul style="list-style-type: none"> • I can work as part of team to achieve a goal 	<ul style="list-style-type: none"> • I can explain how to block tackle • I can explain where to stand during a game to benefit my team 	
5	Games Hockey	<ul style="list-style-type: none"> • I can keep control of the ball whilst changing direction • I can pass and shoot the ball accurately • I can mark another player to keep possession of the ball • I can gain possession of the ball using tackling • I can work in a team to achieve a goal 	<ul style="list-style-type: none"> • I can explain the different positions in a hockey and the job role of each position • I can explain why marking another player is important in a game • I can explain how to block tackle • I can explain where to stand during a game to benefit my team 	static balance, dynamic balance, zones, tactics, rules, decisions, movements, opportunities, competitive, non-competitive.
6	Games Hockey	<ul style="list-style-type: none"> • I can keep control of the ball whilst changing direction • I can pass and shoot the ball accurately during a game to score a goal 	<ul style="list-style-type: none"> • I can explain the different positions in a hockey and the job role of each position • I can identify which position is best suited to my skills within a hockey game 	static balance, dynamic balance, zones, tactics, rules, decisions, movements, opportunities, competitive, non-competitive.

		<ul style="list-style-type: none"> • I can gain possession of the ball during a game • I can work in a team to achieve a goal 	<ul style="list-style-type: none"> • I can explain which position I am playing and my job role within the game 	
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Autumn Term 2				
Year Group		Key Skills	Key Knowledge	Vocab
R	Gymnastics	<ul style="list-style-type: none"> • I can travel in various ways. • I can balance accurately on one foot. • I can demonstrate simple rolls. • I can create shapes with my body 	<ul style="list-style-type: none"> • Explain to others how to perform simple rolls safely. • Explain what makes a good gymnast. 	Balance, travel, stretch, sit, stand, safe, climb, roll, sequence, perform, shapes.
1	Gymnastics	<ul style="list-style-type: none"> • I can control my body when travelling. • I can control my body when balancing. • I can perform 3-point balances. • I can demonstrate simple rolls. 	<ul style="list-style-type: none"> • I can carry and set up equipment safely with help. • I can describe what a controlled balance looks like. • I can explain what makes a good gymnast. 	Balance, shapes, travel, stretch, sit, stand, safe, climb, roll, sequence, perform, mirror, routine.
2	Gymnastics	<ul style="list-style-type: none"> • I can create shapes with my body. • I can create a sequence using a combination of 	<ul style="list-style-type: none"> • Use appropriate language to accurately describe a gymnastic sequence, choosing one aspect and 	Balance, travel, stretch, sit, stand, safe, climb, roll, sequence, perform, mirror, routine.

		<p>travel, sits and various balances.</p> <ul style="list-style-type: none"> • I can perform my sequence with control. • I can perform simple rolls. 	<ul style="list-style-type: none"> • say how to improve it. • Explain what foundation skills a successful gymnast needs to have. 	
3	Gymnastics	<ul style="list-style-type: none"> • I can perform a sequence with strength, balance and control. • I can roll forwards safely. • I can climb on the apparatus safely • I can begin to use the equipment in my gymnastics routine. 	<ul style="list-style-type: none"> • I can use the skills I have learned in one task and apply them in another. • I can compare gymnastic sequences, commenting on similarities and differences. • I can explain the success criteria needed to be a professional gymnast. 	improvise freely, stimulus, phases, repeat, perform, strength, mirror, routine, flexibility, extend, sequence, control, similarities, differences, posture.
4	Gymnastics	<ul style="list-style-type: none"> • I can perform a variety of rolls, including a forward roll safely. • I can perform more complex sequences with a partner using mirroring. 	<ul style="list-style-type: none"> • I can begin to use appropriate vocabulary to describe how to improve and refine performances. • I can explain the success criteria needed to be a professional gymnast. 	prefer, disagree, improvise freely, travelling, translating, stimulus, phases, strength, extend, sequence, control, posture, similarities, differences, commenting, explanation, apparatus, mirroring, routine.
5	Gymnastics	<ul style="list-style-type: none"> • I can develop strength, technique and flexibility throughout performances. • I can create a sequence of movement with accuracy, coordination and fluency. 	<ul style="list-style-type: none"> • I can analyse and comment on skills and techniques and how these are applied in others performances. • I can analyse professional routines and use the point scoring system to award and deduct points. 	improvise freely, travelling, translating, stimulus, phases, physically demanding, extended sequences, suppleness, apparatus, mirroring, routine, accuracy, timing, purpose.

6	Gymnastics	<ul style="list-style-type: none"> • I can perform difficult actions, with an emphasis on extension, clear body shape and changes in direction. • I can plan and perform with precision, control and fluency. • I can create a sequence of movements from a Stimulus. 	<ul style="list-style-type: none"> • I can draw on what I know about strategy and composition when performing and evaluating my own work and work of others. • I can analyse professional routines and use the point scoring system to award and deduct points. 	improvise freely, travelling, stimulus, phases, , extended sequences, suppleness, isometric muscle action, isotonic muscle action, combination, specific timings, accuracy, clarity, consistency.

	Badminton	Key knowledge	Key skills	Vocabulary
1	Badminton	<ul style="list-style-type: none"> • I can throw an object underarm • I can hit object with a racquet • I can serve ball to partner 	<ul style="list-style-type: none"> • I can explain the different equipment used in Badminton • I can explain how you win a point in badminton • I can explain how to throw the shuttlecock underarm 	Shuttlecock, racket, badminton net, opponent,
2	Badminton	<ul style="list-style-type: none"> • I can throw a shuttlecock to partner • I can hit a shuttlecock with a racquet. • I can travel using different footwork • I can serve shuttlecock to partner 	<ul style="list-style-type: none"> • I can explain the different equipment used in Badminton • I can explain how you win a point in badminton • I can explain how to throw 	Shuttlecock, racket, badminton net, opponent, rally, underarm stroke, overarm stroke, point,

			the shuttlecock underarm	
3	Badminton	<ul style="list-style-type: none"> • I can use badminton racket to control an object • I can travel using different footwork • I can have a short rally with partner 	<ul style="list-style-type: none"> • I can explain how to score a point in a badminton game • I can explain the ready position and why it is important in a badminton game • I can explain how to use footwork to your advantage 	Shuttlecock, racket, badminton net, opponent, rally, underarm stroke, overarm stroke, point, serve, footwork
4	Badminton	<ul style="list-style-type: none"> • I can use a badminton racket to control an object • I can use a badminton racket to strike a shuttlecock with accuracy and control • I can use chasse and running steps to move around the court • Defend against an opponent scoring a point. 	<ul style="list-style-type: none"> • I can explain the ready position and why it is important in a badminton game • I can explain which shots to use during a game of badminton • I can explain how to attack and defend using space in badminton 	Shuttlecock, racket, badminton net, opponent, rally, underarm stroke, overarm stroke, point, serve, footwork, control accuracy, chasse, defend
5	Badminton	<ul style="list-style-type: none"> • Use a badminton racket to demonstrate some attacking shots • I can use chasse and running steps to move around the court • I can defend against an opponent scoring a point • I can participate match. 	<ul style="list-style-type: none"> • I can explain how to challenge opponent by using different strokes of the racket • I can explain how to use footwork during a match in order to challenge the opponent • I can explain the scoring system within badminton 	Shuttlecock, racket, badminton net, opponent, rally, underarm stroke, overarm stroke, point, serve, footwork, control accuracy, chasse, defend, attack, space, match
6	Badminton	<ul style="list-style-type: none"> • I can use badminton racket to attack and defend 	<ul style="list-style-type: none"> • I can explain how to challenge opponent by 	Shuttlecock, racket, badminton net, opponent, rally, underarm

		<ul style="list-style-type: none"> • during a game • I can use chasse and running steps to move around the court to score a point • I can participate match. 	<ul style="list-style-type: none"> • using different strokes of the racket • I can demonstrate tactics within a game of badminton in order to win 	stroke, overarm stroke, point, serve, footwork, control accuracy, chasse, defend, attack, space, match
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Spring Term 1

Year Group		Key Skills	Key Knowledge	Vocab
R	Dance – pop	<ul style="list-style-type: none"> • I can copy simple moves . • I can remember short sequences. 	<ul style="list-style-type: none"> • I can use some dance vocabulary during explanations. 	Bounce, clap, jump, turn, sequence, movement, slide, kick, stretch, rhythm.
1	Dance – Street Dance Diversity Key actions: Kick Turn Travel Jump	<ul style="list-style-type: none"> • I can copy simple dance moves. • I can choreograph a short dance. • I can change rhythm, speed, level and direction 	<ul style="list-style-type: none"> • I can use some dance vocabulary during explanations. • I can explain the definitions of speed, level and direction. 	Perform, move, sequence, movement, choreograph, stimulus, rhythm, choreographer.
2	Dance – Hip-Hop Run DMC Key actions: Kick Turn Travel Jump	<ul style="list-style-type: none"> • I can copy dance moves with precision. • I can choreograph a short dance in time to the music. • I can change rhythm, speed, level and direction. 	<ul style="list-style-type: none"> • I can confidently use dance vocabulary when giving feedback to my peers. • I can identify key actions in my peers' routine. • I can confidently explain the definition of rhythm. 	Perform, move, sequence, movement, choreograph, stimulus, rhythm choreographer, key actions.
3	Dance – Jazz Bob Fosse Key actions:	<ul style="list-style-type: none"> • I can perform sequences of movement in the Jazz style. 	<ul style="list-style-type: none"> • I can use more complex dance vocabulary to describe how to 	Perform, move, sequence, movement, choreograph, stimulus, choreographer, unison, cannon,

	<p>Kick Turn Travel Jump Pointed-toes</p>	<ul style="list-style-type: none"> • I can improvise freely, translating ideas from a stimulus into movement. • I can share and create phrases with a partner and in small groups. • I can refine my movements. • I can repeat, remember and perform these phrases in a dance. 	<ul style="list-style-type: none"> • Improve and refine performances. • I can describe the style of Bob Fosse in detail. • I can confidently explain what a stimulus is. 	levels, direction, pathways, tempo, dynamic, genre.
4	<p>Dance – Tap Dance Gene Kelly</p> <p>Key actions: Heel-toe Toe-heel Shuffle Shuffle Hop</p>	<ul style="list-style-type: none"> • I can perform simple tap routines including the key actions. • I can choreograph a simple tap routine with clarity and fluency. • I can be inspired by Gene Kelly's work. • I can teach some basic tap steps to my partner. 	<ul style="list-style-type: none"> • I can use complex dance vocabulary to describe how to improve and refine performances. • I can explain the definitions of unison and cannon. • I can recall information about Gene Kelly. 	Perform, move, sequence, movement, choreograph, stimulus, choreographer, unison, cannon, levels, direction, pathways, tempo, dynamic, genre
5	<p>Dance – Ballet Darcey Bussell</p> <p>Key actions: 5 feet positions 5 arm positions Leap Turn Bend Stretch</p>	<ul style="list-style-type: none"> • I can perform my key actions with accuracy. • I can choreograph a routine using various dance techniques. • I can choreograph a routine in the style of 	<ul style="list-style-type: none"> • I can use ballet terminology to describe my peers' performances. • I can understand and implement feedback from others. 	<p>Opportunity to link with French lessons (vocab)</p> <p>Prima-ballerina, Royal Opera House, pirouette, leap, gallop, bend, stretch, point, posture.</p> <p>Arm positions, feet position</p> <p>Perform, move, sequence, movement, choreograph, stimulus,</p>

		ballet.	<ul style="list-style-type: none"> I can confidently explain the definition of dynamics and fluidity. 	choreographer, unison, cannon, levels, direction, pathways, tempo, dynamic, genre, unison, cannon.
6	<p>Dance – Contemporary Matthew Bourne and Merce Cunningham (Contrasting choreographers)</p> <p>Key actions: Bend Stretch Swing Transfer Weight Roll down Roll up Floorwork</p>	<ul style="list-style-type: none"> I can perform my key actions with accuracy. I can perform expressively and purposefully. I can dance with musicality. I can modify parts of a sequence as a result of self and peer evaluation. 	<ul style="list-style-type: none"> I can describe the difference in techniques of Matthew Bourne and Merce Cunningham. I can confidently give and receive constructive feedback from peers and implement these changes. I can create a dance dictionary of terminology. 	Sadler's wells, Roll, bend, stretch, swing, transfer weight, roll up, roll down, floor work, partner work. Perform, move, sequence, movement, choreograph, stimulus, choreographer, unison, cannon, levels, direction, pathways, tempo, dynamic, genre, unison, cannon.

Spring 1 Games – Basketball

R	Basketball	Key knowledge	Key Skills	Vocabulary
1	Basketball	<ul style="list-style-type: none"> I can bounce the ball with two hands whilst walking I can receive a bounce pass from a teammate 	<ul style="list-style-type: none"> I can explain how to dribble a ball 	Dribble, bounce pass, chest pass, target, hoop, marking, attacking, defending,
2	Basketball	<ul style="list-style-type: none"> I can bounce the ball in a straight line I can bounce and chest pass to another player I can shoot on a target 	<ul style="list-style-type: none"> I understand how many players on a team I can pass to another player during a game 	attacking and defending tactics, defining, bounce, chest, shoulder, target, hoop, spacial awareness
3	Basketball	<ul style="list-style-type: none"> I can bounce and dribble the ball from one end on the pitch to the other I can throw a ball into a target using two hands I can pass ball to team player at speed to 	<ul style="list-style-type: none"> I can communicate with teammates and decided which position to play Name all positions in basketball game 	attacking and defending tactics, defining and naming types of movements e.g. backhand - a stroke played with the back of the hand facing in the direction of the stroke, strategies, personal preference.

		<ul style="list-style-type: none"> • I can stand in the appropriate space during a game 		
4	Basketball	<ul style="list-style-type: none"> • I can bounce and dribble in and out of opponents • I can throw ball into a target whilst jumping • I can pass ball to team player at speed • I can support team by using spatial awareness • I can use tactics with team 	<ul style="list-style-type: none"> • I can work as part of a team to score a goal • I have marked another player from the opposite team 	pressure, possession, successful, accuracy, tactical, attacking and defending tactics, defining and naming types of movements e.g. backhand - a stroke played with the back of the hand facing in the direction of the stroke, strategies, personal preference.
5	Basketball	<ul style="list-style-type: none"> • I can bounce and dribble the ball using my hands. • I can throw the ball whilst jumping and aiming for the hoop. • I can apply tactics in a game. • I can follow rules and apply sportsmanship when taking part in games. • I can understand the meaning of healthy competition. • I can vary tactics and adapt skills according to what is happening. 	<ul style="list-style-type: none"> • I can choose the best tactic for attacking and defending. • I am aware of space and can use it to support teammates and defend opponents appropriately. 	pressure, possession, successful, accuracy, tactical, attacking and defending tactics, defining and naming types of movements e.g. backhand - a stroke played with the back of the hand facing in the direction of the stroke, strategies, personal preference.
6	Basketball	<ul style="list-style-type: none"> • I can bounce and dribble in control during a game • I can throwball a ball into 	<ul style="list-style-type: none"> • I can choose which position to play based on my 	pressure, possession, successful accuracy, tactical, attacking and

		<p>target whilst jumping</p> <ul style="list-style-type: none"> • I can support team by using spatial awareness • I can defend opponents appropriately using marking • I can use tactics with team to your advantage 	<p>strengths</p> <ul style="list-style-type: none"> • I can use the space to support my teammates whilst marking another player 	<p>defending tactics, defining and naming types of movements e.g. backhand - a stroke played with the back of the hand facing in the direction of the stroke, strategies, personal preference.</p>
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Spring 2 – Tag Rugby

R	Tag Rugby			
1	Tag Rugby	<ul style="list-style-type: none"> • I can throw the ball sideways • I can receive a backwards pass • Find an appropriate space to receive a pass 	<ul style="list-style-type: none"> • I can explain the two ways to pass in tag rugby 	Accuracy, co-ordination, tactics, passing, bouncing, throwing, catching, kicking, rolling, variety, rules, attack, defence.
2	Tag Rugby	<ul style="list-style-type: none"> • I can throw a ball to a partner with accuracy, sideways and backwards. • I can pass the ball in a variety of ways. • I can decide where the best place to be is during a game, staying in my allocated zone 	<ul style="list-style-type: none"> • I can explain the rules of tag rugby to my peers using the appropriate vocabulary. • I can execute a variety of passes. • I can use invasion strategies. • I know the difference between attack and defence. 	Accuracy, co-ordination, tactics, passing, bouncing, throwing, catching, kicking, rolling, variety, rules, attack, defence.
3	Tag Rugby	<ul style="list-style-type: none"> • I can execute a successful pass of 	<ul style="list-style-type: none"> • I can explain how teamwork can 	Accuracy, co-ordination, tactics, passing, bouncing, throwing,

		<p>a rugby ball while on the move</p> <ul style="list-style-type: none"> • I can move with the ball into space whilst avoiding being tagged • I can throw accurately at a target • Stay in my zone during a game • Use learnt skills to play a game of tag rugby 	<p>achieve a try in tag rugby</p> <ul style="list-style-type: none"> • I can explain how to defend and attack against the opposite team • 	catching, kicking, rolling, variety, rules, attack, defence.
4	Tag Rugby	<ul style="list-style-type: none"> • I can execute a successful pass of a rugby ball while on the move • I can gain possession of the ball by intercepting a pass • I can use defending and attacking skills to score a try. 	<ul style="list-style-type: none"> • I can use my attacking and defending skills and knowledge to make tactical decisions. 	Accuracy, co-ordination, tactics, passing, bouncing, throwing, catching, kicking, rolling, variety, rules, attack, defence.
5	Tag Rugby	<ul style="list-style-type: none"> • I can execute a successful pass of a rugby ball while on the move • I can defend the try zone by attacking the opponents' tags • Mark another player • I can confidently use the space to 	<ul style="list-style-type: none"> • I can confidently explain the difference between attacking and defending in tag rugby and understand how to do both to during a game 	Accuracy, co-ordination, tactics, passing, bouncing, throwing, catching, kicking, rolling, variety, rules, attack, defence.

		our advantage during a game		
6	Tag Rugby	<ul style="list-style-type: none"> I can pass the ball sideways and backwards whilst running I can gain possession of the ball by intercepting a pass I can play a specific job role in order to work as a team to score a goal I can communicate effectively with my teammates 	<ul style="list-style-type: none"> I can confidently explain differences and similarities between rugby and tag rugby. 	Accuracy, tactics, passing, bouncing, throwing, catching, kicking, rolling, variety, rules, direction, winning, losing, competitive, strategies, sportsmanship.

		Key knowledge	Key Skills	Vocabulary
R				
1	Football	<ul style="list-style-type: none"> Kick a ball to a partner I can dribble to ball in a straight line 	<ul style="list-style-type: none"> I can explain which part of my foot I kick the ball with I can explain how to play a game of football 	Accuracy, tactics, passing, bouncing, throwing, catching, kicking
2	Football	<ul style="list-style-type: none"> I can dribble the ball with my feet I can stop the ball when receiving a pass I can shoot on target 	<ul style="list-style-type: none"> I can explain how to stop the ball efficiently with my foot I can explain how to kick the ball into a target 	Accuracy, tactics, passing, bouncing, throwing, catching, kicking, rolling, variety
3	Football	<ul style="list-style-type: none"> I can dribble the ball into an appropriate space 	<ul style="list-style-type: none"> I can be specific in explaining each position in football and what their role 	Accuracy, tactics, passing, bouncing, throwing, catching, kicking, rolling, variety, rules,

		<ul style="list-style-type: none"> • I can kick a ball accurately, adjusting power for distance. • I can hit the ball accurately in a straight line. • I can shoot on target. 	<ul style="list-style-type: none"> is. • I can confidently explain the difference between attacking and defending. • I can understand making and intercepting. 	direction, winning, losing, competitive, attack, defence, power.
4	Football	<ul style="list-style-type: none"> • I can use my dribbling skills to attack the space • I can pass the ball to another player with control • I can mark another player 	<ul style="list-style-type: none"> • I can explain the positions played in football • I can explain how to mark a player • I can explain how to tackle to ball safely 	Accuracy, tactics, passing, bouncing, throwing, catching, kicking, rolling, variety, rules, direction, winning, losing, competitive, attack, defence, power.
5	Football	<ul style="list-style-type: none"> • I can dribble the ball into an appropriate space • I can keep possession of the ball. • I can shoot on target. • I can play a position in a match. 	<ul style="list-style-type: none"> • I can explain the off-side rule. • I can explain the role of each position in football. • I can identify successful football players and the skills which have made them successful. 	Accuracy, tactics, passing, bouncing, throwing, catching, kicking, rolling, variety, rules, direction, winning, losing, competitive, strategies, sportsmanship.
6	Football	<ul style="list-style-type: none"> • I can dribble the ball to my attacking area • I can receive a ball with control • I can defend using my tackling skills 	<ul style="list-style-type: none"> • I can work as part of a team to score a goal • I can use tactics to my team's advantage in scoring a goal • I can explain the importance of each job role within a team 	Accuracy, tactics, passing, bouncing, throwing, catching, kicking, rolling, variety, rules, direction, winning, losing, competitive, strategies, sportsmanship.

Summer 1

Year	Key Skills	Key Knowledge	Vocab
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Group				
R	Tennis	<ul style="list-style-type: none"> • I can throw a ball underarm. • I can catch a ball with two hands. 	<ul style="list-style-type: none"> • I can tell my partner the difference between an underarm throw and an overarm throw. 	Throwing, catching, co-ordination, ball, racquet.
1	Tennis	<ul style="list-style-type: none"> • I can roll a ball in a straight line. • I can balance a ball on a racquet. • I can hit a ball with a racquet. 	<ul style="list-style-type: none"> • I can explain, using appropriate language, how to hit the ball with a racket. 	Roll, throw, catch, balance, hand-eye co-ordination.
2	Tennis	<ul style="list-style-type: none"> • I can balance a ball on a racquet whilst moving around the court • I can demonstrate a volley • I can hit the ball in a straight line with racquet 	<ul style="list-style-type: none"> • I can explain the technique to hit a ball in two different strokes 	Roll, throw, catch, balance, hand-eye co-ordination, accuracy, tactics, passing,
3	Tennis	<ul style="list-style-type: none"> • I can explain how to perform a forehand pass • I can use footwork to travel across the court • I can start a match developing my volley technique • I can explain the different shot used in gymnastics 	<ul style="list-style-type: none"> • I can be specific in explaining each position in football and what their role is. • I can confidently explain the difference between attacking and defending. • I can understand making and intercepting. 	Accuracy, tactics, passing, bouncing, throwing, catching, kicking, rolling, variety, rules, direction, winning, losing, competitive, attack, defence, power.

4	Tennis	<ul style="list-style-type: none"> I can demonstrate forehand and backhand passes. I can develop my volley technique. I can perform a variety of shots. 	<ul style="list-style-type: none"> I can explain what makes a rally successful. I can explain the rules of Tennis. 	Accuracy, tactics, passing, bouncing, throwing, catching, kicking, rolling, variety, rules, direction, winning, losing, competitive, strategies, co-ordination, concentration, control, reaction.
5	Tennis	<ul style="list-style-type: none"> I can rally with another player using a variety of different shots I can demonstrate good footwork when moving around the court I can play an attacking shot during a rally 	<ul style="list-style-type: none"> I can explain the scoring system within tennis and name a professional athlete I can analysis what makes successful player 	Accuracy, tactics, passing, bouncing, throwing, catching, kicking, rolling, variety, rules, direction, winning, losing, competitive, strategies, co-ordination, concentration, control, reaction.
6	Tennis	<ul style="list-style-type: none"> I can perform a variety of different shots based upon my position on the court I can serve a ball to start a rally or game I can play an attacking shot at an appropriate time during a game or rally 	<ul style="list-style-type: none"> I can explain how to move efficiently across the court I can explain the scoring system within tennis and the tournaments played I can explain what skills are required to be a good tennis player 	Accuracy, tactics, passing, bouncing, throwing, catching, kicking, rolling, variety, rules, direction, winning, losing, competitive, strategies, co-ordination, concentration, control, reaction.

Summer Term 1				
Year Group		Key Skills	Key Knowledge	Vocab
1	Netball	<ul style="list-style-type: none"> I can throw a ball with two hands I can demonstrate a bounce & chest pass 	<ul style="list-style-type: none"> I can explain how many players make up a netball team I can explain how to pivot before passing the ball 	Static balance, dynamic balance, zones, tactics, rules, decisions

		<ul style="list-style-type: none"> • I can keep my feet on the ground when in possession of the ball 		
2	Netball	<ul style="list-style-type: none"> • I can demonstrate a variety of different passes • I can demonstrate a pivot before throwing the ball to another player • I can mark another player 	<ul style="list-style-type: none"> • I can explain the different passes used in a netball game • I can explain which positions can be played in netball 	Static balance, dynamic balance, zones, tactics, rules, decisions, movements, opportunities, competitive, non-competitive.
3	Netball	<ul style="list-style-type: none"> • I can defend my opponent. • I can follow rules and work as part of a team • I can use a variation of passes and use them effectively. 	<ul style="list-style-type: none"> • I can stay in a 'zone' during a game. • I can explain the difference between a chest pass, shoulder pass and bounce pass. 	Static balance, dynamic balance, zones, tactics, rules, decisions, movements, opportunities, competitive, non-competitive.
4	Netball	<ul style="list-style-type: none"> • I can stay in a 'zone' during a game. • I can defend my opponent. • I can confidently demonstrate a chest pass, bounce pass and a shoulder pass. • I can catch the ball confidently with two hands. 	<ul style="list-style-type: none"> • I am aware of space and can use it to support teammates and defend opponents appropriately. • I can stay in a 'zone' during a game. • I can explain the difference between a chest pass, shoulder pass and bounce pass. 	prefer, disagree, improvise freely, travelling, translating, stimulus, phases, strength, physically demanding, extend, sequence, control, similarities, differences, suppleness, commenting, explanation, apparatus.
5	Netball	<ul style="list-style-type: none"> • I can stay in the zone during a game 	<ul style="list-style-type: none"> • I can explain the positions in netball and their job role 	Prefer, disagree, improvise freely, travelling, translating, stimulus, phases, strength, physically

		<ul style="list-style-type: none"> • I can use appropriate passes during a game based upon the marking players • I can mark the correct player using blocking 	<ul style="list-style-type: none"> • I can work as part of a team to achieve a goal 	demanding, extend, sequence, control, similarities, differences, suppleness, commenting, explanation, apparatus.
6	Netball	<ul style="list-style-type: none"> • I can use different passes during a match to keep position of the ball • I can confidently use pivoting whilst holding the ball • I can mark the appropriate player during the match using blocking 	<ul style="list-style-type: none"> • I can explain the difference between all positions in netball • I can explain how to defend and attack during a game • I can use tactics with a game 	Prefer, disagree, improvise freely, travelling, translating, stimulus, phases, strength, physically demanding, extend, sequence, control, similarities, differences, suppleness, commenting, explanation, apparatus.

Summer Term 2				
Year Group		Key Skills	Key Knowledge	Vocab
R	Athletics	<ul style="list-style-type: none"> • I can run in a straight line and stop when needed. • I can jump safely from two feet. 	<ul style="list-style-type: none"> • I can explain why it is safe to bend my knees when I land a jump. 	Run, stop, jump, bend, stretch, quickly, slowly.
1	Athletics	<ul style="list-style-type: none"> • I can run in a straight line and stop when needed. • I jump accurately and 	<ul style="list-style-type: none"> • I can begin to explain how to jump safely. 	Direction, speed, accurately, fast, slow, forwards, backwards.

		<p>safely from two feet.</p> <ul style="list-style-type: none"> • I can throw forwards using one hand. 		
2	Athletics	<ul style="list-style-type: none"> • I can adapt my skills to various running activities, e.g relay, sprint and long distance. • I can jump accurately and safely from one or two feet. • I can throw forwards with some accuracy using one hand. 	<ul style="list-style-type: none"> • I can explain why co-ordination is important when jumping, throwing and running. 	Co-ordination, speed, controlled, repeat, fast, slow, forwards, backwards, direction, balance, under-arm, over-arm.
3	Athletics	<ul style="list-style-type: none"> • I can run at various speeds whilst changing direction. • I can apply my skills to create a short sequence of various jumps using height and distance. • I can throw forwards accurately with one hand. 	<ul style="list-style-type: none"> • I can describe the definition of agility and identify scenarios when it is used. 	Static balance, dynamic balance, co-ordination, tense, speed, controlled, fast, slow, forwards, backwards, technique, pace.
4	Athletics	<ul style="list-style-type: none"> • I can run over a long distance. • I can link running and jumping activities with some fluency, control and consistency. • I can throw a variety of objects forwards using accuracy. 	<ul style="list-style-type: none"> • I can confidently explain the importance of safe landing when jumping and impact if done incorrectly. 	Static balance, dynamic balance, co-ordination, tense, speed, controlled, fast, slow, forwards, backwards, technique, pace, variety, adapting, fluency.
5	Athletics	<ul style="list-style-type: none"> • I can sprint over a short 	<ul style="list-style-type: none"> • I can describe good 	Static balance, dynamic balance,

		<ul style="list-style-type: none"> distance as part of a team. I can jump accurately at a great height. I can jump accurately covering a long distance. I can throw a variety of objects forwards, changing my action for accuracy and distance. 	<ul style="list-style-type: none"> athletic performance using correct vocabulary. 	co-ordination, tense, speed, controlled, fast, slow, forwards, backwards, technique, pace, isometric muscle action, isotonic muscle action, specific, core, movement, complex.
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6	Athletics (3 weeks)	<ul style="list-style-type: none"> I am controlled when taking off and landing a jump. I can accurately jump for height or distance. I can demonstrate good stamina when running sprints or long distance. I can throw with great accuracy. 	<ul style="list-style-type: none"> I can analyse and comment on skills and techniques and how these are applied in their own and others' work. I can record peers' performances and evaluate these accordingly. 	Static balance, dynamic balance, co-ordination, tense, speed, controlled, fast, slow, forwards, backwards, technique, pace, isometric muscle action, isotonic muscle action, specific, core, movement, complex, personal best, stamina, performance.
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		Key knowledge	Key Skills	Vocabulary
R	Cricket			
1	Cricket	<ul style="list-style-type: none"> I can throw a cricket ball underarm in a straight line I can hold bat accurately I can roll ball in straight line 	<ul style="list-style-type: none"> Explain the equipment used in cricket Explain the different between batting and fielding 	Striking and fielding, ball, bat, batsman, batting, block, boundary, bowler, bowling

2	Cricket	<ul style="list-style-type: none"> • I can throw a cricket ball underarm with power • I can stop the ball from rolling using my hands • I can develop my batting technique by holding the bat correctly 	<ul style="list-style-type: none"> • I can explain the job role of a batter and fielder • I can explain an appropriate place to stand during a cricket game 	Striking and fielding, ball, bat, batsman, batting, block, boundary, bowler, bowling
3	Cricket	<ul style="list-style-type: none"> • I can use an overarm throw to hit a target with accuracy • I can use the long barrier technique to stop a rolling ball • I can stand in an appropriate space during a game 	<ul style="list-style-type: none"> • I can explain the difference between attacking and defending • I can work as part of a team to stop the opposing team from scoring a point 	Striking and fielding, ball, bat, batsman, batting, block, boundary, bowler, bowling
4	Cricket	<ul style="list-style-type: none"> • I can use running, jumping, throwing and catching in isolation and in combination. • To learn attacking hitting techniques for batting in cricket 	<ul style="list-style-type: none"> • I can explain the scoring system within cricket • I can explain the job role of an umpire • I can work as part of a team to stop the opposing team from scoring a point 	Striking and fielding, ball, bat, batsman, batting, block, boundary, bowler, bowling, bye, catch, crease, drive, fielding, grip, infield, innings, kwik cricket, no-ball, out, over, overarm, pathway, pitch, stumps, trajectory, wicketkeeper, wide, batter.

5	Cricket	<ul style="list-style-type: none"> I can use defensive hitting techniques for batting in cricket I can bowl the ball at speed using over arm technique applying basic principles suitable for attacking and defending 	<ul style="list-style-type: none"> I can explain the job role of batting and fielding I can use teamwork during a game 	Striking and fielding, ball, bat, batsman, batting, block, boundary, bowler, bowling, bye, catch, crease, drive, fielding, grip, infield, innings, kwik cricket, no-ball, out, over, overarm, pathway, pitch, stumps, trajectory, wicketkeeper, wide, batter.
6	Cricket	<ul style="list-style-type: none"> applying basic principles suitable for attacking and defending To know and apply the rules of Kwik Cricket during a game. To use a range of fielding, batting and bowling skills in a Kwik Cricket match 	<ul style="list-style-type: none"> I can use tactics within a game 	Striking and fielding, ball, bat, batsman, batting, block, boundary, bowler, bowling, bye, catch, crease, drive, fielding, grip, infield, innings, kwik cricket, no-ball, out, over, overarm, pathway, pitch, stumps, trajectory, wicketkeeper, wide, batter.

For year 6, the last 4 weeks of summer term will be focusing on 'Outdoor adventurous activities'

		Key Skills	Key Knowledge	Key Vocabulary
6	Outdoor adventurous activities.	<ul style="list-style-type: none"> I can read and use a map of my locality successfully to find certain points. I can work efficiently as 	<ul style="list-style-type: none"> I can problem solve effectively I can identify the meaning of symbols on a map. 	Orienteering, team building, map work, symbols, compass, location, exploring, trail, outdoors, communication.

		<ul style="list-style-type: none">part of a team by listening to my peers.I can read a compass with accuracy.	<ul style="list-style-type: none">I can explain what orienteering is.I can explain what 'out of bounds' means.	
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Year 5 swimming – Spring to Summer term. All pupils achieve 25m.