

### National Curriculum Objectives

- a) use running, jumping, throwing and catching in isolation and in combination
- b) play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending
- c) develop flexibility, strength, technique, control and balance
- d) perform dances using a range of movement patterns
- e) take part in outdoor and adventurous activity challenges both individually and within a team
- f) compare their performances with previous ones and demonstrate improvement to achieve their personal best

### Skills and Behaviours: General Overview

Acquiring Skills		Personal and Social Development		Applying Skills	
<ol style="list-style-type: none"> <li>1. Warms up prior to exercise and is able to sustain performance over periods of time</li> <li>2. Has a sense of anticipation; can find space and is aware of others</li> <li>3. Demonstrates agility, balance, coordination and precision</li> <li>4. Performs with control and poise</li> <li>5. Understands how to work alongside and against others when attacking and defending</li> <li>6. Links skills to perform actions and sequences of movement</li> </ol>		<ol style="list-style-type: none"> <li>1. Communicates effectively and listens to others</li> <li>2. Thinks creatively to find solutions to challenges</li> <li>3. Works well with others in a range of contexts</li> <li>4. Reflective and able to recognise success in self and others</li> <li>5. Evaluates the work of others using correct technical language</li> <li>6. Demonstrates leadership skills</li> </ol>		<ol style="list-style-type: none"> <li>1. Enjoys competing and challenging him/herself to improve</li> <li>2. Applies skills effectively in different situations and within a range of physical activities</li> <li>3. Is self-motivated and physically confident and actively engages in competitive situations</li> <li>4. Demonstrates specific tactical/performance awareness</li> <li>5. Demonstrates understanding and interpretation of rules and accepts decisions given</li> <li>6. Demonstrates sporting values</li> </ol>	
Acquiring Skills (P)		Personal and Social Development (P&S)		Applying Skills (C)	
Year 5	Year 6	Year 5	Year 6	Year 5	Year 6
<ol style="list-style-type: none"> <li>1. Leads warm ups with a partner confidently using a range of movements.</li> <li>2. Can explain why it's important to warm up.</li> <li>3. Can sustain demanding physical activity.</li> </ol>	<ol style="list-style-type: none"> <li>1. Leads warm ups to a large group confidently showing a wide range of appropriate movements and can explain why it's important to warm up.</li> <li>2. Demonstrates good stamina and intensity throughout demanding physical activity.</li> </ol>	<ol style="list-style-type: none"> <li>1. Able to listen to others and understand their point of view.</li> <li>2. Able to articulate a way forward for a group.</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrates good body language whilst actively listening to others.</li> <li>2. Puts own relevant opinions across succinctly.</li> </ol>	<ol style="list-style-type: none"> <li>1. Thrives on competition. Wants to achieve his/ her best and acts upon advice in order to achieve their goals.</li> </ol>	<ol style="list-style-type: none"> <li>1. Works determinedly and tenaciously to achieve the best for themselves and their team.</li> <li>2. Answers and asks questions and implements advice.</li> </ol>

2	<p>Always has weight on balls of feet and is focused.</p> <p>Knows where opponents and teammates are.</p> <p>Adjusts own movements according to the game situation.</p>	<p>Always has weight on balls of feet and is focused.</p> <p>Knows where opponents and teammates are and adjusts own movements accordingly.</p> <p>Makes good decisions and takes up dangerous spaces.</p>	<p>Communicates with others and uses their own thoughts and that of others to solve a problem arriving at a solution which they can communicate to others.</p>	<p>Prepared to take risks when adapting to different 'live situations' and can find a solution and implement it.</p>	<p>Is creative and able to adapt fluently from one task to another</p>	<p>Can transfer their motivation from one activity to another setting high personal standard based on technique and skill application</p>
3	<p>Is able to change direction off either foot responding to different game situations</p> <p>Performs a range of skills accurately and consistently.</p>	<p>Is able to change direction off either foot in response to game situations and performs a range of more complex skills accurately and consistently.</p>	<p>Shows a desire to improve individually and is able to get the best out of others by considering the needs of the team before themselves</p>	<p>Intrinsically motivated they thrive on personal challenge and accept responsibility as a member of the team when things are not going to plan.</p>	<p>Is a team player who shows a desire to do well personally and for the team.</p> <p>Can influence teammates positively through their strength of personality</p>	<p>Intrinsically motivated he/she exudes confidence and performs well under pressure thriving on competition.</p>
4	<p>Is composed and focused and able to affect performance of others by making good decisions.</p>	<p>Is composed, confident and focused and able to affect performance of others by making good decisions.</p>	<p>Able to analyse own and others' performance against a success criteria.</p>	<p>Able to identify highest attaining players and those making most progress from their starting points.</p>	<p>Understands what good performance looks like and is always alert to opportunities to gain an advantage through quick thinking.</p>	<p>Understands what constitutes good performance across different domains.</p> <p>Is always alert and adapting to changing circumstances.</p>
5	<p>Supports others both in attack and defence.</p> <p>Understands the importance of width when attacking and when to press and</p>	<p>Supports others in attack by overlapping and underlapping, understanding the importance of width and support when attacking and when to</p>	<p>Able to analyse and evaluate own strengths and areas for development and can articulate to peers what success looks like.</p>	<p>Can use technical language appropriately across all 6 areas of PE national curriculum and can articulate to others how to improve in a</p>	<p>Takes responsibility for own performance. Knows and abides by rules of the game and can play fairly without the need for an official.</p>	<p>Takes responsibility for own performance. Knows and abides by rules of the game and can play fairly without the need for an official.</p>

	drop off when defending.	press and when to drop off when defending.		mature and supportive manner.		Can reason with others about why a decision is fair/unfair
6	Moves and responds accordingly to the stimuli that is happening around them	Able to combine a number of skills efficiently whilst responding to a changing environment.	Is willing to listen to and share ideas and act decisively.	Takes the initiative.	Takes part with consideration for others and is empathetic to the limitations of others	Invariably demonstrates self-belief, respect, honesty, teamwork and determination.  Demonstrates good sportsmanship

**Skills and Behaviours: Activity Specific**

Striking and Fielding: Rounders	Outdoor Adventurous Activities	Dance	Invasion Games	Net and Wall: Volleyball	Athletics	Gymnastics
<p><u>Batting</u></p> <p>Using feet to get the correct pitch of the ball and drive</p> <p>Holding bat correctly for accuracy.</p> <p>Able to direct ball away from opposition.</p> <p><u>Ground fielding</u></p> <p>Catching balls over head and in front, using different types of footwork</p> <p>Chase and retrieve with backing up</p>	<p><u>Physical activity</u></p> <p>Different types of orienteering and more complex symbols to match</p> <p>Knows how to read a map and use the strengths of the group to bring about the best outcome</p> <p><u>Team challenges</u></p> <p>Solving problems involving non-verbal communication</p> <p>Knows how to use a variety of non-verbal communication</p>	<p><u>Choreography</u></p> <p>Can create a sustained series of actions and movements from a range of stimuli including detailed pictures, poems, props or pieces of music</p> <p>ACTION: travel, stillness, gesture, jump and turn</p> <p>SPACE: show changes in level, direction, pathway and area</p> <p>RELATIONSHIP: individually and with</p>	<p><u>Sending</u></p> <p>Pass first time and for receiver to run onto a pass</p> <p>Knows when to take a touch before sending and when to send first time</p> <p><u>Receiving</u></p> <p>Move away from opposition and receive on the half turn</p> <p>Knows how to receive a ball in different ways and retain possession</p>	<p><u>Moving around court</u></p> <p>Clear awareness of teammates' positions</p> <p>Moves in response to partner</p> <p>Knows how to work alongside teammates well</p> <p><u>Sending and receiving</u></p> <p>Can receive a ball using bump and dig technique</p> <p>Can use set and spike technique</p> <p>Can maintain a rally with a range of shots</p>	<p><u>SAQ</u></p> <p>Plyometric jumping</p> <p>Know that plyometric training develops power</p> <p><u>Jumps</u></p> <p>Triple jump with hurdles, same leg, bringing opposite arm forward to balance lead leg</p> <p>Knows various jumping techniques and can articulate their differences</p>	<p>Can warm up a large group, and how to prepare the body for a distinct discipline e.g. flight, weight on hands and articulate why.</p> <p><u>Floor work</u></p> <p>Can perform more complex sequences with smooth transitions whilst working with and alongside others</p> <p>Understands different ways of working with others – unison, matching, mirroring.</p>

<p>Recognise the strength of others and how to adapt position. Actively reposition independently.</p> <p><u>Bowling</u> Can adapt speed of bowl. Able to bowl underarm skilfully.</p> <p><u>Backstop and bases</u> Is clear about roles and responsibilities of positions. Can act quickly and without hesitation.</p>	<p><u>Creative problem solving</u> Solve complex problems through discussion, doing and evaluating Knows how to solve difficult challenges, how to discuss first and then evaluate at the end</p>	<p>others: unison, mirror and canon DYNAMICS: show changes in speed, weight and expression of movement</p> <p><u>Performance</u> Shows a desire to improve in dance by constantly looking to improve elements of the work Knows how to improve dance through timing, control, posture, extension and alignment</p>	<p><u>Attacking</u> Using extra player e.g. 4 v 3 Using deception to trick opponents Knows how to use width and support</p> <p><u>Defending</u> Coping with fewer players e.g. 4 v 3 Knows about the positioning of other teammates and how they can use this</p>	<p>Able to serve over distance Knows names of different types of shots</p> <p><u>Game play</u> Blocking Moving into net Calling name when ball is between 2 players Understands basic scoring and rotation</p>	<p><u>Running</u> Run over greater distances, including pacing and running bends Relay - transfer baton in alternate hands and receiving facing forwards Knows different take over techniques</p> <p><u>Throwing</u> Throw with run up and follow through Knows how to throw, leaving sufficient space to follow through</p>	<p><u>Apparatus</u> Can show a wide range of well executed movements using a range of dynamics and with and alongside others Knows how to execute a wide range of the main gymnastic skills</p>
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**How we achieve these**

**Year 5**

Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Theme: Handball	Theme: Athletics	Theme: Dodgeball  A range of sport specific skills has been used for this sport	Theme: Gymnastics – Synchronisation and Canon	Theme: OAA	Theme: Rounders
NC Reference: - play competitive games, modified where appropriate and apply basic principles suitable	NC Reference: - use running, jumping, throwing and catching in	NC Reference: - play competitive games, modified where appropriate and apply basic principles	NC Reference: - develop flexibility, strength, technique, control and balance	NC Reference: - take part in outdoor and adventurous activity challenges both	NC Reference: - play competitive games, modified where appropriate and

<p>for attacking and defending</p> <ul style="list-style-type: none"> <li>- use running, jumping, throwing and catching in isolation and in combination</li> <li>- compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul>	<p>isolation and in combination</p> <ul style="list-style-type: none"> <li>- compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul>	<p>suitable for attacking and defending</p> <ul style="list-style-type: none"> <li>- use running, jumping, throwing and catching in isolation and in combination</li> <li>- compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul>	<ul style="list-style-type: none"> <li>- compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul>	<p>individually and within a team</p> <ul style="list-style-type: none"> <li>- compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul>	<p>apply basic principles suitable for attacking and defending</p> <ul style="list-style-type: none"> <li>- use running, jumping, throwing and catching in isolation and in combination</li> <li>- compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul>
<p>Skills: Supports others both in attack and defence.</p> <p>Understands the importance of width when attacking and when to press and drop off when defending.</p> <p>Communicates with others and uses their own thoughts and that of others to solve a problem arriving at a</p>	<p>Skills: Leads warm ups with a partner confidently using a range of movements.</p> <p>Can explain why it's important to warm up.</p> <p>Can sustain demanding physical activity.</p>	<p>Skills: Always has weight on balls of feet and is focused.</p> <p>Knows where opponents and teammates are.</p> <p>Adjusts own movements according to the game situation.</p> <p>Able to listen to others and understand their point of view.</p> <p>Able to articulate a way forward for a group.</p>	<p>Skills: Moves and responds accordingly to the stimuli that is happening around them</p> <p>-Able to analyse and evaluate own strengths and areas for development and can articulate to peers what success looks like.</p>	<p>Skills: Leads warm ups with a partner confidently using a range of movements.</p> <p>Can explain why it's important to warm up.</p> <p>Can sustain demanding physical activity.</p> <p><u>Physical activity</u></p>	<p>Skills: Is able to change direction off either foot responding to different game situations</p> <p>Performs a range of skills accurately and consistently.</p> <p>Is willing to listen to and share ideas and act decisively.</p>

<p>solution which they can communicate to others.</p> <p>Communicates with others and uses their own thoughts and that of others to solve a problem arriving at a solution which they can communicate to others.</p> <p><u>Sending</u></p> <p>Pass first time and for receiver to run onto a pass</p> <p>Knows when to take a touch before sending and when to send first time</p> <p><u>Receiving</u></p> <p>Move away from opposition and receive on the half turn</p> <p>Knows how to receive a ball in different ways and retain possession</p> <p><u>Attacking</u></p> <p>Using extra player e.g. 4 v 3</p> <p>Using deception to trick opponents</p> <p>Knows how to use width and support</p>	<p>Able to analyse own and others' performance against some success criteria.</p> <p>Thrives on competition. Wants to achieve his/ her best and acts upon advice in order to achieve their goals.</p> <p><u>SAQ</u></p> <p>Plyometric jumping</p> <p>Know that plyometric training develops power</p> <p><u>Jumps</u></p> <p>Triple jump with hurdles, same leg, bringing opposite arm forward to balance lead leg</p> <p>Knows various jumping techniques and can articulate their differences</p> <p><u>Running</u></p> <p>Run over greater distances, including</p>	<p>Is a team player who shows a desire to do well personally and for the team.</p> <p>Can influence teammates positively through their strength of personality</p> <p><u>Moving around court</u></p> <p>Moves in response to others</p> <p>Knows how to work alongside a partner</p> <p><u>Attacking</u></p> <p>Under and over arm throwing techniques</p> <p>Throwing at varying speeds and distances with accuracy</p> <p><u>Receiving and defending</u></p> <p>Develop efficient dodging techniques</p> <p>Quick recover after successful dodge</p> <p>Can catch in different positions</p> <p>Able to catch and attack rapidly</p> <p><u>Game play</u></p> <p>Knows a range of tactical deception techniques</p>	<p>- Is creative and able to adapt fluently from one task to another</p> <p><u>Floor work</u></p> <p>Can perform more complex sequences with smooth transitions whilst working with and alongside others</p> <p>Understands different ways of working with others – unison, matching, mirroring.</p> <p><u>Apparatus</u></p> <p>Can show a wide range of well executed movements using a range of dynamics and with and alongside others</p> <p>Knows how to execute a wide range of the main gymnastic skills</p>	<p>Different types of orienteering and more complex symbols to match</p> <p>Knows how to read a map and use the strengths of the group to bring about the best outcome</p> <p><u>Team challenges</u></p> <p>Solving problems involving non-verbal communication</p> <p>Knows how to use a variety of non-verbal communication</p> <p><u>Creative problem solving</u></p> <p>Solve complex problems through discussion, doing and evaluating</p> <p>Knows how to solve difficult challenges, how to discuss first and then evaluate at the end</p>	<p>Takes responsibility for own performance. Knows and abides by rules of the game and can play fairly without the need for an official.</p> <p><u>Batting</u></p> <p>Using feet to get the correct pitch of the ball and drive</p> <p>Holding bat correctly for accuracy.</p> <p>Able to direct ball away from opposition.</p> <p><u>Ground fielding</u></p> <p>Catching balls over head and in front, using different types of footwork</p> <p>Chase and retrieve with backing up</p> <p>Recognise the strength of others and how to adapt position.</p>
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<p><u>Defending</u></p> <p>Coping with fewer players e.g. 4 v 3</p> <p>Knows about the positioning of other teammates and how they can use this</p>	<p> pacing and running bends</p> <p>Relay - transfer baton in alternate hands and receiving facing forwards</p> <p>Knows different take over techniques</p> <p><u>Throwing</u></p> <p>Throw with run up and follow through</p> <p>Knows how to throw, leaving sufficient space to follow through</p>	<p>Moving into net</p> <p>Calling name when ball is between 2 players</p> <p>Knows when to execute certain shots</p> <p>Can play with a varying number of players</p>			<p>Actively reposition independently.</p> <p><u>Bowling</u></p> <p>Can adapt speed of bowl.</p> <p>Able to bowl underarm skilfully.</p> <p><u>Backstop and bases</u></p> <p>Is clear about roles and responsibilities of positions.</p> <p>Can act quickly and without hesitation.</p>
<p>Vocabulary: Chest Pass Bounce Pass Split W Dribbling Feint/Dummy Invasion Javelin Pass Overarm Shooting Underarm Pass</p>	<p>Vocabulary: Agility Balance Coordination High Jump Javelin Long jump Pull throw Push throw Relay Running Speed bounce Triple jump</p>	<p>Vocabulary: Awareness Catching Dodging Eliminated Evasion Over Arm Throw Reactions Rotating Targets Under Arm Throw</p>	<p>Vocabulary: Balance Canon Pathways Points Patches Points of contact Support Synchronisation Transitions Unison</p>	<p>Vocabulary: Rules Verbal Non-verbal Benefits Complex Instructions Map Orienteering Symbols Key</p>	<p>Vocabulary: Base Bat Stop Batting Bowling Fielding Over arm throw Pitcher Runner Strike Under arm throw</p>
<b>Year 6</b>					
Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B

Theme: Tag Rugby	Theme: Athletics	Theme: Basketball	Theme: Gymnastics – Counter, Balance and Tension	Theme: Hockey	Theme: Rounders
<p>NC Reference:</p> <ul style="list-style-type: none"> <li>- play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</li> <li>- use running, jumping, throwing and catching in isolation and in combination</li> <li>- compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul>	<p>NC Reference:</p> <ul style="list-style-type: none"> <li>- use running, jumping, throwing and catching in isolation and in combination</li> <li>- compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul>	<p>NC Reference:</p> <ul style="list-style-type: none"> <li>- play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</li> <li>- use running, jumping, throwing and catching in isolation and in combination</li> <li>- compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul>	<p>NC Reference:</p> <ul style="list-style-type: none"> <li>- develop flexibility, strength, technique, control and balance</li> <li>- compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul>	<p>NC Reference:</p> <ul style="list-style-type: none"> <li>- play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</li> <li>- use running, jumping, throwing and catching in isolation and in combination</li> <li>- compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul>	<p>NC Reference:</p> <ul style="list-style-type: none"> <li>- play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</li> <li>- use running, jumping, throwing and catching in isolation and in combination</li> <li>- compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul>
<p>Skills: Always has weight on balls of feet and is focused.</p>	<p>Skills: Leads warm ups to a large group confidently</p>	<p>Skills: Supports others in attack by overlapping and underlapping,</p>	<p>Skills: Able to combine a number of skills efficiently whilst</p>	<p>Skills: Is composed, confident and focused and able to affect</p>	<p>Skills: Is able to change direction off either</p>



<p>Knows where opponents and teammates are and adjusts own movements accordingly.</p> <p>Makes good decisions and takes up dangerous spaces.</p> <p>Prepared to take risks when adapting to different 'live situations' and can find a solution and implement it.</p> <p>Invariably demonstrates self-belief, respect, honesty, teamwork and determination.</p> <p>Demonstrates good sportsmanship</p> <p><u>Sending</u></p> <p>Pass first time and for receiver to run onto a pass</p> <p>Knows when to take a touch before sending and when to send first time</p> <p><u>Receiving</u></p> <p>Move away from opposition and receive on the half turn</p>	<p>showing a wide range of appropriate movements and can explain why it's important to warm up.</p> <p>Demonstrates good stamina and intensity throughout demanding physical activity.</p> <p>Able to identify highest attaining players and those making most progress from their starting points.</p> <p>Can transfer their motivation from one activity to another setting high personal standard based on technique and skill application</p> <p><u>SAQ</u></p> <p>Plyometric jumping</p> <p>Know that plyometric training develops power</p> <p><u>Jumps</u></p> <p>Triple jump with hurdles, same leg, bringing opposite arm</p>	<p>understanding the importance of width and support when attacking and when to press and when to drop off when defending.</p> <p>- Can use technical language appropriately across all 6 areas of PE national curriculum and can articulate to others how to improve in a mature and supportive manner.</p> <p>- Intrinsicly motivated he/she exudes confidence and performs well under pressure thriving on competition.</p> <p><u>Sending</u></p> <p>Pass first time and for receiver to run onto a pass</p> <p>Knows when to take a touch before sending and when to send first time</p> <p><u>Receiving</u></p> <p>Move away from opposition and receive on the half turn</p> <p>Knows how to receive a ball in different ways and retain possession</p> <p><u>Attacking</u></p> <p>Using extra player e.g. 4 v 3</p>	<p>responding to a changing environment.</p> <p>Demonstrates good body language whilst actively listening to others.</p> <p>Puts own relevant opinions across succinctly.</p> <p>Demonstrates good body language whilst actively listening to others.</p> <p>Puts own relevant opinions across succinctly.</p> <p>Can warm up a large group, and how to prepare the body for a distinct discipline e.g. flight, weight on hands and articulate why.</p> <p><u>Floor work</u></p> <p>Can perform more complex sequences with smooth transitions whilst working with and alongside others</p> <p>Understands different ways of working with others – unison, matching, mirroring.</p> <p><u>Apparatus</u></p> <p>Can show a wide range of well executed movements</p>	<p>performance of others by making good decisions.</p> <p>Intrinsicly motivated they thrive on personal challenge and accept responsibility as a member of the team when things are not going to plan.</p> <p>Understands what constitutes good performance across different domains.</p> <p>Is always alert and adapting to changing circumstances.</p> <p><u>Sending</u></p> <p>Pass first time and for receiver to run onto a pass</p> <p>Knows when to take a touch before sending and when to send first time</p> <p><u>Receiving</u></p> <p>Move away from opposition and receive on the half turn</p> <p>Knows how to receive a ball in different ways and retain possession</p> <p><u>Attacking</u></p> <p>Using extra player e.g. 4 v 3</p>	<p>foot in response to game situations and performs a range of more complex skills accurately and consistently.</p> <p>Takes the initiative.</p> <p>Takes responsibility for own performance. Knows and abides by rules of the game and can play fairly without the need for an official.</p> <p>Can reason with others about why a decision is fair/unfair</p> <p><u>Batting</u></p> <p>Using feet to get the correct pitch of the ball and drive</p> <p>Holding bat correctly for accuracy.</p> <p>Able to direct ball away from opposition.</p> <p><u>Ground fielding</u></p>
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<p>Knows how to receive a ball in different ways and retain possession</p> <p><u>Attacking</u></p> <p>Using extra player e.g. 4 v 3</p> <p>Using deception to trick opponents</p> <p>Knows how to use width and support</p> <p><u>Defending</u></p> <p>Coping with fewer players e.g. 4 v 3</p> <p>Knows about the positioning of other teammates and how they can use this</p>	<p>forward to balance lead leg</p> <p>Knows various jumping techniques and can articulate their differences</p> <p><u>Running</u></p> <p>Run over greater distances, including pacing and running bends</p> <p>Relay - transfer baton in alternate hands and receiving facing forwards</p> <p>Knows different take over techniques</p> <p><u>Throwing</u></p> <p>Throw with run up and follow through</p> <p>Knows how to throw, leaving sufficient space to follow through</p>	<p>Using deception to trick opponents</p> <p>Knows how to use width and support</p> <p><u>Defending</u></p> <p>Coping with fewer players e.g. 4 v 3</p> <p>Knows about the positioning of other teammates and how they can use this</p>	<p>using a range of dynamics and with and alongside others</p> <p>Knows how to execute a wide range of the main gymnastic skills</p>	<p>Using deception to trick opponents</p> <p>Knows how to use width and support</p> <p><u>Defending</u></p> <p>Coping with fewer players e.g. 4 v 3</p> <p>Knows about the positioning of other teammates and how they can use this</p>	<p>Catching balls over head and in front, using different types of footwork</p> <p>Chase and retrieve with backing up</p> <p>Recognise the strength of others and how to adapt position.</p> <p>Actively reposition independently.</p> <p><u>Bowling</u></p> <p>Can adapt speed of bowl.</p> <p>Able to bowl underarm skilfully.</p> <p><u>Backstop and bases</u></p> <p>Is clear about roles and responsibilities of positions.</p> <p>Can act quickly and without hesitation.</p>
<p>Vocabulary: Accuracy Agility Avoiding Dummy pass Pocket pass</p>	<p>Vocabulary: Agility Balance Coordination High Jump Javelin</p>	<p>Vocabulary: Bounce Pass Chest Pass Crossover Double dribble Dribbling</p>	<p>Vocabulary: Asymmetric Symmetrical Balance Canon Counter balance</p>	<p>Vocabulary: Invasion Games Adapting Circumstances Push Pass</p>	<p>Vocabulary: Base Bat Stop Batting Bowling Fielding</p>

Pop pass Receiver Sender Target Tagging Tap penalties Obstruction	Long jump Pull throw Push throw Relay Running Speed bounce Triple jump	Foul Jump Stop Overhead pass Pivot Shooting Stride Stop Travel Triple threat	Counter tension Forces Patches Points Tempo Unison	Flick Pass Barrier Forearm Drives Slap Shot Jab Tackle Block Tackle	Over arm throw Pitcher Runner Strike Under arm throw
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**Additional units taught by class teachers**

Year 5 – Summer A	Year 5 – Summer B	Year 6 – Spring A
Theme: OAA	Theme: Dance – Vikings	Theme: Dance – Victorians
NC Reference: take part in outdoor and adventurous activity challenges both individually and within a team	NC Reference: Perform dances using a range of movement patterns	NC Reference: Perform dances using a range of movement patterns
<p>Skills:</p> <p>Is composed and focused and able to affect performance of others by making good decisions. Able to listen to others and understand their point of view. Able to articulate a way forward for a group. Is a team player who shows a desire to do well personally and for the team. Can influence teammates positively through their strength of personality.</p> <p><u>Physical activity</u></p> <p>Different types of orienteering and more complex symbols to match</p>	<p>Skills:</p> <p>Moves and responds accordingly to the stimuli that is happening around them. Shows a desire to improve individually and is able to get the best out of others by considering the needs of the team before themselves. Takes part with consideration for others and is empathetic to the limitations of others.</p> <p><u>Choreography</u></p> <p>Can create a sustained series of actions and movements from a range of stimuli including detailed pictures, poems, props or pieces of music</p> <p>ACTION: travel, stillness, gesture, jump and turn</p>	<p>Skills:</p> <p>Able to combine a number of skills efficiently whilst responding to a changing environment. Prepared to take risks when adapting to different 'live situations' and can find a solution and implement it. Understands what constitutes good performance across different domains. Is always alert and adapting to changing circumstances.</p> <p><u>Choreography</u></p> <p>Can create a sustained series of actions and movements from a range of stimuli including detailed pictures, poems, props or pieces of music</p> <p>ACTION: travel, stillness, gesture, jump and turn</p>

<p>Knows how to read a map and use the strengths of the group to bring about the best outcome</p> <p><u>Team challenges</u></p> <p>Solving problems involving non-verbal communication</p> <p>Knows how to use a variety of non-verbal communication</p> <p><u>Creative problem solving</u></p> <p>Solve complex problems through discussion, doing and evaluating</p> <p>Knows how to solve difficult challenges, how to discuss first and then evaluate at the end</p>	<p>SPACE: show changes in level, direction, pathway and area</p> <p>RELATIONSHIP: individually and with others: unison, mirror and canon</p> <p>DYNAMICS: show changes in speed, weight and expression of movement</p> <p><u>Performance</u></p> <p>Shows a desire to improve in dance by constantly looking to improve elements of the work</p> <p>Knows how to improve dance through timing, control, posture, extension and alignment</p>	<p>SPACE: show changes in level, direction, pathway and area</p> <p>RELATIONSHIP: individually and with others: unison, mirror and canon</p> <p>DYNAMICS: show changes in speed, weight and expression of movement</p> <p><u>Performance</u></p> <p>Shows a desire to improve in dance by constantly looking to improve elements of the work</p> <p>Knows how to improve dance through timing, control, posture, extension and alignment</p>
<p>Vocabulary:</p> <p>Orienteering</p> <p>Symbols</p> <p>Non-verbal Communication</p> <p>Key</p> <p>Route</p> <p>Coordinates</p> <p>Control marker</p> <p>Control card</p> <p>Stamina</p>	<p>Vocabulary:</p> <p>Travel</p> <p>Stillness</p> <p>Gesture</p> <p>Level</p> <p>Direction</p> <p>Pathway</p> <p>Area</p> <p>Unison</p> <p>Mirror</p> <p>Cannon</p> <p>Expression of movement</p> <p>Posture</p> <p>Extension</p> <p>Alignment</p>	<p>Vocabulary:</p> <p>Travel</p> <p>Stillness</p> <p>Gesture</p> <p>Level</p> <p>Direction</p> <p>Pathway</p> <p>Area</p> <p>Unison</p> <p>Mirror</p> <p>Cannon</p> <p>Expression of movement</p> <p>Posture</p> <p>Extension</p> <p>Alignment</p>