

Physical Education

Progression of Knowledge, Skills and Vocabulary (Spring term)



Foundation	KS1		LKS2		UKS2	
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>SPRING ONE</p> <p><u>Cognitive Skills</u></p> <p>NC Pupils should be taught to:</p> <ul style="list-style-type: none"> Develop fundamental movement skills I can name some things I am good at. I can understand and follow simple rules. <p><u>Fundamental skills</u> (dynamic balance - on a line)</p> <ul style="list-style-type: none"> I can walk forwards with fluidity and minimum wobble. I can walk backwards with fluidity and minimum wobble. <p><u>(static balance - stance)</u></p> <ul style="list-style-type: none"> I can stand on a line with good balance and stance for ten seconds <p>Vocab Balance, stance, fluid, backward, forward, wobble</p>	<p>SPRING ONE</p> <p><u>Cognitive Skills</u></p> <p>NC Pupils should be taught to:</p> <ul style="list-style-type: none"> Develop fundamental movement skills I can name some things I am good at. I can understand and follow simple rules. <p><u>Fundamental skills</u> (dynamic balance - on a line)</p> <ul style="list-style-type: none"> I can walk forwards with fluidity and minimum wobble. I can walk backwards with fluidity and minimum wobble. <p><u>(static balance - stance)</u></p> <ul style="list-style-type: none"> I can stand on a line with good balance and stance for ten seconds <p>Vocab Balance, stance, fluid, backward, forward, wobble</p> <p><u>Sporting application</u> (Gymnastics)</p>	<p>SPRING ONE</p> <p><u>Cognitive Skills</u></p> <p>NC Pupils should be taught to:</p> <ul style="list-style-type: none"> Develop fundamental movement skills With help, I can recognise similarities and differences in performance. I can explain why someone is working or performing well. <p><u>Fundamental skills</u> (dynamic balance - on a line)</p> <ul style="list-style-type: none"> I can walk forwards with fluidity and minimum wobble. I can walk backwards with fluidity and minimum wobble. I can walk fluidly, lifting knees to 90°. I can walk fluidly, lifting heels to bottom. <p><u>(static balance - stance)</u></p> <ul style="list-style-type: none"> I can stand on a line with good balance and stance for ten seconds I can stand on a low beam with good balance and stance for ten seconds 	<p>SPRING ONE</p> <p><u>Cognitive skills</u></p> <p>NC Pupils should be taught to:</p> <ul style="list-style-type: none"> Continue to apply and develop a broader range of skills, learning how to use them in different ways and link them to make actions and sequences of movement I have begun to identify areas for improvement. I can explain what I am doing well. <p><u>Fundamental skills</u> (dynamic balance - on a line)</p> <ul style="list-style-type: none"> I can walk fluidly, lifting knees to 90°. I can walk fluidly, lifting heels to bottom. I can march, lifting knees and elbows up to a 90° angle. I can walk fluidly with heel to toe landing. I can walk fluidly, lifting knees and using heel to toe landing I can walk fluidly, lifting heels to bottom and using heel to toe landing. 	<p>SPRING ONE</p> <p><u>Cognitive skills</u></p> <p>NC Pupils should be taught to:</p> <ul style="list-style-type: none"> Continue to apply and develop a broader range of skills, learning how to use them in different ways and link them to make actions and sequences of movement I can explain what I am doing well and I have begun to identify areas for improvement. <p><u>Fundamental skills</u> (dynamic balance - on a line)</p> <ul style="list-style-type: none"> I can march, lifting knees and elbows up to a 90° angle. I can walk fluidly with heel to toe landing. I can walk fluidly, lifting knees and using heel to toe landing I can walk fluidly, lifting heels to bottom and using heel to toe landing. 	<p>SPRING ONE</p> <p><u>Cognitive skills</u></p> <p>NC Pupils should be taught to:</p> <ul style="list-style-type: none"> Develop an understanding of how to improve in different activities and sports Play competitive games and apply basic principles suitable for attacking and defending I can use awareness of space/others to make good decisions. I can understand ways (criteria) to judge performance. <p><u>Fundamental skills</u> (static balance - stance)</p> <ul style="list-style-type: none"> I can raise alternate knees to opposite elbow 5 times. I can catch large ball thrown at knee height and above head. I can catch large ball thrown away from body. I can catch small ball thrown close to and away from body I can throw and catch 2 small balls alternately, using both 	<p>SPRING ONE</p> <p><u>Cognitive skills</u></p> <p>NC Pupils should be taught to:</p> <ul style="list-style-type: none"> Develop an understanding of how to improve in different activities and sports Play competitive games and apply basic principles suitable for attacking and defending I can use awareness of space/others to make good decisions. I can understand ways (criteria) to judge performance. <p><u>Fundamental skills</u> (static balance - stance)</p> <ul style="list-style-type: none"> I can throw and catch 2 small balls alternately, using both hands, both close to and away from body. I can strike small ball back to a partner with a racket. I can strike a small ball back to a partner from across body with a racket. I can throw and catch small ball, catching across body with either hand. I can throw and catch 2 balls alternately, catching

<p><u>Sporting application (Gymnastics)</u></p> <ul style="list-style-type: none"> I can describe how the body feels before, during and after exercise. I can carry and place equipment safely. I can perform a movement sequence. I can copy actions and movement sequences I can link two actions to make a sequence. I can recognise and copy contrasting actions (small/tall, narrow/wide). I can travel in different ways, changing direction and speed. I can hold still shapes and simple balances. I can carry out a range of simple jumps, landing safely. I can move around, under, over, and through different objects and equipment. I can begin to move with control and care I can copy and repeat actions. I can vary the speed of my actions. <p>Vocab</p>	<ul style="list-style-type: none"> I can describe how the body feels before, during and after exercise. I can carry and place equipment safely. I can create and perform a movement sequence. I can copy actions and movement sequences with a beginning, middle and end. I can link two actions to make a sequence. I can recognise and copy contrasting actions (small/tall, narrow/wide). I can travel in different ways, changing direction and speed. I can hold still shapes and simple balances. I can carry out simple stretches. I can carry out a range of simple jumps, landing safely. I can move around, under, over, and through different objects and equipment. I can begin to move with control and care I can copy and repeat actions. I can put a sequence of actions together to create a motif. 	<p>Vocab Balance, stance, fluid, backward, forward, wobble, 90*, heels</p> <p><u>Sporting application (Gymnastics)</u></p> <ul style="list-style-type: none"> I can recognise and describe how the body feels during and after different physical activities. I can explain what they need to stay healthy. I can copy, explore and remember actions and movements to create their own sequence. I can link actions to make a sequence. I can travel in a variety of ways, including rolling. I can hold a still shape whilst balancing on different points of the body. I can jump in a variety of ways and land with increasing control and balance. I can climb onto and jump off the equipment safely. I can move with increasing control and care. I can copy, remember and repeat actions. I can create a short motif inspired by a stimulus. I can change the speed and level of their actions. I can use simple choreographic devices 	<p><u>(coordination - ball skills)</u></p> <ul style="list-style-type: none"> I can sit and roll a ball up and down my legs and around my upper body using one hand I can stand and roll a ball up and down leg and upper body using one hand (In 20 seconds or less) I can stand with legs apart and move a ball around 1 leg 16 times (right and left) I can move a ball around my waist 17 times I can stand apart and move a ball around alternate legs 16 times <p>Vocab Balance, stance, fluid, backward, forward, wobble, 90*, heels, alternate, upper body, right, left</p> <p><u>Sporting application (Gymnastics)</u></p> <ul style="list-style-type: none"> I can recognise and describe the effects of exercise on the body. I know now the importance of strength and flexibility for physical activity. I can explain why it is important to warm up and cool down. I can choose ideas to compose a movement sequence independently and with others. I can link combinations of actions with increasing confidence, including changes of 	<ul style="list-style-type: none"> I can walk fluidly, forwards and backwards, lifting heel to bottom, knees up and heel to toe landing. I can lunge walk forwards (heel to bottom, knees up, extend leg, sink hips, heel to toe landing). I can lunge walk forwards, bringing opposite elbow up to a 90° angle. I can complete all red challenges with eyes closed. <p><u>(coordination - ball skills)</u> (In 20 seconds or less)</p> <ul style="list-style-type: none"> I can stand with legs apart and move a ball around 1 leg 16 times (right and left) I can move a ball around my waist 17 times I can stand apart and move a ball around alternate legs 16 times I can stand with legs apart and move ball in figure of 8 around both legs 12 times. I can move ball around waist into figure of 8 around both legs 10 times. I can move ball around waist and then around alternate legs 12 times. I can stand with legs apart and perform 24 criss-crosses, with and then without a bounce. 	<p>hands, both close to and away from body.</p> <ul style="list-style-type: none"> I can strike small ball back to a partner with a racket. I can strike a small ball back to a partner from across body with a racket. <p><u>(coordination - footwork)</u></p> <ul style="list-style-type: none"> I can combine 3-step zigzag patterns with cross-over (swerve) when changing lead leg. I can move in 3-step zigzag pattern, with knee raise across body just before changing lead leg and direction. I can move in 3-step zigzag pattern, lifting foot up behind just before changing lead leg and direction. I can move in 3-step zigzag pattern while alternating knee raise and foot behind. I can move backwards in-3 step zigzag pattern with cross-over (swerve). I can move backwards in 3-step zigzag pattern with knee raise across body. <p>Vocab Balance, stance, fluid, backward, forward, wobble, 90*, heels, alternate, upper body, right, left, figure of eight, criss-cross, zig - zag, combine, swerve</p> <p><u>Sporting application (Gymnastics)</u></p> <ul style="list-style-type: none"> I know and understand the reasons for 	<p>across body with either hand. I can volley a large ball back to a partner with either foot.</p> <p><u>(coordination - footwork)</u></p> <ul style="list-style-type: none"> I can move in 3-step zigzag pattern while alternating knee raise and foot behind. I can move backwards in-3 step zigzag pattern with cross-over (swerve). I can move backwards in 3-step zigzag pattern with knee raise across body I can move backwards in 3-step zigzag pattern with foot behind. I can move backwards in 3-step zigzag pattern with alternating knee lift and foot behind. <p>Vocab Balance, stance, fluid, backward, forward, wobble, 90*, heels, alternate, upper body, right, left, figure of eight, criss-cross, zig - zag, combine, swerve</p> <p><u>Sporting application (Gymnastics)</u></p> <ul style="list-style-type: none"> I can understand the importance of warming up and cooling down. I can carry out warm-ups and cool-downs safely and effectively. I can understand why exercise is good for health, fitness and wellbeing. I know ways on how to become healthier. I can create my own complex sequences involving the full range of actions and movements:
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<p>Jumps, sequences, balances, independently, shapes, stretches</p> <p>SPRING TWO</p> <p>Creative skills</p> <p>NC Pupils should be taught to:</p> <ul style="list-style-type: none"> Continue to apply and develop a broader range of skills, learning how to use them in different ways and link them to make actions and sequences of movement I can explore and describe different movements. I can explore different movements. <p>Fundamental skills (coordination - ball skills)</p> <ul style="list-style-type: none"> I can roll a ball along the floor around body using 2 hands. I can sit and roll a ball along the floor around body using 1 hand (right and left). I can sit and roll a ball down legs and around upper body using 2 hands. <p>(counter balance -in pairs)</p> <ul style="list-style-type: none"> I can sit holding hands with toes touching, lean in together then apart. 	<ul style="list-style-type: none"> I can vary the speed of their actions. I can use simple choreographic devices such as unison, canon and mirroring. I can begin to improvise independently to create a simple dance. <p>Vocab Motif, jumps, sequences, balances, independently, shapes, stretches</p> <p>SPRING TWO</p> <p>Creative skills</p> <p>NC Pupils should be taught to:</p> <ul style="list-style-type: none"> Continue to apply and develop a broader range of skills, learning how to use them in different ways and link them to make actions and sequences of movement I can explore and describe different movements. <p>Fundamental skills (coordination - ball skills)</p> <ul style="list-style-type: none"> I can roll a ball along the floor around body using 2 hands. I can sit and roll a ball along the floor around body using 1 hand (right and left). I can sit and roll a ball down legs and around upper body using 2 hands. I can stand and roll a ball up and down legs and round upper body using 2 hands 	<p>such as unison, canon and mirroring.</p> <p>Vocab Motif, jumps, sequences, balances, independently, shapes, stretches, choreographic, unison, mirroring, canon, stimulus, control, balance</p> <p>SPRING TWO</p> <p>Creative skills</p> <p>NC Pupils should be taught to:</p> <ul style="list-style-type: none"> Continue to apply and develop a broader range of skills, learning how to use them in different ways and link them to make actions and sequences of movement I can select and link movements together to fit a theme. I can begin to compare my movements and skills with those of others. <p>Fundamental skills (coordination - ball skills)</p> <ul style="list-style-type: none"> I can sit and roll a ball along the floor around body using 2 hands. I can sit and roll a ball along the floor around body using 1 hand (right and left). I can sit and roll a ball down legs and around upper body using 2 hands. I can stand and roll a ball up and down legs and round upper body using 2 hands 	<p>direction, speed or level.</p> <ul style="list-style-type: none"> I can develop the quality of their actions, shapes and balances. I can move with coordination, control and care. I can use turns whilst travelling in a variety of ways. I can use a range of jumps in their sequences. I can begin to use equipment to vault. I can create interesting body shapes while holding balances with control and confidence. I can begin to show flexibility in movements. I can recognise and describe the effects of exercise on the body. I know how the importance of strength and flexibility for physical activity. I can explain why it is important to warm up and cool down. I can begin to improvise with a partner to create a simple dance. I can create motifs from different stimuli. I can begin to compare and adapt movements and motifs to create a larger sequence. I can use simple dance vocabulary to compare and improve work. 	<p>Vocab Balance, stance, fluid, backward, forward, wobble, 90*, heels, alternate, upper body, right, left, figure of eight, criss-cross</p> <p>Sporting application (Gymnastics)</p> <ul style="list-style-type: none"> I can describe how the body reacts at different times and how this affects performance. I can create a sequence of actions that fit a theme. I can use an increasing range of actions, directions and levels in their sequences. I can move with clarity, fluency and expression. I can show changes of direction, speed and level during a performance. I can travel in different ways, including using flight. I can improve the placement and alignment of body parts in balances. I can use equipment to vault in a variety of ways. I can begin to develop good technique when travelling, balancing and using equipment. I can develop strength, technique and flexibility throughout performances. 	<p>warming up and cooling down.</p> <ul style="list-style-type: none"> I can explain some safety principles when preparing for and during exercise. I can select ideas to compose specific sequences of movements, shapes and balances. I can adapt their sequences to fit new criteria or suggestions. I can perform jumps, shapes and balances fluently and with control. I can confidently develop the placement of their body parts in balances, recognising the position of my centre of gravity and where it should be in relation to the base of the balance. I can confidently use equipment to vault in a variety of ways. I can apply skills and techniques consistently. I can develop strength, technique and flexibility throughout performances. I can combine equipment with movement to create sequences. I know and understand the reasons for warming up and cooling down. I can explain some safety principles when preparing for and during exercise. 	<p>travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching.</p> <ul style="list-style-type: none"> I can demonstrate precise and controlled placement of body parts in my actions, shapes and balances. I can confidently use equipment to vault and incorporate this into sequences. I can apply skills and techniques consistently, showing precision and control. I can develop strength, technique and flexibility throughout performances. I can identify and repeat the movement patterns and actions of a chosen dance style. I can compose individual, partner and group dances that reflect the chosen dance style. I can use dramatic expression in dance movements and motifs. I can perform with confidence, using a range of movement patterns. <p>Vocab Motif, jumps, sequences, balances, independently, shapes, stretches, choreographic, unison, mirroring, canon, stimulus, control, balance, speed, height, clarity, fluency, expression, principles, pace, centre of gravity,</p>
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<ul style="list-style-type: none"> I can sit holding 1 hand with toes touching, lean in together then apart. I can sit holding hands with toes touching and rock forwards, backwards and side-to-side. <p>Vocab Sit, roll, upper body, right, left, side to side, touching, holding, forwards, backwards, together, apart</p> <p>Sporting application (Team games)</p> <p>Communication:</p> <ul style="list-style-type: none"> Work cooperatively with a partner and a small group. <p>Reflection:</p> <ul style="list-style-type: none"> Verbalise when they were successful and areas that they could improve <p>Problem solving:</p> <ul style="list-style-type: none"> Suggest ideas in response to a task. <p>Sending and receiving</p> <ul style="list-style-type: none"> Explore L&R with hands and feet a partner. <p>Dribbling:</p> <ul style="list-style-type: none"> Explore dribbling with hands and feet. <p>Attacking and defending:</p> <ul style="list-style-type: none"> Explore changing direction to move away from a partner. 	<p>around body using 1 hand (right and left).</p> <ul style="list-style-type: none"> I can sit and roll a ball down legs and around upper body using 2 hands. I can stand and roll a ball up and down legs and round upper body using 2 hands <p>(counter balance -in pairs)</p> <ul style="list-style-type: none"> I can sit holding hands with toes touching, lean in together then apart. I can sit holding 1 hand with toes touching, lean in together then apart. I can sit holding hands with toes touching and rock forwards, backwards and side-to-side. <p>Vocab Sit, roll, upper body, right, left, side to side, touching, holding, forwards, backwards, together, apart</p> <p>Sporting application (Team games)</p> <p>Communication:</p> <ul style="list-style-type: none"> Work cooperatively with a partner and a small group. <p>Reflection:</p> <ul style="list-style-type: none"> Verbalise when they were successful and areas that they could improve <p>Problem solving:</p>	<ul style="list-style-type: none"> I can sit and roll a ball up and down legs and round upper body using 1 hand. I can stand and roll a ball up and down legs and round upper body using 1 hand. <p>(counter balance -in pairs)</p> <ul style="list-style-type: none"> I can sit holding hands with toes touching, lean in together then apart. I can sit holding 1 hand with toes touching, lean in together then apart. I can sit holding hands with toes touching and rock forwards, backwards and side-to-side. I can hold on and, with a long base, lean back, hold balance and then move back together. I can hold on with 1 hand and, with a long base, lean back, hold balance and then move back together. <p>Vocab Sit, roll, upper body, right, left, side to side, touching, holding, forwards, backwards, together, apart</p> <p>Sporting application (Team games)</p> <p>Communication:</p> <ul style="list-style-type: none"> Work cooperatively with a partner and a small group. <p>Reflection:</p> <ul style="list-style-type: none"> Verbalise when they were successful and 	<p>Vocab Motif, jumps, sequences, balances, independently, shapes, stretches, choreographic, unison, mirroring, canon, stimulus, control, balance</p> <p>SPRING TWO</p> <p>Creative skills</p> <p>NC <i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> Enjoy communicating, collaborating and competing with each other Continue to apply and develop a broader range of skills, learning how to use them in different ways and link them to make actions and sequences of movement <ul style="list-style-type: none"> I can respond differently to a variety of tasks. I can make up my own rules and versions of activities. <p>Fundamental skills (coordination - sending and receiving)</p> <ul style="list-style-type: none"> I can throw a tennis ball, catch rebound with same hand after 1 bounce. I can throw a tennis ball, catch rebound with same hand without a bounce. I can throw a tennis ball, catch rebound with other hand after 1 bounce. 	<ul style="list-style-type: none"> I can explain why exercise is good for your health. I know some reasons for warming up and cooling down. I can identify and repeat the movement patterns and actions of a chosen dance style. I can compose a dance that reflects the chosen dance style. I can confidently improvise with a partner or on their own. I can compose longer dance sequences in a small group. <p>Vocab Motif, jumps, sequences, balances, independently, shapes, stretches, choreographic, unison, mirroring, canon, stimulus, control, balance, speed, height, clarity, fluency, expression</p> <p>SPRING TWO</p> <p>Creative skills</p> <p>NC <i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> Enjoy communicating, collaborating and competing with each other Continue to apply and develop a broader range of skills, learning how to use them in different ways and link them to 	<ul style="list-style-type: none"> I can identify and repeat the movement patterns and actions of a chosen dance style. I can compose individual, partner and group dances that reflect the chosen dance style. I can show a change of pace and timing in their movements. I can develop an awareness of my use of space. <p>Vocab Motif, jumps, sequences, balances, independently, shapes, stretches, choreographic, unison, mirroring, canon, stimulus, control, balance, speed, height, clarity, fluency, expression, principles, pace, centre of gravity,</p> <p>SPRING TWO</p> <p>Creative skills</p> <p>NC <i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> Enjoy communicating, collaborating and competing with each other Continue to apply and develop a broader range of skills, learning how to use them in different ways and link them to make actions and sequences of movement I can change tactics, rules or tasks to make activities more fun or more challenging. 	<p>SPRING TWO</p> <p>Creative skills</p> <p>NC <i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> Enjoy communicating, collaborating and competing with each other Continue to apply and develop a broader range of skills, learning how to use them in different ways and link them to make actions and sequences of movement I can change tactics, rules or tasks to make activities more fun or more challenging. I can link actions and develop sequences of movements that express my own ideas. <p>Fundamental skills (static balance - seated)</p> <ul style="list-style-type: none"> I can reach and pick up cones from in front, to the side and from behind. I can reach and pick up cones from in front, to the side and from behind while a partner applies a force. I can reach and pick up cones from in front, to the side and from behind with eyes closed, while a partner applies a force. I can reach and pick up cones on the floor whilst on a bench, without losing balance.
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<ul style="list-style-type: none"> Explore tracking and move to stay with a partner. <p>Space:</p> <ul style="list-style-type: none"> Recognise good space when playing games. <p>Vocab Following instructions, dribbling, communication, reflection, working together, sending and receiving, attacking, defending, space</p>	<ul style="list-style-type: none"> Suggest ideas in response to a task. <p>Sending and receiving</p> <ul style="list-style-type: none"> Explore L&R with hands and feet a partner. <p>Dribbling:</p> <ul style="list-style-type: none"> Explore dribbling with hands and feet. <p>Attacking and defending:</p> <ul style="list-style-type: none"> Explore changing direction to move away from a partner. Explore tracking and move to stay with a partner. <p>Space:</p> <ul style="list-style-type: none"> Recognise good space when playing games. <p>Vocab Following instructions, dribbling, communication, reflection, working together, sending and receiving, attacking, defending, space</p>	<p>areas that they could improve</p> <p>Problem solving:</p> <ul style="list-style-type: none"> Suggest ideas in response to a task. <p>Sending and receiving</p> <ul style="list-style-type: none"> Explore L&R with hands and feet a partner. <p>Dribbling:</p> <ul style="list-style-type: none"> Explore dribbling with hands and feet. <p>Attacking and defending:</p> <ul style="list-style-type: none"> Explore changing direction to move away from a partner. Explore tracking and move to stay with a partner. <p>Space:</p> <ul style="list-style-type: none"> Recognise good space when playing games. <p>Vocab Following instructions, dribbling, communication, reflection, working together, sending and receiving, attacking, defending, space</p>	<ul style="list-style-type: none"> I can throw a tennis ball, catch rebound with other hand without a bounce. I can strike large, soft ball along ground with hand 5 times in a rally. I can strike a ball with alternate hands in a rally. I can kick a ball with the same foot. I can kick a ball with alternate feet I can roll 2 balls alternately using both hands, sending 1 as the other is returning. <p>(counter balance - in pairs)</p> <ul style="list-style-type: none"> I can hold on and, with a long base, lean back, hold balance and then move back together. I can hold on with 1 hand and, with a long base, lean back, hold balance and then move back together. I can hold on and, with a short base, lean back, hold balance and then move back together. I can hold on with 1 hand and, with a short base, lean back, hold balance and then move back together. I can perform above challenges with eyes closed. <p>Vocab Rebound, strike, throw, catch, alternately, strike, rally, long base, lean back, together</p> <p>Sporting application (Hockey)</p>	<p><i>make actions and sequences of movement</i></p> <ul style="list-style-type: none"> I can recognise similarities and differences in movements and expression. I can make up my own rules and versions of activities. <p>Fundamental skills (coordination - sending and receiving)</p> <ul style="list-style-type: none"> I can strike a ball with alternate hands in a rally. I can kick a ball with the same foot. I can kick a ball with alternate feet I can roll 2 balls alternately using both hands, sending 1 as the other is returning. I can alternately throw and catch 2 tennis balls against a wall. I can throw 2 tennis balls against a wall and catch them with opposite hand (cross-over). I can throw 2 tennis balls against a wall in a circuit, in both directions. <p>(counter balance - in pairs)</p> <ul style="list-style-type: none"> I can hold on and, with a short base, lean back, hold balance and then move back together. I can hold on with 1 hand and, with a 	<ul style="list-style-type: none"> I can link actions and develop sequences of movements that express my own ideas. <p>Fundamental skills (static balance - seated)</p> <ul style="list-style-type: none"> I can reach and pick up cone an arms distance away, swap hands and place it on the other side (both directions). I can reach and pick up cone an arms distance away and place it on the other side using same hand (both directions). I can hold a V-shape with straight arms and legs for 10 seconds. I can reach and pick up cones from in front, to the side and from behind. I can reach and pick up cones from in front, to the side and from behind with eyes closed. I can reach and pick up cones from in front, to the side and from behind while a partner applies a force. I can reach and pick up cones from in front, to the side and from behind with eyes closed, while a partner applies a force. <p>(static balance - floor work)</p> <ul style="list-style-type: none"> I can transfer a tennis ball on and off back in a front support. I can transfer a cone on and off tummy in back support. 	<ul style="list-style-type: none"> I can turn 360° in either direction, first on the floor then on a bench. I can balance on an uneven surface, e.g. wobble cushion, for 10 seconds. I can reach and pick up cones on the floor whilst on an uneven surface. <p>(static balance - floor work)</p> <ul style="list-style-type: none"> I can hold front support position with only 1 foot in contact with floor and transfer cone on and off back. I can rotate fluently from front support to back support, and then continue rotating with fluency I can hold front support position with only 1 foot in contact with floor and transfer tennis ball on and off back. I can hold front support position with only 1 foot in contact with floor and transfer tennis ball on and off back with eyes closed. <p>Vocab Seated, static, force, direction, support, transfer, rotating, fluently, contact</p> <p>Sporting application (Hockey) Use speed, changing of direction and dribbling to advance towards team's goal. Use a range of passes knowing which one depending on the distance of the pass. Dribble and change direction by making a square pass (across the pitch) or straight pass (up/down the pitch).</p>
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			<p>Begin to show how to hold a hockey stick and which side to use.</p> <p>Use a simple push pass to another team mate.</p> <p>Dribble the ball keeping it close to me using the correct side of stick.</p> <p>Show some signs of an approaching a player to tackle and cause pressure.</p> <p>Begin to attempt to score a goal from anywhere.</p> <p>Play small sided competitive games</p> <p>Run in different directions and at different speeds, using a good technique.</p> <p>Vocab Control, technique, communication, speeds, directions, relay, accuracy, competition, safety, tackle, pressure</p>	<p>short base, lean back, hold balance and then move back together.</p> <ul style="list-style-type: none"> I can perform above challenges with eyes closed. I can stand on 1 leg holding with 1 hand, lean back, hold balance and then move back together. I can stand on 1 leg while holding on to partner's opposite foot. <p>Vocab Rebound, strike, throw, catch, alternately, strike, rally, long base, lean back, together</p> <p>Sporting application (Hockey) Sometimes change direction of travel by rotating and turning stick to support this. Use a push pass to make a direct pass. Begin to use a slap pass (bringing stick back and causing more power). Use speed to dribble the ball into space. Maintain defence and keep the pressure until possession is gained. Attempt to score inside a designated scoring area. Play small sided competitive games. Follow basic rules of competition. Select and maintain a running pace for different distances. Explore different footwork patterns.</p>	<ul style="list-style-type: none"> I can transfer a tennis ball on and off tummy in back support. I can hold front support position with only 1 foot in contact with floor and transfer cone on and off back. I can rotate fluently from front support to back support, and then continue rotating with fluency <p>Vocab Seated, static, force, direction, support, transfer, rotating, fluently</p> <p>Sporting application (Hockey) Change direction and use the correct side of stick, sometimes using dribbling (alternating sides of stick while dribbling) to avoid defenders. Choose between the two passes (push/slap) and explain simply why. Make a direct pass while dribbling. Begin to use stick to mark a player from the side line causing them difficulty. Successfully score while in the scoring area. Play small sided competitive games. Use correct technique to run at speed. Develop the ability to run for distance. Explore different footwork patterns. Demonstrate good techniques in a competitive situation.</p> <p>Vocab</p>	<p>Know when to defend and what defence skills could be used. Seize an opportunity to score, sometimes quite quickly. Play small sided competitive games Pass a moving ball Explore different footwork patterns.</p> <p>Utilise all the skills learned in this unit in a competitive situation.</p> <p>Vocab Control, technique, communication, speeds, directions, relay, accuracy, competition, safety, tackle, pressure, pattern, pace, power, possession, dribble, alternating, marking</p>
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