

Year A PE

EYFS

Y1/2

Y3/4

Y5/6

Procedural knowledge (from NC)

AREA OF LEARNING

Physical Development

STRAND

Gross Motor Skills

* Negotiate space and obstacles safely, with consideration for themselves and others.

* Demonstrate strength, balance and coordination when playing

* Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

To develop practical skills in order to participate, compete and lead a healthy lifestyle –

Games

- Use the terms ‘opponent’ and ‘team-mate’.
- Use rolling, hitting, running, jumping, catching and kicking skills in combination.
- Develop tactics.
- Lead others when appropriate.

Dance

- Copy and remember moves and positions.
- Move with careful control and coordination.
- Link two or more actions to perform a sequence.
- Choose movements to communicate a mood, feeling or idea.

Gymnastics

- Copy and remember actions.
- Move with some control and awareness of space.
- Link two or more actions to make a sequence.
- Show contrasts (such as small/tall, straight/curved and wide/narrow).
- Travel by rolling forwards, backwards and sideways.
- Hold a position whilst balancing on different points of the body.
- Climb safely on equipment.
- Stretch and curl to develop flexibility.
- Jump in a variety of ways and land with increasing control and balance.

Athletics

- Athletic activities are combined with games in Years 1 and 2.

Outdoor and Adventurous Activities

- Not applicable

To develop practical skills in order to participate, compete and lead a healthy lifestyle –

Games

- Throw and catch with control and accuracy.
- Strike a ball and field with control.
- Choose appropriate tactics to cause problems for the opposition.
- Follow the rules of the game and play fairly.
- Maintain possession of a ball (with, e.g. feet, a hockey stick or hands).
- Pass to teammates at appropriate times.
- Lead others and act as a respectful team member.

Dance

- Plan, perform and repeat sequences.
- Move in a clear, fluent and expressive manner.
- Refine movements into sequences.
- Create dances and movements that convey a definite idea.
- Change speed and levels within a performance.
- Develop physical strength and suppleness by practising moves and stretching.

Gymnastics

- Plan, perform and repeat sequences.
- Move in a clear, fluent and expressive manner.
- Refine movements into sequences.
- Show changes of direction, speed and level during a performance.
- Travel in a variety of ways, including flight, by transferring weight to generate power in movements.
- Show a kinaesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape).

To develop practical skills in order to participate, compete and lead a healthy lifestyle –

Games

- Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).
- Work alone, or with team mates in order to gain points or possession.
- Strike a bowled or volleyed ball with accuracy.
- Use forehand and backhand when playing racket games.
- Field, defend and attack tactically by anticipating the direction of play.
- Choose the most appropriate tactics for a game.
- Uphold the spirit of fair play and respect in all competitive situations.
- Lead others when called upon and act as a good role model within a team.

Dance

- Compose creative and imaginative dance sequences.
- Perform expressively and hold a precise and strong body posture.
- Perform and create complex sequences.
- Express an idea in original and imaginative ways.
- Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece.
- Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands).

- Swing and hang from equipment safely (using hands).

Athletics

- Sprint over a short distance up to 60 metres.
- Run over a longer distance, conserving energy in order to sustain performance.
- Use a range of throwing techniques (such as under arm, over arm).
- Throw with accuracy to hit a target or cover a distance.
- Jump in a number of ways, using a run up where appropriate.
- Compete with others and aim to improve personal best performances.

Outdoor and Adventurous Activities

- Arrive properly equipped for outdoor and adventurous activity.
- Understand the need to show accomplishment in managing risks.
- Show an ability to both lead and form part of a team.
- Support others and seek support if required when the situation dictates.
- Show resilience when plans do not work and initiative to try new ways of working.
- Use maps, compasses and digital devices to orientate themselves.
- Remain aware of changing conditions and change plans if necessary.

Gymnastics

- Create complex and well-executed sequences that include a full range of movements including:
 - travelling
 - balances
 - swinging
 - springing
 - flight
 - vaults
 - inversions
 - rotations
 - bending, stretching and twisting
 - gestures
 - linking skills.
- Hold shapes that are strong, fluent and expressive.
- Include in a sequence set pieces, choosing the most appropriate linking elements.
- Vary speed, direction, level and body rotation during floor performances.
- Practise and refine the gymnastic techniques used in performances (listed above).
- Demonstrate good kinaesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions).
- Use equipment to vault and to swing (remaining upright).

Swimming

- Swim over 100 metres unaided.
- Use breaststroke, front crawl and back stroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming.
- Swim fluently with controlled strokes.
- Turn efficiently at the end of a length.
- Swim at the surface and below the water.

			<p>Athletics</p> <ul style="list-style-type: none">• Combine sprinting with low hurdles over 60 metres.• Choose the best place for running over a variety of distances.• Throw accurately and refine performance by analysing technique and body shape.• Show control in take-off and landings when jumping.• Compete with others and keep track of personal best performances, setting targets for improvement. <p>Outdoor and Adventurous Activities</p> <ul style="list-style-type: none">• Select appropriate equipment for outdoor and adventurous activity.• Identify possible risks and ways to manage them, asking for and listening carefully to expert advice.• Embrace both leadership and team roles and gain the commitment and respect of a team.• Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt.• Remain positive even in the most challenging circumstances, rallying others if need be.• Use a range of devices in order to orientate themselves.• Quickly assess changing conditions and adapt plans to ensure safety comes first.
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Unit and declarative knowledge (specific information we want children to know and remember)

PE is taught at Roseberry in order for our children to succeed and excel, becoming physically confident. They will understand the value of health and fitness, fairness and respect.

<p>AUTUMN 1 ALL ABOUT ME * Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills * Go up steps and stairs, or climb apparatus using alternate feet.</p> <p>SEASONS & WEATHER – ALL ABOUT AUTUMN * Skip, hop, stand on one leg and hold a pose for a game like musical statues * Use large muscle movements to wave flags or streamers</p> <p>AUTUMN 2 NIGHT & DAY * Match their developing physical skills to tasks and activities in the setting</p> <p>CHRISTMAS IS COMING * Revise and refine the fundamental movement skills they have already acquired such as rolling, crawling, walking, jumping, running, hopping, skipping, climbing</p> <p>SPRING 1 SEASONS & WEATHER – WINTER WONDERLAND * Progress towards a more fluent style of moving, with developing control and grace.</p>	<p>Year 1</p> <p>General</p> <ul style="list-style-type: none"> • Develop practical skills to take part in PE lessons. • Understand that an appropriate change of PE clothes and footwear are required, long hair is to be tied back and earrings removed or covered for safety. • With direction, know how to remove school uniform, one piece at a time, replacing it with the same item of PE clothing, get change into PE kit, put clothing into PE bag and then get changed again after the lesson. • Understand the expectations and rules within PE lessons. • Each lesson, introduce, and remind the children where the ground boundaries are where they will carry out the PE lesson (e.g. specific area of the playground) and the behaviour expected within those areas. Also when working within and moving between indoor and outdoor spaces the behaviour that is required. • Introduce a range of simple PE equipment and how to use, move and carry it. • Play simple games and listen and respond to commands appropriately. • Develop spatial awareness working in different areas. • Understand how to respond to commands/signals to stand 	<p>Year 2</p> <p>General</p> <ul style="list-style-type: none"> • Develop practical skills to take part in PE lessons. • Understand that an appropriate change of PE clothes and footwear are required, long hair is to be tied back and earrings removed or covered for safety. • Know how to remove school uniform, one piece at a time, replacing it with the same item of PE clothing, get change into PE kit, put clothing into PE bag and then get changed again after the lesson. • Understand the expectations and rules within PE lessons. • Introduce a wider range of simple PE equipment and how to use, move and carry it. • Play simple games and listen and respond to commands appropriately. • Each lesson, remind the children where the ground boundaries are of where they will carry out the PE lesson (e.g. specific area of the playground) and the behaviour expected within those areas. Also when working within and moving between indoor and outdoor spaces the behaviour that is required. • Develop spatial awareness working in different areas inside and outside on the playground, then field, understanding different boundaries. 	<p>Year 3/4</p> <p>General</p> <ul style="list-style-type: none"> • Develop practical skills to take part in PE lessons and start to understand how they could be used out of school. • Understand the need and importance of an appropriate change of clothes and footwear (sometimes sports specific) for safety reasons, and start to understand why this could affect performance and hygiene. • Understand the importance and reasoning behind removing or covering up jewellery and hair being tied back. • Understand the expectations and rules within PE lessons. • Know how to use an increasingly wide range of PE equipment and how to use, move and carry it. • Carry out a wide range of sport specific skills and activities and then how they might be transferred in to small-sided game situations. • Listen, understand and respond appropriately with increasing confidence to a range of commands within skill-based activities and within small-sided game situations. • Know the boundaries (or introduce for new starters in Year 3) of play and the behaviour expected within those areas when working within and moving between indoor and outdoor spaces. <p>Team Work</p> <ul style="list-style-type: none"> • Work positively and cooperatively with others, initially with a partner, then a group of four, then a small-sided group, sharing equipment. 	<p>Year 5/6</p> <p>General</p> <ul style="list-style-type: none"> • Develop practical skills to take part in PE lessons and understand how they could be used out of school. • Understand the need and importance of an appropriate change of clothes and footwear (sometimes sports specific) for safety, performance and hygiene reasons. • Understand the importance and reasoning behind removing or covering up jewellery, hair being tied back and to do this without being prompted. • Understand the expectations and rules within PE lessons. • Know how to use a wide range of PE equipment and how to use it effectively, move and carry it. • Carry out a wide range of sport specific skills and activities and then how to transfer these skills in to game situations. • Listen, understand and respond appropriately to a range of commands within skill-based activities and within a game situation. • Know the boundaries of play and the behaviour expected within those areas when working within and moving between indoor and outdoor spaces. <p>Team work</p> <ul style="list-style-type: none"> • Work positively and cooperatively with others, with a larger group, sharing equipment. • Further develop skills to know how to react positively to peers and teammates during sporting situations. • Congratulate and highlight positive behaviour given between peers.
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<p>ANIMALS AROUND THE WORLD * Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group</p> <p>SPRING 2 LIFE ON THE FARM * Combine different movements with ease and fluency * Safety when moving and landing from apparatus</p> <p>TRANSPORT * Develop overall body strength, balance, co-ordination and agility</p> <p>SUMMER 1 THE BIG WIDE WORLD/BUILD IT UP * Further develop and refine a range of ball skills including, throwing, catching, kicking, passing, batting and aiming.</p> <p>SUMMER 2 SEASONS & WEATHER – SUMMERTIME MACHINES/TECHNOLOGY – MOVING ON * Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future</p>	<p>still straight away, an essential requirement for safety.</p> <p>Team Work</p> <ul style="list-style-type: none"> • Work cooperatively with others, initially with a partner then sharing equipment. • Model positive feedback and comments for children to use to other peers. <p>Warm-Up</p> <ul style="list-style-type: none"> • Know that a warm up should be carried out at the start of PE lessons so that the heart rate is increased, muscles are warmed up and chance of injury is decreased. • Know types of stretches that can be carried out using games. E.g. pretend to be an elephant, snake, crab • Know types of warm up games to play as a whole class to increase the heart rate e.g. musical statues. <p>Cool Down</p> <ul style="list-style-type: none"> • Start to understand that a cool down is carried out after physical activity. • Start to understand why a cool down is required to bring the heart rate back down to normal and gradually cool the body temperature down. • Cool down using stretches to help return the muscles back to their normal state. Stretch, reaching; out, up, down and to the side. 	<ul style="list-style-type: none"> • Understand how to respond to a wider range of commands/signals to stand still straight away, an essential requirement for safety. <p>Team Work</p> <ul style="list-style-type: none"> • Work cooperatively with others, initially with a partner then a group of 3 or 4, sharing equipment. • Model and then encourage positive feedback to use to other peers and teammates. <p>Warm-Up</p> <ul style="list-style-type: none"> • Know that a warm up should be carried out at the start of PE lessons so that the heart rate is increased, muscles are warmed up and the chance of injury is decreased. • Discuss that we have muscles and how they help us to move and carry out exercise and movements. • Be able to point to the different muscle area that we are warming up with simple stretches. • Know types of stretches that can be carried out using games. E.g. pretend to be an elephant, snake, crab etc and that moving like those animals creates stretches for the muscles. • Know types of warm up games to play as a whole class to increase the heart rate e.g. musical statues. • Know how to place your hand on your heart and feel how fast the heart is beating before and 	<ul style="list-style-type: none"> • Develop skills to know how to react positively to peers and teammates during sporting situations. • Congratulate and highlight positive behaviour given between peers. • Discuss teamwork and the qualities that make a successful team. • Model how to behave to others during a partnered or small-sided group if the group is not being successful. • Talk about acceptance and everyone has talents and unique qualities. • Success sharing – before lessons children show and discuss sporting/activity achievement (swimming certificates, horse riding rosettes, running trophies, Tough Mudder medals, martial arts, golf etc.) <p>Warm-Up</p> <ul style="list-style-type: none"> • To know that a warm up and stretching should be carried out at the start of PE lessons so that the heart rate is increased, muscles are warmed up and the chance of injury is decreased. • introduce the names of the major muscles groups and start to know how to stretch them. • Provide teacher support to a small group of children to carry out a child led warm up, working in front of the class showing stretches. • During the child led warm up, the remainder of the class know how to follow instructions patiently and respectfully. • Know what exercises could be carried out to increase the heart rate (e.g. star jumps, spotty dogs, pogo hops). • Start to be able to find your pulse (wrist or neck) to notice the increase before and after exercise and how this relates to your heart rate. 	<ul style="list-style-type: none"> • Discuss teamwork and the qualities that make a successful team. Which qualities do they like in their peers and why. • During an activity, discuss what positive feedback could be provided to encourage team members. • Talk about acceptance and everyone has talents and unique qualities to bring to PE. <p>Warm-Up</p> <ul style="list-style-type: none"> • Know that a warm up and stretching should be carried out at the start of PE lessons so that the heart rate is increased, muscles are warmed up and the chance of injury is decreased. • Recall the names of the major muscles groups and how to stretch them. • Working in a small group, carry out a child led warm up, in front of the class showing stretches for the major muscle groups. • During the child led warm up the remainder of the class know how to follow instructions patiently and respectfully. • Know what exercises could be carried out to increase the heart rate (e.g. star jumps, spotty dogs, pogo hops) and lead the class to do those exercises. • Find your pulse (wrist or neck) and notice the increase before and after exercise and how this relates to your heart rate. <p>Cool Down</p> <ul style="list-style-type: none"> • To know that a cool down is carried out after physical activity. • To understand why a cool down is required to bring the heart rate back and breathing back down to normal and gradually cool the body temperature down.
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<p>physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming</p>	<p>Autumn Term 1 Introduce PE and Listening Skills. Attacking and Defending.</p> <ul style="list-style-type: none"> • Begin to understand the words ‘attacking’ and ‘defending’ and how they are used in PE. • Learn how to ‘mark’ a player. • Defend the space between players. • Pass the ball to another player. • Use attacking and defending skills within a team game. <p>Autumn Term 2 Dance – Starry Skies</p> <ul style="list-style-type: none"> • Perform dances using simple movement patterns. • Dance with an object. • Make different shapes with a steamer. • Move streamers in different ways. • Use the body and a streamer to express an idea. • Move with a partner to express an idea. • Move the body and the scarf in unison with the partner. • Mirror the partner movements with the body and scarf. • Move in their own space. • Move in a wider space. • Move in different ways using light, floating, slow, heavy, fast and/or slow movements. • Make different shapes with the body. • Make a shape and hold it then move about in that shape. 	<p>after exercise and start to understand why it has increased.</p> <p>Cool Down</p> <ul style="list-style-type: none"> • To know that a cool down is carried out after physical activity. • To start to understand why a cool down is required to bring the heart rate and breathing back down to normal and gradually cool the body temperature down. • To cool down using stretches to help relax and return the muscles back to their normal state. • To stretch, reaching: out, up, down and to the side. <p>Autumn Term 1 Balls Skills – Invasion Games</p> <ul style="list-style-type: none"> • Travel in different ways with control. • Travel backwards, keeping balance. • Travel sideways using a sidestep. • Change direction while travelling. • Travel with a ball in different ways. • Use feet to travel with a ball. • Bounce a ball while travelling. • Keep control of a ball as its path is followed. • Turn corners while travelling with a ball. • Use hands and feet to change direction when travelling with a ball. • Pass the ball to another player. • Use the hands to pass the ball to a target. 	<p>Cool Down</p> <ul style="list-style-type: none"> • To know that a cool down is carried out after physical activity. • To understand why a cool down is required to bring the heart rate and breathing back down to normal and gradually cool the body temperature down. • To cool down using stretches to help relax and return the muscles back to their normal state. • When using stretches begin to identify the different muscles groups used when carrying out these stretches. • To begin to notice that the heart rate has decreased by physically feeling either at the location of the heart or the pulse rate on the wrist. • To be aware when the breathing has returned to normal. <p>Autumn Term 1 Carousel Sports</p> <ul style="list-style-type: none"> • Discuss which sports the children have seen or taken part in before. • Experience a range of sports. • Provide a snapshot of the sport through a game situation and provide engagement opportunities for future lessons. • Gauge the level of experience and skill level from new starters. <p>Fitness – Cross Country and Fitness</p> <ul style="list-style-type: none"> • Carry out different stretches and exercises in the correct way. • Identify some muscle groups being used in the exercises. • Develop practical skills in order to participate and lead a healthy lifestyle. 	<ul style="list-style-type: none"> • To begin to lead the cool down using stretches to help relax and return the muscles back to their normal state. • When using stretches become increasingly more confident in identifying the different muscles groups used when carrying out these stretches. • Notice that the heart rate has decreased by physically feeling either at the location of the heart or the pulse rate on the wrist. • Be aware when the breathing has returned to normal and how long this takes in respect to the amount or intensity of exercise carried out. <p>Autumn Term 1 Carousel Sports</p> <ul style="list-style-type: none"> • Discuss which sports the children have seen or taken part in before. • Experience a range of sports. • Provide a snapshot of the sport through a game situation and provide engagement opportunities for future lessons. • Gauge the level of experience and skill level from new starters. <p>OAA/Team Building</p> <ul style="list-style-type: none"> • Work systematically and effectively as part of a team solving a range of problems. • Use a step-by-step approach to solve problems. • Understand the importance of communication and collaboration in problem solving. • Show perseverance and resilience when faced with problems and challenges. • Work effectively with others to achieve a common goal. • Approach tasks with a positive attitude. • Identify and draw upon individual team member skills and strengths to solve problems.
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	<ul style="list-style-type: none"> • Move on different pathways. • Move in an imaginative way. • Dance on winding pathways. • Dance on different pathways. • Make spiky shapes. • Move different parts of my body to make a pattern. <p>Spring Term 1 Gymnastics – Animals</p> <ul style="list-style-type: none"> • Carry and place apparatus safely individually, in pairs or a small group. • Travel safely in different ways. • Travel using a bouncing movement. • Jump from two feet to two feet. • Travel in different directions. • Travel at different speeds and on different levels. • Match the type of movement with the speed travelled at. • Make and hold different shapes • Jump, travel and hold a shape (position). • Travel and then hold a shape with increasing control and balance. • Perform a movement sequence with a partner. • Adding movements to a sequence so it flows • Repeat and improve a movement sequence so it flows. • Create, improve and perform own movement sequence. • Make a small group routine linking two or three actions to make a sequence. 	<ul style="list-style-type: none"> • Use feet to pass the ball to a target. • Make sure the ball travels to a target. • Travel with and pass the ball to try to score points in a game. <p>Autumn Term 2 Gymnastics - Under the Sea</p> <ul style="list-style-type: none"> • Create different shapes with the body and hold that position. • Evaluate the work of others and begin to give appropriate feedback. • Understand how to improve the quality of balances performed. • Compose and perform a sequence on apparatus. • Work cooperatively with a partner. • Perform quality balances on a range of body parts. • Perform balances on apparatus. • Work with a partner to evaluate the work. • Perform three different types of roll. • Control the body when rolling in different ways. • Understand that rolls can be used to link movements together in a sequence. • Show control when landing jumps. • Show clear body shapes when jumping. • Jump on and off apparatus safely. • Explore and remember movements to create a sequence. 	<ul style="list-style-type: none"> • Develop flexibility, strength, technique, control and balance in the context of travelling in different ways. • Hop in different ways • Skip and jump in different ways. • Change the direction, level or speed of travel. • Control movements using balance and coordination • Adapt and improve performance in a range of fitness related activities. • Run over a longer distance, learning techniques that are appropriate to the distance. • Identify which activities could be carried out in a home environment and what adaptations could be made to make this possible. <p>Basketball</p> <ul style="list-style-type: none"> • Develop flexibility, strength, technique control and balance in the context of the basketball dribbling technique. • Maintain possession of a ball (dribbling a basketball). • Use running, jumping, throwing and catching in isolation and in combination. • Use a range of techniques (chest pass, bounce pass, shoulder pass, overarm pass) to pass a basketball successfully. • Develop technique, control and balance in the context of pivoting and footwork in basketball. • Know how to pivot and when to use this skill within the drill and how this can be applied within a game setting. • Move effectively around the basketball court. • Maintain possession of the basketball. • Develop technique, control and balance. • Play small sided modified competitive games using marking. 	<ul style="list-style-type: none"> • Use effective verbal communication skills to deliver and receive information. • Develop non-verbal methods of communication with increasing success. • Demonstrate elements of good leadership. <p>Work effectively with others to plan and carry out a game plan/strategy.</p> <ul style="list-style-type: none"> • Embrace both leadership and team roles and gain the commitment and respect of a team. • Select appropriate equipment for the OAA. • Show increasing confidence in how to quickly assess changing conditions and adapt plans to ensure safety comes first. • Know of and use a range of devices in order to orientate individuals. • Orientate and follow a simple map to find control points in timed conditions. • Evaluate problem-solving strategies. <p>Happy and Healthy – Guided Mindful Meditation</p> <ul style="list-style-type: none"> • Explore the area of Guided Mindfulness Meditation. Gain an understanding of what mindfulness meditation is. • Understand what being in the present is and how this skill can be developed. Understand who carries it out (including sports people), why you do it and how it can help you. • Understand how mindful meditation can be used by everyone and how to do this at school or home. • Know how to breathe in through the nose and out through the mouth. Breathe in for a count of three, hold for a count of three and breathe out for a count of three. Practice this technique throughout the weeks so the children may be able to do this confidently and comfortably.
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<ul style="list-style-type: none"> • Work in unison (at the same time). <p>Spring Term 2 Invasion Games</p> <ul style="list-style-type: none"> • Travel in different ways with control. <ul style="list-style-type: none"> • Travel backwards, keeping balance. • Travel sideways using a sidestep. • Change direction while travelling. • Use feet to travel with a ball. • Bounce a ball while travelling. • Travel with a ball in different directions and in different ways. • Keep control of a ball as you follow a path. • Turn corners while travelling with a ball. • Use hands and feet to change direction when travelling with a ball. • Pass the ball to another player. • Use hands and feet to pass the ball to a target. • Make sure the ball travels to a target. • Travel with and pass the ball to try to score points in a game. <p>Summer Term 1 Sports Day Skills and Practice</p> <ul style="list-style-type: none"> • Use appropriate skills and techniques to sprint in a race. • Use the skills of balancing an egg on a spoon while running (in combination) racing against others. 	<ul style="list-style-type: none"> • Link movements together to help the sequence flow. • Begin to evaluate the work of others and say how it could be improved. • Show good control when performing a variety of movements. • Work cooperatively with a partner. • Explore and remember movements to create a sequence. • Link movements together to help the sequence flow. • Show good control when performing a variety of movements. <p>Spring Term 1 Dance – Toys</p> <ul style="list-style-type: none"> • Perform dances using simple movement patterns in the context of changes. • Change the speed, weight and size of the movements. • Move the body into different sized shapes. • Move smoothly from one shape to another. • Perform dances using simple movement patterns • Dance in different formations. • Move smoothly between movements. • Perform dances using simple movement patterns. • Move in response to a stimulus. • Move more than one body part to a rhythm at the same time. • Dance with a partner in a duet. 	<ul style="list-style-type: none"> • Develop the skills of marking and dodging in the basketball. • Use space on the basketball court to maintain possession of the ball. • Pass to teammates at appropriate times. • Know how to mark a player effectively. • Be able to get free from a defender. • Play competitive games, modified where appropriate. • Apply the basic principles suitable for attacking and defending. • Apply basketball skills learnt when playing as a part of a team. • Choose appropriate tactics to cause problems for the opposition. • Pass to teammates at appropriate times. • Choose and combine techniques in game situations. <p>Autumn Term 2 Volleyball</p> <ul style="list-style-type: none"> • Accurately self-feed volley the ball over varying distances. • Accept others' mistakes and encourage others even if the team is losing. • Accurately self-feed volley the ball high (rainbow) to a partner. • Accurately volley the ball over the net onto a target from a pass (set) from a partner. • Face the direction of intended play before contact. • Make the make the ball peak at the midway point between the two players. • Describe what went well and/or how to improve next time in the activity. • Congratulate/react positively with team mates/opponents. • Follow the rules of the game/activity and play fairly. • Pick up information to be used in future game play. 	<ul style="list-style-type: none"> • Understand what visualisation is and how it can be achieved and the benefits of it. • Know how people in their jobs use visualisation techniques and how sports people use this skill to help them relax. • Discuss visualisation techniques – what senses you can use. Discuss how when visualising you can use the sense of touch, smell and hearing in the visualisation process. • Use strategies to help ease worries, anxiety and stress, as well as being an aid for restful sleep and relaxation. • To understand how using meditation techniques can encourage focus. Provide and develop strategies for the children to feel safe and re-establish feelings of tranquillity when suffering with challenging emotions such as stress, worry and anxiety. • Compose a short guided mindful meditation script with appropriate music. <p>Autumn Term 2 Volleyball</p> <ul style="list-style-type: none"> • Develop and replicate, then perform a set shot, dig shot, spike shot and underarm serve with increasing accuracy. • Choose, combine and attempt to perform a set shot, dig shot, spike shot and underarm serve in a game situation. • Begin to use the correct shot in a game situation and link them together. • Understand and use a basic scoring system in volleyball. • Accept others' mistakes and encourage others even if the team is losing. • Describe what went well and/or how to improve next time in the activity. • Congratulate/react positively with team mates/opponents.
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<ul style="list-style-type: none"> • Use the skills of standing and throwing in the desired direction. • Throw overarm and underarm to reach a target. • Travel using a range of movements across obstacles in a race. • Use a combination of running, jumping, climbing on and off equipment and hitting skills. • Work with the team to move a ball through a 'tunnel'. • Travel in different directions while pushing a football with the feet. • Use a combination of running, turning and kicking skills. <p>Summer Term 2 Athletics – Running and Jumping</p> <ul style="list-style-type: none"> • Move at different speeds. • Move in different directions, moving accordingly to avoid other classmates • Use different steps and movements. • Develop co-ordination to carry out a range of movements. • Develop agility and co-ordination. • Using increasing co-ordination to move in different ways appropriate to the task. • Jump in a variety of ways – height, distance. • Perform a jumping sequence. 	<ul style="list-style-type: none"> • Start to provide positive feedback for a partner. • Synchronise movements in different formations. • March in time to a beat individually and in a group. <p>Spring Term 2 Bat and Ball Skills – Tennis and Cricket</p> <p>Tennis –</p> <ul style="list-style-type: none"> • Hold a racket correctly. • Use a racket to hit a ball to a target. • Introduce the basic rules and what happens if the ball lands outside the tennis court. • Cooperate with others to play a team game. • Throw a ball underarm for a partner to hit. • Hit a ball that has been thrown. • Recognise ways to be successful when playing a team game. • Understand and develop what a tactic is. • Apply a tactic that has been practised. • Combine skills to play a competitive game. <p>Cricket -</p> <ul style="list-style-type: none"> • Hold a cricket bat correctly and use it to hit a ball. • Hit a ball to a target. • Roll a ball with control. • Use more than one skill in a team relay. • Develop balance and co-ordination when using a cricket bat. • Practise a range of cricket skills. 	<ul style="list-style-type: none"> • Feed the ball high (rainbow) to enable a partner time to move and catch. • Consistently volley (rainbow) the ball over the net to a partner staying in a 'ready for action' posture throughout the task. • Outmanoeuvre an opponent and choose appropriate tactics by playing the ball to different areas of the court. • Throw and self-feed volley the ball high with increasing control and accuracy with enough time for the attacker to move and play. • Control the ball trajectory from an underarm serve over various distances. • Serve the ball with increasing control and accuracy and serve in an appropriate place (choosing tactics to cause problems for the opposition). • Move smoothly and catch the serve. <p>Hockey</p> <ul style="list-style-type: none"> • Understand how to handle the hockey stick safely (no lifting stick above knee height, can only use the flat side of the stick). • Know how to hold the stick correctly. • Understand dribbling and be able to dribble using a hockey stick in a straight line and then around cones. • Dribble the ball avoiding defenders. • Know when dribbling is used. • Be able to accurately pass a ball with a hockey stick. • Understand when it is best to pass the ball. • Practice passing the ball between partners increasing distances between the pair when confident. • Develop the skill of accurate passing. • Hit the ball through a target 'gate/goal'. 	<ul style="list-style-type: none"> • Follow the rules of the game/activity and play fairly. • Pick up information to be used in future game play. <p>Dance – Haka - compose, create, perform.</p> <ul style="list-style-type: none"> • Understand the history and traditions behind the Haka dance. • Begin to identify the specific characteristics of the dance style and its movements. • Understand the significance behind this performance at sporting events. Begin to understand sporting traditions. • Investigate the chants that are used to accompany Haka dances. • Working as a team decide on the selected dance moves, creating adaptations or new moves that in combination will provide a unique dance performance. • Use clear defined movements throughout. • Create an effective starting and finishing position. • Understand the need for working in different positional formations, speeds, height, levels and direction to make the dance appealing to the audience. • Know and demonstrate the importance of all members of the group, showing this in the final performance to others, highlighting everyone's skills through the dance moves created. • Provide positive peer critique. <p>Happy and Healthy – Health and Wellbeing</p> <ul style="list-style-type: none"> • Begin to understand what wellbeing is. • Begin to understand how life choices affect wellbeing and health and the effects this can have in later life.
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- Hit a ball that has been rolled.
- Throw a ball overarm.
- Take on different roles within a game.
- Use an accurate overarm throw.
- Cooperate with others to play a competitive game.
- Combine the skills that have been practised.
- Watch and begin to evaluate the performance of a player.
- Combine skills to play a competitive team game.

**Summer Term 1
Sports Day Skills and Practices**

- Balance an egg on a spoon while racing against others
- Throw an object (welly) in the correct direction, using the technique shown.
- Use appropriate skills and techniques to sprint in a race.
- Travel using a range of movements across obstacles in a race.
- Throw overarm and underarm to reach a target.
- Work with the team to move a ball through a 'tunnel'.
- Travel in different directions while pushing a football with the feet.

**Summer Term 2
Rounders and Athletics
Rounders**

- Practice hitting the ball and running in the correct direction for rounders.

- Know the best way to dribble the ball and when it is best to pass the ball.
- Be able to pass the ball whilst moving.
- Be able to shoot, then pass and shoot.
- Be able to dribble around the playground in pairs passing the ball between them.
- Develop the skill to 'shoot for goal' (same as the passing technique but more power behind it).
- Be able to tackle using the correct technique.
- Be able to defend using the correct stance. How and when to do this with increasing effectiveness.
- Understand why closing the attacker down is important.
- To be able to play as part of a team in a hockey match.

Dance – African and Bhangra. Compose, create, perform.

- Introduction to the African and Bhangra dance styles.
 - Begin to understand the history behind the two styles.
 - Begin to identify the specific characteristics of each dance style and its movements.
 - Perform group/whole class dance routines and sequences replicating the two different styles.
 - Create appropriate starting and finishing positions for the replicated dances.
- Working as a team ensure that the starting positions flows in to the first move and the final move flows into the finishing position.
- Identify the formation of the members' positions and which elements of dance are included.
 - Create a small sequence of movements to perform.

- Identify what factors could promote wellbeing.
- Identify what small changes in lifestyle and diet could be made to increase wellbeing and health in individuals and their families.
- Understand what 'simple pleasures' are and how having simple pleasures can positively affect an individual's mood.

**Spring Term 1
Gymnastics**

- Be able to handle, carry and use the apparatus safely and in the correct manner.
- Know how to climb safely on to, over, through and off apparatus.
- Use a springboard with confidence to mount different sized boxes/horses.
- Dismount equipment safely and effectively demonstrating poise and grace.
- Land safely and efficiently.
- Working in small groups create sequences of movements linked together using a range of equipment in a flowing manner.
- Work patiently, communicating effectively within a group, providing positive praise and feedback.
- Demonstrate how to be a positive audience member, watching others perform providing peer critique.

Hockey

- Hold the hockey stick in the correct way both in a stationary position and when travelling.
- Understand dribbling
- Be able to dribble using a hockey stick
- Hold the hockey stick correctly and then use this to rotate the stick so that the ball can be pulled across from one side to the

- Understand where to run, how to score a rounder, how to field.
- Use simple rules to play a rounders match.
- Use simple rules to practice small-sided rounders game scenarios.
- Understand the positions players use in a rounders game.

Athletics – Olympics

- Describe and demonstrate the values of friendship and respect.
- Jump high using legs and arms.
- Begin to describe the value of excellence.
- Throw underarm accurately.
- Begin to describe the value of determination.
- Change speed while running.
- Begin to describe the value of courage.
- Change direction while running.
- Begin to describe the value of equality.
- Using a specified technique jump as far as possible.
- Begin to describe the value of inspiration.
- Animal Olympic inspirations – Compete in the Animal Olympics, be inspired by animals e.g. cheetah (changing speed), springbok and ostrich (changing direction), grasshopper (jumping as far you can), kangaroo (jumping as high as you can).

- Provide positive feedback to each other about the dance moves and sequences carried out.
- Perform the dances in front of others.

**Spring Term 1
Netball**

- Understand how to chest, bounce, shoulder and overarm pass, when each pass could be used and carry out these passes within a small sided activity.
- Understand and start to implement the footwork rule, both landing with two and then one foot.
- Understand how to pivot and then start to use this with increasing accuracy in a small sided activity.
- Develop the technique of dodging a player effectively.
- Understand how to mark a player correctly with increasing accuracy.
- Develop the shooting technique.
- Understand the importance of using space in a game situation.
- Understand there are different positions played in a netball game.
- Play as part of a team in a small sided netball game.

Boogie Bounce

- Understand the differences and uses between a boogie bounce mini trampoline and a full-sized trampoline that may have been previously used.
- Understand how to use the mini trampoline safely and effectively:
 - Stepping on and off the mini trampoline at the side holding the handle. No jumping on and off.
 - Only one person on the trampoline at one time.

other with increasing efficiency and accuracy.

- Use a hockey stick and perform the Indian dribbling skill in a small-sided activity.
- Understand where the ‘Indian dribble’ originated from and how different terms are first introduced in a variety of sports through specific demonstrations of skill to the sporting world.
- Use a hockey stick and perform the push pass.
- Stop the ball (after a push pass) with the stick with increasing accuracy.
- With a partner, use the push pass between players stopping the ball effectively, in a small-sided activity.
- Use the correct technique to tackle an opponent safely.
- Know, understand and begin to use the rules for tackling with increasing frequency within an activity and then a small-sided game.
- Win the ball back from an opponent when tackling.
- Use the correct grip and position for pushing to pass to a teammate and be able to shoot for goal/at a target with increasing accuracy.
- Hit the ball with increasing pace and accuracy.
- Be supportive of teammates in game situations and celebrate successes and encourage peers in situations where they didn’t go as planned.
- Play in small-sided game situations with increasing accuracy and efficiency using skills learnt.

Happy and Healthy – Yoga

- Understand what yoga is and what the benefits of taking part in yoga sessions are,

			<ul style="list-style-type: none"> - Identify suitable clothing and footwear. - Identify where the bounce zone is on the mini trampoline. - Understand where the potential hazards are on the mini trampoline if safety instructions are not followed. - How to jump and land safely. - How to hold the handle on the trampoline and the importance of this. - How to stop the bounce immediately. <ul style="list-style-type: none"> • Understand how to carry out a range of boogie bounce movements without and then with an accompanying piece of music with a strong beat. • Using the range of boogie bounce movements learnt, follow and carry out a routine as a class. <p>Gymnastics</p> <ul style="list-style-type: none"> • Be able to handle, carry and use the apparatus safely and in the correct manner. • Know how to climb safely on to, over, and off apparatus. • Use a springboard with increasing effectiveness to mount different sized boxes/horses • Dismount equipment safely and effectively. • Land safely and with increasing efficiency, poise and grace. • Work patiently within a group, providing positive praise and feedback. <p>Spring Term 2</p> <p>Tennis Skills</p> <ul style="list-style-type: none"> • Know how to hold and use the tennis racket correctly for forehand shots. 	<p>including finding an inner peace, quiet and wellbeing benefits.</p> <ul style="list-style-type: none"> • Know how yoga can make you feel after completing the session e.g. calm, relaxed, energised, focused. • Know how to control breathing and breathe using a certain pattern. • Perform some yoga poses in a controlled way. • Perform individual yoga poses controlling the body so movements flow throughout. • Perform a selection of yoga movements to create a sequence. Look at why the poses were selected (level, shape etc.) so they could be carried out flowing from one movement to another. • Recap partner yoga and identify how this differs to the individual yoga poses. • Carry out specific pairs yoga poses in a confident and controlled manner. • Using the knowledge of yoga poses, both individual and pairs, within small groups create and name own poses (both individual and pairs). • Demonstrate how the yoga pose can be shared and performed in front of another group. • Teach another group how to perform the sequence. • Provide feedback and positive praise for the poses carried out. <p>Spring Term 2</p> <p>Netball</p> <ul style="list-style-type: none"> • Demonstrate the use of the chest, bounce, shoulder and overarm pass, know when each pass could be used and carry out these passes within a small-sided activity. • Understand and implement the footwork rule, both landing with two and one foot.
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			<ul style="list-style-type: none"> • Know how to hold the tennis racket for backhand shots and use with increasing confidence. • Introduce the volley shot and when to use this shot. • Learn how to serve underarm to a target. • Working with a partner, serve under arm with increasing accuracy to a partner to enable a short rally to be played. • Become familiar with the scoring system in tennis. • Using a small marked area play a rally with a partner with increasing success. • Become familiar with what match play would look like and what skills are used to carry this out. <p>Tag Rugby</p> <ul style="list-style-type: none"> • Begin to understand the concept of rugby and the difference between this and other sports. • Be able to catch and throw a rugby ball. • Execute a successful pass of a rugby ball while on the move. • Move with the ball into a space working on attacking skills by moving and defending skills by dodging. • Know, understand and apply the rules of tagging in tag rugby. • Gain possession by intercepting a pass. • Use attacking and defending skills and knowledge to try to make tactical decisions. • Apply attacking and defencing skills in a small-sided game of tag rugby. • Watch and evaluate the performance of others. 	<ul style="list-style-type: none"> • Understand how to pivot and use this with accuracy in a small-sided activity. • Further develop the technique of dodging a player effectively. • Understand the importance of why a player needs to be marked from a defensive point of view and how this then can change the game play to an offensive situation. • Develop the shooting technique within a small-sided activity. • Understand the importance of using space in a game situation. • Use the different positions within a game with increasing confidence. • Play as part of a team in a small-sided netball game. <p>Touch Rugby</p> <ul style="list-style-type: none"> • Know the concepts and rules of touch rugby and the difference between touch and tag rugby. • Re-familiarisation of the rugby ball. • Know how to pass backwards and carry out this pass with increasing effectiveness. • Using skills learnt, play small-sided activities with attack and defensive movements. • Initiate a technical roll ball and understand the idea of a 3-person drive. • Understand the main rules of touch rugby and use them in a conditioned game through playing and refereeing. • Use skills, tactics and rules learnt in a small-sided game of touch rugby. <p>Boogie Bounce</p> <ul style="list-style-type: none"> • Recap and understand the differences and uses between a boogie bounce mini trampoline and a full-sized trampoline that may have been previously used.
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			<p>OAA</p> <ul style="list-style-type: none"> • Get to know members of the class who individuals are not normally partnered with. • Become increasingly confident in taking part in OAA activity challenges both individually and within a team. • Using trust activities, describe how the body reacts at different times and how this affects performance whilst trying to demonstrate leadership skills. • Navigate round a space with growing confidence. • Read a simple map with increasing accuracy and confidence and within a time limit. • Create symbols that are effective and can be used for map reading. • Follow a local map with increasing accuracy and confidence. <p>Summer Term 1</p> <p>Football</p> <ul style="list-style-type: none"> • Develop ball control and dribbling skills in football. • Develop passing and receiving skills and become increasingly competent in using them. • Understand the importance of finding space in game situations and how this can be achieved. • Find and use space in small-sided activities with increasing effectiveness. • Learn and then start to use the defensive skills of marking and tackling. • Develop the skills of how to take shots on goal. • Use skills learnt and apply them in a game situation. • Understand the importance of the level of fitness required in football and how this can be achieved, relating to balance, co- 	<ul style="list-style-type: none"> • Recap the understanding of how to use the mini trampoline safely and effectively: <ul style="list-style-type: none"> - Stepping on and off the mini trampoline at the side holding the handle. No jumping on and off. - Only one person on the trampoline at one time. - Identify suitable clothing and footwear. - Identify where the bounce zone is on the mini trampoline. - Understand where the potential hazards are on the mini trampoline if safety instructions are not followed. - How to jump and land safely. - How to hold the handle on the trampoline and the importance of this. - How to stop the bounce immediately. • Understand how to competently carry out a range of boogie bounce movements with an accompanying piece of music. • Using the range of boogie bounce movements learnt, follow and carry out a routine as a class. • Discuss other dance movements that could be carried out safely on the mini trampoline. Show potential moves on the floor and see how they could be transferred to the mini trampoline. Can the group determine if a move is safe to be carried out on the mini trampoline and if not, why not? Agree on additional moves that the group have agreed on that can be used in a routine. • Using moves learnt as a class and the new agreed moves, create a routine (in small groups) to a piece of music, using a set pattern of repetition for the verse and chorus.
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			<p>ordination, control, flexibility and technique.</p> <ul style="list-style-type: none"> • Know the importance of fair play, demonstrating good behaviour and following the rules and accepting teammates and the contribution they make to the team. <p>Sports Day Skills and Practice</p> <ul style="list-style-type: none"> • Introduce/recap the format for Sports Day. • Practise each activity that will take place on sports day, including running, jumping throwing and climbing, focusing on hand eye co-ordination, accuracy and the skills required to complete the activities successfully. • Know what makes a good team member and how to support others when taking part. <p>Athletics (including ESAA Awards)</p> <ul style="list-style-type: none"> • Know what athletics and the ESAA awards involves. • Know what the different types of events are that take place within athletics. • Understand and take part in the track events including sprinting, middle distance running, hurdles and relay running. • Understand and take part in the field events, including javelin, discus, shot put and standing long jump. • Take part in each discipline aiming to achieve an ESAA award. Throughout the term, individuals monitor their improvements and celebrate successes through repeated performances and attempts. <p>Summer Term 2 Cricket</p>	<ul style="list-style-type: none"> • Perform the routine to the class. • Provide positive feedback to the performing group. <p>Summer Term 1 Athletics (Including ESAA Awards)</p> <ul style="list-style-type: none"> • Know what athletics and the ESAA awards involve, drawing on previous experience. • Know and discuss previous experiences with the different types of events are that take place within athletics. • Understand and take part in the track events including sprinting, middle distance running, hurdles and relay running. • Understand and take part in the field events, including javelin, discus, shot put and standing long jump. • With each event, highlight key skills, tactics and tips to improve within each event. • Take part in each discipline aiming to achieve a higher-level ESAA award. Throughout the term, individuals monitor their improvements and celebrate successes through repeated performances and attempts. • Know how to support peers in a positive and encouraging manner, understanding that individuals demonstrate their abilities and skills in different ways in different events. <p>Rounders – Games/strategies</p> <ul style="list-style-type: none"> • Demonstrate the correct techniques for batting and bowling in a rounders games. • Use the correct techniques for throwing and catching when fielding in rounders. • Understand the roles and responsibilities in games situations of the backstop, base and deep fielders in rounders.
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			<ul style="list-style-type: none"> • Hold the cricket bat correctly and move with it safely. • Strike a ball with increasing control. • Know there are a variety of batting strokes and begin to perform defensive and attacking shots. • Throw the ball to a partner with increasing accuracy, both under and over arm. Catch the ball effectively from a partner. • Know what skills are required from a fielder and understand there are different positions on the cricket field. • Start to use some of the skills required from a fielder within a game. Stand in the ready position on the field. • Perform an underarm bowl in a small-sided activity. • Practise an overarm bowling action with a partner. • Start to recognise teammate's strengths and draw on these when playing in a game situation. <p>Rounders – Game Practice Situations</p> <ul style="list-style-type: none"> • Understand how a rounders game is played, which positions are used and the terms used. • Hold the bat correctly and be able to strike the ball. • Bowl the ball with increasing accuracy for the batter to strike the ball. • When fielding, throw the ball, with increasing accuracy using the correct throw for the situation depending on the distance required for the throw back. • Play small-sided games using a backstop batter, bowler and two fielders with the batter playing defensive shots with the aim to practise running after the ball has been hit. 	<ul style="list-style-type: none"> • Demonstrate how to field effectively in the backstop, base and deep fielders positions and demonstrate increasingly good skill and technique. • Know and apply the rules of rounders during a game. • Play competitive games, using and applying skills suitable for attacking and defending in the context of batting and bowling in rounders. • Identify team members' strengths and use these tactically within a game situation. <p>Sports Day Skills and Practice</p> <ul style="list-style-type: none"> • Introduce/recap the format for Sports Day. • Practise each activity that will take place on sports day, including running, jumping throwing and climbing, focusing on hand eye co-ordination, accuracy and the skills required to complete the activities successfully and efficiently. • Know what makes a good team member and how to support others when taking part. Demonstrate how to role model positive sporting behaviour to younger members of the school. • Plan tactically with team members to draw on the team members individual strengths to complete activities. <p>Summer Term 2 Football</p> <ul style="list-style-type: none"> • Keep control of the ball by making little touches, find a space moving away from other players. • Practise dribbling skills taking on defenders. • Use passing and receiving skills with a partner, then use these skills with a small-sided activity.
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			<ul style="list-style-type: none"> • Begin to understand and use the rules of a rounders game. • Understand the role of the individuals who have the backstop, base and deep fielding positions. • Using a full game set up, 'walk' through the game, understanding where each team member should be and the supporting role they have within the team. • Have increasing awareness of tactics and how they can be used during the game. <p>Athletics (including ESAA Awards) continued.</p> <ul style="list-style-type: none"> • Know what athletics and the ESAA awards involves. • Know what the different types of events are that take place within athletics. • Understand and take part in the track events including sprinting, middle distance running, hurdles and relay running. • Understand and take part in the field events, including javelin, discus, shot put and standing long jump. • Take part in each discipline aiming to achieve an ESAA award. Throughout the term, individuals monitor their improvements and celebrate successes through repeated performances and attempts. <p>Outdoor Yoga</p> <ul style="list-style-type: none"> • Begin to understand what yoga is and what the benefits of taking part in yoga sessions are, including finding an inner peace, quiet and wellbeing benefits. • Discuss how yoga can make you feel after completing the session e.g. calm, relaxed, energised, focused. • Know how yoga can be carried out in an outdoor environment when not at school. 	<ul style="list-style-type: none"> • Understand how to use the width of the pitch/set area and how to find a space and how this benefits the flow of the game and becomes an advantage in game play. • Become increasingly confident shooting at the goal/target, looking at foot placement and body position and how this affects the shot. • Knowing how to play a through ball to shoot. • Know the role of the attacker and defender and practise both roles. • Know which skills are useful in gaining and keeping possession of the ball, including moving, controlling the ball, using space and positioning the body at an angle. • Know the basic positions used within a game and the role that position plays within a game. • Use skills learnt and apply them in a game situation. • Understand the importance of the level of fitness required in football and how this can be achieved, relating to balance, co-ordination, control, flexibility and technique. • Know the importance of fair play, demonstrating good behaviour, following the rules and accepting teammates and the contribution they make to the team. <p>Cricket - Games/strategies</p> <ul style="list-style-type: none"> • Using skills previously learnt including batting, bowling and fielding, incorporate these into cricket games. • Look at each individual game (French, Tee, Racing, Non Stop, Caterpillar and Diamond cricket) and identify the key skills required to play each game and the tactics required to be successful within the game either offensively or defensively.
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			<p>Provide examples and discuss when and where yoga poses could be carried out.</p> <ul style="list-style-type: none"> • Begin to understand how people connect with nature using the senses. • Learn how to control breathing and breathe using a certain pattern. • Perform some yoga poses in an increasingly controlled way. Identify appropriate poses for the outdoor environment. • Perform individual yoga poses controlling the body so movements flow throughout. • Perform a selection of yoga movements to create a sequence. Look at why the poses were selected (level, shape etc.) so they could be carried out flowing from one movement to another. 	<ul style="list-style-type: none"> • Promote a positive atmosphere to play the games within, playing to team members strengths, celebrating success and supporting areas to develop. <p>Tennis – Game play/strategies</p> <ul style="list-style-type: none"> • Use the tennis racket correctly for forehand and backhand shots. • Use the volley shot and with increasing accuracy in the correct situation. • Serve underarm to a partner, enabling a rally to be played. • Become familiar with the scoring system in tennis and use this within a game. • Using a marked area, play a rally with a partner with increasing accuracy. • Become familiar with what match play would look like for both individual and pairs and what skills are used to carry this out. • Develop the skills needed to play pairs and use these in a small-sided game using the underarm serve, forehand, backhand and volley. • Work cooperatively and understand which partner would need to receive the pass due to placement of the ball on the court. • Use skills learnt in match play and discuss tactics to be successful.
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