

## Physical Education – Cycle A

Subject	Key vocab.	Declarative knowledge	Procedural knowledge
Autumn 1 (A) Phase: EYFS	<ul style="list-style-type: none"> <li>feet/stomp</li> <li>tall</li> <li>wide</li> <li>big</li> <li>small</li> <li>slow</li> <li>fast</li> <li>tail/swish</li> </ul>	<u>Dinosaurs</u> <ul style="list-style-type: none"> <li>I know how to explore different moments for dinosaurs. <i>[Moving &amp; Handling]</i></li> </ul>	<u>Dinosaurs</u> <ul style="list-style-type: none"> <li>I can create different dinosaur movements using my whole body. <i>[Moving &amp; Handling]</i></li> </ul>
Autumn 2 (A) Phase: EYFS	<ul style="list-style-type: none"> <li>instructions</li> <li>good listening</li> <li>planets</li> <li>orbit</li> <li>spin</li> <li>circular</li> </ul>	<u>The Solar System</u> <ul style="list-style-type: none"> <li>I know how to follow instructions when playing games. <i>[Moving &amp; Handling]</i></li> <li>I know how to move like the planets. <i>[Moving &amp; Handling]</i></li> </ul>	<u>The Solar System</u> <ul style="list-style-type: none"> <li>I can listen to instructions. <i>[Moving &amp; Handling]</i></li> <li>I can respond to instructions quickly and correctly. <i>[Moving &amp; Handling]</i></li> </ul>
Spring 1 (A) Phase: EYFS	<ul style="list-style-type: none"> <li>pose</li> <li>hero</li> <li>villain</li> <li>shape</li> <li>strike</li> <li>balance</li> </ul>	<u>Traditional Tales</u> <ul style="list-style-type: none"> <li>I know how to pose like a hero or a villain. <i>[Moving &amp; Handling]</i></li> <li>I know how to use my whole body to balance in different ways. <i>[Moving &amp; Handling]</i></li> </ul>	<u>Traditional Tales</u> <ul style="list-style-type: none"> <li>I can hold my body in a strong shape. <i>[Moving &amp; Handling]</i></li> <li>I can explore different shapes with my body. <i>[Moving &amp; Handling]</i></li> <li>I can imitate the poses of others that I like. <i>[Moving &amp; Handling]</i></li> <li>I can balance on my feet, hands, body and back. <i>[Moving &amp; Handling]</i></li> </ul>
Spring 2 (A) Phase: EYFS	<ul style="list-style-type: none"> <li>dance</li> <li>move</li> <li>beat</li> <li>rhythm</li> </ul>	<u>Spring Into Action</u> <ul style="list-style-type: none"> <li>I know how to express feelings and ideas through dance. <i>[Moving &amp; Handling]</i></li> <li>I know some popular dances. <i>[Moving &amp; Handling]</i></li> </ul>	<u>Spring Into Action</u> <ul style="list-style-type: none"> <li>I can explore different ways of dancing. <i>[Moving &amp; Handling]</i></li> <li>I can imitate Mick Jagger's and John Travolta's dance moves. <i>[Moving &amp; Handling]</i></li> <li>I can imitate dance from The Greatest Showman. <i>[Moving &amp; Handling]</i></li> <li>I can move in response to beat and rhythm. <i>[Moving &amp; Handling]</i></li> </ul>
Summer 1 (A) Phase: EYFS	<ul style="list-style-type: none"> <li>exercise</li> <li>fit</li> <li>healthy</li> <li>strong</li> <li>tig</li> <li>'it'</li> <li>chase</li> <li>dodge</li> </ul>	<u>Healthy Living</u> <ul style="list-style-type: none"> <li>I know how to keep fit by playing games. <i>[Moving &amp; Handling]</i></li> <li>I know how to play 'tig'. <i>[Moving &amp; Handling]</i></li> </ul>	<u>Healthy Living</u> <ul style="list-style-type: none"> <li>I can push myself to exercise, even though I am feeling puffed out. <i>[Moving &amp; Handling]</i></li> <li>I can chase others when I am 'it'. <i>[Moving &amp; Handling]</i></li> <li>I can run in and out of available spaces, taking care not to bump into anyone. <i>[Moving &amp; Handling]</i></li> <li>I can use equipment to keep fit. <i>[Moving &amp; Handling]</i></li> </ul>
Summer 2 (A) Phase: EYFS	<ul style="list-style-type: none"> <li>sprint</li> <li>skip</li> <li>race</li> <li>sport</li> <li>compete</li> </ul>	<u>People Who Help Us</u> <ul style="list-style-type: none"> <li>I know how to do my best on Sports Day. <i>[Moving &amp; Handling]</i></li> </ul>	<u>People Who Help Us</u> <ul style="list-style-type: none"> <li>I can participate in a competitive sporting event. <i>[Moving &amp; Handling]</i></li> <li>I can run. <i>[Moving &amp; Handling]</i></li> <li>I can skip. <i>[Moving &amp; Handling]</i></li> <li>I can experiment with different ways to finish a bean bag bucket race. <i>[Moving &amp; Handling]</i></li> </ul>
Autumn 1 (A) Phase: Y1/2	Control, dribble, pass, retrieve, travel, warming up	<u>Games – Football</u> <ul style="list-style-type: none"> <li>I know how to engage in competitive games safely and fairly.</li> <li>I know the basic rules of a game of football.</li> </ul>	<u>Games – Football</u> <ul style="list-style-type: none"> <li>I can control and dribble the ball with the inside of the foot (instep).</li> <li>I can travel forwards, backwards and to the side in a safe way.</li> <li>I can aim to hit a target with increasing accuracy.</li> <li>I can work with a team to work out simple tactics.</li> </ul>
Autumn 2 (A) Phase: Y1/2	Direction, balance, respond, patterns copy, shape, Monkey walk, caterpillar walk, bunny hop.	<u>Gymnastics – Balance and travel</u> <ul style="list-style-type: none"> <li>I know how to move and land safely.</li> <li>I know that we can balance on different contact points of our bodies.</li> </ul>	<u>Gymnastics</u> <ul style="list-style-type: none"> <li>I can change my level, speed and shape.</li> <li>I can start and stop with control.</li> <li>I can repeat and copy movements performed by a partner.</li> </ul>
Spring 1 (A) Phase: Y1/2	Movements, follow sequence, travelling, explore, create, Rolls: egg roll, pencil roll, dish roll	<u>Gymnastics – travelling, sequencing and rolls</u> <ul style="list-style-type: none"> <li>I know how to travel safely.</li> <li>I know how to respectfully evaluate the performance of myself or other people.</li> </ul>	<u>Gymnastics</u> <ul style="list-style-type: none"> <li>I can follow specific pathways when travelling, such as zig zag, forward and curving.</li> <li>I can create a sequence with a beginning, middle and end.</li> </ul>

Spring 2 (A) Phase: Y1/2	<ul style="list-style-type: none"> <li>Pass and receive</li> <li>send</li> <li>combine</li> <li>accuracy</li> </ul>	<u>Games – Hockey</u> <ul style="list-style-type: none"> <li>I know how to hold a hockey stick.</li> <li>I know how to use a hockey stick safely.</li> </ul>	<u>Games – Hockey</u> <ul style="list-style-type: none"> <li>I can aim to hit a target with increasing accuracy.</li> <li>I can perform a controlled hit with a hockey stick and ball.</li> <li>I can move a beanball with a hockey stick with increasing control.</li> </ul>
Summer 1 (A) Phase: Y1/2	Hand-eye coordination Basic control Spatial awareness Underarm throw, catch	<u>Games – Fielding, Cricket and Rounders</u> <ul style="list-style-type: none"> <li>I know how to play a team game safely and fairly.</li> <li>I know some basic rules for team games.</li> </ul>	<u>Games – Fielding, Cricket and Rounders</u> <ul style="list-style-type: none"> <li>I can perform a controlled hit with a bat and ball.</li> <li>I can work co-operatively as part of a team.</li> </ul>
Summer 2 (A) Phase: Y1/2	Warm up, cool down, sprint, jog, jump – 2-2, 2-1, 1-2, 1-1 land, target, aim, respect	<u>Games – Athletics</u> <ul style="list-style-type: none"> <li>I know how to move my body safely.</li> <li>I know how to compete fairly, showing good sportsmanship.</li> </ul>	<u>Games – Athletics</u> <ul style="list-style-type: none"> <li>I can throw with increasing accuracy.</li> <li>I can sprint safely.</li> </ul>
Autumn 1 (A) Phase: Y3/4	Forward roll, backward roll, pencil roll, plank, side plank, gym mats, beam, follow sequence  Pass, receive, signal, communicate, teamwork, fair play, attack, defend, competitive, accuracy	<u>Fitness – balance, roll and sequence</u> <ul style="list-style-type: none"> <li>I know how to perform sequences.</li> <li>I know how to assemble apparatus safely</li> </ul> <u>Ball skills</u> <ul style="list-style-type: none"> <li>I know how to control a ball and pass accurately.</li> <li>I know how to play as a team.</li> </ul>	<u>Fitness</u> <ul style="list-style-type: none"> <li>I can use different parts of the body to support weight e.g. hands.</li> <li>I can move into and from a range of movements and skills with control.</li> <li>I can take responsibility for the safe moving, construction and use of apparatus.</li> </ul> <u>Games – Ball skills</u> <ul style="list-style-type: none"> <li>I can demonstrate control when dribbling with the feet.</li> <li>I can pass confidently with the inside of the foot.</li> <li>I can work cooperatively passing and receiving in sequence signalling for the ball.</li> <li>I can understand and demonstrate how to warm up and cool down safely.</li> <li>I can play modified versions of a range of competitive games.</li> </ul>
Autumn 2 (A) Phase: Y3/4	Jumps – tuck, star, straddle, twisted pike, stag, quarter turn, half turn, leap, composition, match, mirror, contrast, similarities, differences.  Control, pass and receive, send, combine, spatial awareness, rules, accuracy	<u>Gymnastics – jump, sequence, balance and travel</u> <ul style="list-style-type: none"> <li>I know how to create sequences .</li> <li>I know how to use apparatus safely.</li> </ul> <u>Games – Dodgeball</u> <ul style="list-style-type: none"> <li>I know how to play as part of a team.</li> <li>I know how to use equipment accurately.</li> </ul>	<u>Gymnastics</u> <ul style="list-style-type: none"> <li>I can compare their performance with previous ones and know what to do to improve.</li> <li>I can move and balance demonstrating an awareness of body shape e.g. tuck, star, straddle, twisted, pike.</li> <li>I can work cooperatively and creatively with a partner on floor to balance and match/mirror/contrast.</li> <li>I can use space and more complex apparatus safely – in pairs and small groups.</li> </ul> <u>Games – Dodgeball</u> <ul style="list-style-type: none"> <li>I can take part in modified games to help me improve my skills.</li> <li>I can pass a ball and receive a ball to/from another individual with control.</li> </ul>
Spring 1 (A) Phase: Y3/4	Compose, explore, speed, energy, travel, turn, gesture, repetition, solo, duet, group.  Control, pass and receive, communicate, dribble, strike.	<u>Dance</u> <ul style="list-style-type: none"> <li>I know how to move with rhythm</li> <li>I know how to create a pattern with movement and direction</li> </ul> <u>Games – Hockey</u> <ul style="list-style-type: none"> <li>I know how to play as part of a team.</li> <li>I know how to use equipment accurately.</li> </ul>	<u>Dance</u> <ul style="list-style-type: none"> <li>I can compare performances and know what to do to improve.</li> <li>I can repeat, remember and perform movement phrases/patterns.</li> <li>I can understand and demonstrate different 'fronts 'and directions.</li> <li>I can show dynamic, rhythmic and expressive movement.</li> <li>I can bounce and jump to receive and transfer body weight safely.</li> </ul> <u>Games – Hockey</u> <ul style="list-style-type: none"> <li>I can strike a ball with reasonable control using a large headed bat/racquet, a hockey stick or rounders' bat.</li> <li>I can take part in modified games to help me improve my skills.</li> <li>I can pass a ball and receive a ball to/from another individual with control.</li> </ul>

<p>Spring 2 (A) Phase: Y3/4</p>	<p>Composition, plan, discuss, improve, refine, create sequence, evaluate</p> <p>Pass, receive, formation, position, fair play, tactics, collaboration, Passes: chest, bounce, shoulder, pop, spin</p>	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> <li>• I know how to move with rhythm.</li> <li>• I know how to create a pattern with movements and direction.</li> </ul> <p><u>Games – Rugby / Basketball</u></p> <ul style="list-style-type: none"> <li>• I know how to pass and receive balls.</li> <li>• I know how to work as part of a team.</li> </ul>	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> <li>• I can move and balance demonstrating an awareness of body shape e.g. tuck, star, straddle, twisted, pike.</li> <li>• I can work cooperatively and creatively with a partner on floor to balance and match/mirror/contrast.</li> <li>• I can use space and more complex apparatus safely – in pairs and small groups.</li> </ul> <p><u>Games – Rugby / Basketball</u></p> <ul style="list-style-type: none"> <li>• I can accurately pass and receive a range of balls with hands in a variety of ways e.g. chest, bounce, shoulder pass.</li> <li>• I can work cooperatively in a variety of game formations.</li> </ul>
<p>Summer 1 (A) Phase: Y3/4</p>	<p>Heart rate stamina, throw, slinging, push, pull, technique, describe, accuracy, pace, sustain, endurance, recognise, record, time, stretch, bean bags, javelin, stopwatch, Jumps: standing and long jump.</p> <p>Strike, volley, intensity, health, heart rate, fitness, muscles, forehand, backhand, overhead, lunge, pass, aim, communicate</p>	<p><u>Athletics – running, jumping and throwing</u></p> <ul style="list-style-type: none"> <li>• I know how to throw accurately.</li> <li>• I know the techniques that help me to run with speed or for distance.</li> <li>• I know how to jump using correct techniques.</li> </ul> <p><u>Games - Bat and ball</u></p> <ul style="list-style-type: none"> <li>• I know how PE affects my health.</li> <li>• I know how to strike a ball with control.</li> </ul>	<p><u>Athletics</u></p> <ul style="list-style-type: none"> <li>• I can sustain concentration and practice to improve.</li> <li>• I can use running, jumping, throwing and catching in isolation and in combination.</li> </ul> <p><u>Games - Bat and ball</u></p> <ul style="list-style-type: none"> <li>• I can strike a ball with reasonable control using a large headed bat/racquet or rounders' bat.</li> <li>• I can explain how taking part in PE can impact on health and fitness and developing a healthy lifestyle.</li> </ul>
<p>Summer 2 (A) Phase: Y3/4</p>	<p>Throw, overarm, javelin, visualisation, jumps: hop, skip, jump, combination, strength, technique, control, passing, baton, consistency.</p> <p>Control, strike, skill, isolation, combination, bowl, catch, field, cooperation, fair play, accuracy</p> <p>Front crawl, back crawl, breaststroke, self-rescue, treading water, buoyancy</p>	<p><u>Athletics - throwing, running and jumping</u></p> <ul style="list-style-type: none"> <li>• I know how to throw accurately.</li> <li>• I know the techniques that help me to run with speed or for distance.</li> <li>• I know how to jump using correct techniques.</li> </ul> <p><u>Games - Rounders</u></p> <ul style="list-style-type: none"> <li>• I know how to strike a ball with control.</li> </ul> <p><u>Year 4 – Swimming</u></p> <ul style="list-style-type: none"> <li>• I know how to stay safe in the water.</li> <li>• I know how to swim using a range of strokes.</li> </ul>	<p><u>Athletics</u></p> <ul style="list-style-type: none"> <li>• I can use running, jumping, throwing and catching in isolation and in combination.</li> <li>• I can develop flexibility, strength, technique, control and balance.</li> <li>• I can enjoy competing.</li> </ul> <p><u>Games - Rounders</u></p> <ul style="list-style-type: none"> <li>• I can strike a ball with reasonable control using a large headed bat/racquet, a hockey stick or rounders' bat.</li> </ul> <p><u>Year 4 – Swimming</u></p> <ul style="list-style-type: none"> <li>• I can enter and leave the water safely.</li> <li>• I can swim competently, confidently and proficiently over distance of at least 25m.</li> <li>• I can use a range of strokes effectively (for. Example front crawl, back stroke, breast stroke).</li> <li>• I can perform safe self-rescue in different water based situations.</li> </ul>

<p>Autumn 1 (A) Phase: Y5/6</p>	<p>Cartwheel, combinations: tuck, pike, straddle, handstand, wheelbarrow, symmetrical, asymmetrical, landing, analyse, refine, apparatus, horse, vault, beam.</p> <p>Pass, receive, signal, rules, communicate, teamwork, position, formation, fair play, attack, defend, mark, competitive, accuracy, tactics, strategy, strike, offside, corner, advantage, penalty, goalkeeping</p>	<p><u>Fitness/Gymnastics</u> – jump, sequence, travel, balance and turns</p> <ul style="list-style-type: none"> <li>• I know the 5 basic jumps – tuck, star, straddle, straight one-legged jump</li> <li>• I know what a sequence is</li> <li>• I know basic balances</li> <li>• I know basic travelling steps</li> <li>• I know basic turning steps</li> </ul> <p><u>Games – Rugby Year 6</u> <u>Football – Year 5</u></p> <ul style="list-style-type: none"> <li>• I know the rules of football</li> <li>• I know how to pass the ball</li> <li>• I know how to control the ball</li> <li>• I know how to tackle and defend appropriately</li> </ul>	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> <li>• I can demonstrate the 5 basic jumps – tuck, star, straddle, straight one-legged jump</li> <li>• I can perform basic movements with fluency and control</li> <li>• I can demonstrate that a sequence contains elements of all categories of movement i.e. travel, turn, jump and balance</li> <li>• I can adapt and transfer work from floor to apparatus</li> </ul> <p><u>Games – Rugby/Football</u></p> <ul style="list-style-type: none"> <li>• I can work cooperatively: passing, receiving and signalling, playing with increasing confidence in a variety of game formations</li> <li>• I can pass the ball confidently</li> <li>• I can demonstrate increasing control when moving with the ball</li> <li>• I can consistently apply attacking and defending principles</li> </ul>
<p>Autumn 2 (A) Phase: Y5/6</p>	<p>Composition, explore, speed, energy, travel, turn, gesture, repetition, solo, duet, group, creativity, imaginatively, critique, refine, expressive, fluency, motif, canon, exaggerate, appreciation</p> <p>Pass, receive, formation, position, fair play, tactics, collaboration Passes: chest, pop, spin</p> <p>Pass, receive, signal, communicate, teamwork, fair play, attack, defend, mark, intercept, footwork fault, competitive, accuracy, tactics, strategy, dodge, pivot, anticipate. Passes1; chest, bounce, overarm, overhead, 2-handed underarm</p>	<p><u>Dance</u></p> <ul style="list-style-type: none"> <li>• I know what a sequence is.</li> <li>• I know a range of jumps and travelling movements.</li> </ul> <p><u>Games – Rugby Year 6</u></p> <ul style="list-style-type: none"> <li>• I know the rules of rugby</li> <li>• I know how to pass</li> <li>• I know how to control the ball</li> <li>• I know how to tackle and defend appropriately</li> </ul> <p><u>Games – Netball</u></p> <ul style="list-style-type: none"> <li>• I know the rules of netball.</li> <li>• I know how to pivot.</li> </ul>	<p><u>Dance</u></p> <ul style="list-style-type: none"> <li>• I can work creatively and imaginatively on my own, with a partner and in a group to compose motifs and structure simple dances</li> <li>• I can use appropriate criteria to evaluate and refine my own and others' work</li> </ul> <p><u>Games – Rugby</u></p> <ul style="list-style-type: none"> <li>• I can work cooperatively: passing, receiving and signalling, playing with increasing confidence in a variety of game formations</li> <li>• I can pass the ball confidently</li> <li>• I can consistently apply attacking and defending principles</li> </ul> <p><u>Games – Netball</u></p> <ul style="list-style-type: none"> <li>• I can use pivot in a game situation</li> <li>• I can change direction to either dodge or mark an opponent</li> <li>• I can accurately pass and receive a range of balls with hands in a variety of ways e.g. chest, bounce, shoulder, overarm, overhead and 2 handed underarm</li> <li>• I can throw or pass to a moving target using hands or feet</li> </ul>

<p>Spring 1 (A) Phase: Y5/6</p>	<p>Evaluate, analyse, improve, refine, adapt, differentiate, explore, counter-balance, counter-tension, body tension, synchronisation, rotation, fluency, symmetry, asymmetry.</p> <p>Pass, dribble, shoot, attack, defend, mark, corner, communicate, short pass, long pass, sliding, goalkeeping, anticipation, tactics, interception, possession, position, formation</p>	<p><u>Gymnastics</u> –travel, balance, sequence</p> <ul style="list-style-type: none"> <li>• I know and understand the basic principles of warming up and why it is important for good quality performance.</li> <li>• I know the names of individual pieces of apparatus.</li> <li>• I know how to use apparatus safely</li> </ul> <p><u>Games – Hockey</u></p> <ul style="list-style-type: none"> <li>• I know the rules of hockey.</li> <li>• I know how to pass, dribble and shoot.</li> <li>• I know the difference between attacking and defending skills.</li> </ul>	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> <li>• I can observe and describe the movements of others using appropriate language and terminology</li> <li>• I can work cooperatively with a partner to travel over/under/around and move in synchronisation or canon</li> <li>• I can understand and can demonstrate rotation around 2 different axes</li> <li>• I can balance to demonstrate specific planned shapes e.g. symmetry and asymmetry</li> <li>• I can warm up and cools down independently</li> <li>• I can understand and demonstrate the principles of using apparatus safely in twos and small groups</li> </ul> <p><u>Games – Hockey</u></p> <ul style="list-style-type: none"> <li>• I can strike a ball with increasing control</li> <li>• I can play modified versions of a range of competitive games</li> </ul>
<p>Spring 2 (A) Phase: Y5/6</p>	<p>Weight, space, rhythm, expression, sequence, plan, improvise, stimuli, abstract, motif, canon, interpretation, repetition, retrograde, rotational</p> <p>Rules, boundaries, organisation, modification, strike, field, return, tap. Health, fitness, lifestyle, diet, heart rate, intensity</p>	<p><u>Dance</u></p> <ul style="list-style-type: none"> <li>• I know a range of rotational sequence dances (Macarena, 5, 6, 7, 8, Fast Food dance)</li> <li>• I know the term repetition</li> <li>• I know basic sequence steps</li> <li>• I know how to create a 16 and 32 count sequence</li> <li>• I am able to use what I know to produce my own sequence dance</li> </ul> <p><u>Games – Rounders</u></p> <ul style="list-style-type: none"> <li>• I know the rules of the game of rounders</li> <li>• I know how to organise my team</li> <li>• I know and can explain how taking part in PE can impact on health and fitness and developing a healthy lifestyle in school, after school and in the community</li> </ul>	<p><u>Dance</u></p> <ul style="list-style-type: none"> <li>• I can adapt and refine the use of weight, space and rhythm in dances to express themselves in the style of dance.</li> <li>• I can perform dances using a range of stimuli and more complex movement patterns</li> </ul> <p><u>Games – Rounders</u></p> <ul style="list-style-type: none"> <li>• I can throw or pass to a moving target using hands or feet</li> <li>• I can play modified versions of a range of competitive games</li> <li>• I can 'field' a rolling ball</li> <li>• I can strike a ball with increasing control using a large headed bat or rounders bat</li> </ul>
<p>Summer 1 (A) Phase: Y5/6</p>	<p>Stamina, pace, duration, record, measure, critique, adapt, Jump: long, high, standing long, triple. Throw: javelin, howler, discus, safety Run: sprint, jog, relay, baton</p> <p>Coordination, control, fluency, accuracy, return, improvise, adaptation, communication, direction, space, strategic, awareness of others</p> <p>Pass, receive, formation, position, fair play, tactics, collaboration</p>	<p><u>Athletics – Track and field</u></p> <ul style="list-style-type: none"> <li>• I know the different heats and activities in athletics.</li> </ul> <p><u>Games – Bat and ball/Tennis</u></p> <ul style="list-style-type: none"> <li>• I know how to pass and work in a team.</li> <li>• I know the rules of tennis.</li> </ul> <p><u>Games – Rugby Year 5</u></p> <ul style="list-style-type: none"> <li>• I know some of the rules of rugby</li> <li>• I know how to pass the ball</li> <li>• I know how to control the ball</li> <li>• I know how to tackle and defend appropriately</li> </ul>	<p><u>Athletics – Track and field</u></p> <ul style="list-style-type: none"> <li>• I can master basic movements of running, jumping and throwing and link them together</li> </ul> <p><u>Games - Bat and ball / Tennis</u></p> <ul style="list-style-type: none"> <li>• I understand and can explain how taking part in PE can impact on health and fitness and developing a healthy lifestyle in school, after school and in the community</li> <li>• I can strike a ball with increasing control and accuracy using a large headed bat/racquet</li> </ul> <p><u>Games – Rugby Year 5</u></p> <ul style="list-style-type: none"> <li>• I can pass and receive rugby balls in different ways.</li> <li>• I can work cooperatively in different game formations.</li> </ul>

<p style="text-align: center;">Summer 2 (A) Phase: Y5/6</p>	<p>Stamina, pace, duration, record, measure, critique, adapt, strength, flexibility, perseverance, compare, evaluate, power          Jump: long, high, standing long, triple, take off.          Throw: javelin, howler, discus, safety, efficiency          Run: sprint, jog, middle distance, relay, change-overs</p>	<p><u>Athletics – Track and field</u></p> <ul style="list-style-type: none"> <li>• I know the different heats in athletic sports.</li> <li>• I know the structure of athletics competition.</li> <li>• I know how to train for athletics competition</li> </ul> <p><u>Games – Rugby Year 5</u></p> <ul style="list-style-type: none"> <li>• I know how to pass and receive balls.</li> <li>• I know how to work as part of a team.</li> </ul> <p><u>Dance</u> I know how to produce my own sequence dance.</p>	<p><u>Athletics – Track and field</u></p> <ul style="list-style-type: none"> <li>• I can develop a range of components of fitness: strength, flexibility, stamina, resilience, technique, control and balance.</li> <li>• I can compare performances and demonstrate improvements to achieve my best.</li> </ul> <p><u>Games – Rugby Year 5</u></p> <ul style="list-style-type: none"> <li>• I can pass and receive rugby balls in a variety of ways.</li> <li>• I can work cooperatively in a variety of game formations.</li> </ul> <p><u>Dance</u> I can repeat, remember and perform my dance I can compare performances and know what to do to improve.</p>
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<b>Physical Education – Cycle B</b>			
Subject	Key vocab.	Declarative knowledge	Procedural knowledge
<p style="text-align: center;">Autumn 1 (A) Phase: EYFS</p>	<ul style="list-style-type: none"> <li>• scared</li> <li>• angry</li> <li>• mean</li> <li>• wicked</li> <li>• frightful</li> <li>• freeze</li> </ul>	<p><u>Fairy Tales</u></p> <ul style="list-style-type: none"> <li>• I know how to explore different moments to match events in traditional fairy tales (RSC). <i>[Being Imaginative]</i></li> </ul>	<p><u>Fairy Tales</u></p> <ul style="list-style-type: none"> <li>• I can create different movements to show characters feeling scared, exciting, angry or happy. <i>[Being Imaginative]</i></li> </ul>
<p style="text-align: center;">Autumn 2 (A) Phase: EYFS</p>	<ul style="list-style-type: none"> <li>• tentacles</li> <li>• swim</li> <li>• glide</li> <li>• scuttle</li> <li>• slow</li> <li>• fast</li> </ul>	<p><u>Under The Sea</u></p> <ul style="list-style-type: none"> <li>• I know how to explore different moments for different sea creatures. <i>[Being Imaginative]</i></li> </ul>	<p><u>Under The Sea</u></p> <ul style="list-style-type: none"> <li>• I can create different sea creature movements using my whole body. <i>[Being Imaginative]</i></li> </ul>
<p style="text-align: center;">Spring 1 (A) Phase: EYFS</p>	<ul style="list-style-type: none"> <li>• pose</li> <li>• hero</li> <li>• villain</li> <li>• shape</li> <li>• strike</li> <li>• balance</li> </ul>	<p><u>Materials That We Use</u></p> <ul style="list-style-type: none"> <li>• I know how to use my whole body to balance in different ways. <i>[Moving &amp; Handling]</i></li> </ul>	<p><u>Materials That We Use</u></p> <ul style="list-style-type: none"> <li>• I can hold my body in a strong shape. <i>[Moving &amp; Handling]</i></li> <li>• I can explore different shapes with my body. <i>[Moving &amp; Handling]</i></li> <li>• I can imitate the poses of others that I like. <i>[Moving &amp; Handling]</i></li> <li>• I can balance on my feet, hands, body and back. <i>[Moving &amp; Handling]</i></li> </ul>

Spring 2 (A) Phase: EYFS	<ul style="list-style-type: none"> <li>grow</li> <li>stretch</li> <li>dance</li> <li>move</li> <li>beat</li> <li>rhythm</li> </ul>	<u>The Gift of Charity</u> <ul style="list-style-type: none"> <li>I know how to use movement to show the growth of animals and plants. <i>[Being Imaginative]</i></li> <li>I know some popular dances. <i>[Moving &amp; Handling]</i></li> </ul>	<u>The Gift of Charity</u> <ul style="list-style-type: none"> <li>I can show how plants and animals grow by expanding my shape and stretching my body. <i>[Being Imaginative]</i></li> <li>I can imitate Mick Jagger's and John Travolta's dance moves. <i>[Moving &amp; Handling]</i></li> <li>I can imitate dance from The Greatest Showman. <i>[Moving &amp; Handling]</i></li> <li>I can move in response to beat and rhythm. <i>[Moving &amp; Handling]</i></li> </ul>
Summer 1 (A) Phase: EYFS	<ul style="list-style-type: none"> <li>sudden surprise</li> <li>peered</li> <li>sighed</li> <li>freeze</li> <li>tig</li> <li>'it'</li> <li>chase</li> <li>dodge</li> </ul>	<u>Julia Donaldson vs Eric Carle</u> <ul style="list-style-type: none"> <li>I know how to explore different movements to match events in Donaldson/Carle stories (RSC). <i>[Being Imaginative]</i></li> <li>I know how to play 'tig'. <i>[Moving &amp; Handling]</i></li> </ul>	<u>Julia Donaldson vs Eric Carle</u> <ul style="list-style-type: none"> <li>I can create different movements to show events in stories. <i>[Being Imaginative]</i></li> <li>I can chase others when I am 'it'. <i>[Moving &amp; Handling]</i></li> <li>I can run in and out of available spaces, taking care not to bump into anyone. <i>[Moving &amp; Handling]</i></li> </ul>
Summer 2 (A) Phase: EYFS	<ul style="list-style-type: none"> <li>sprint</li> <li>skip</li> <li>race</li> <li>sport</li> <li>compete</li> <li>exercise</li> <li>fit</li> <li>healthy</li> </ul>	<u>Healthy Bodies, Healthy Minds</u> <ul style="list-style-type: none"> <li>I know how to do my best on Sports Day. <i>[Moving &amp; Handling]</i></li> <li>I know how to keep fit by playing games. <i>[Moving &amp; Handling]</i></li> </ul>	<u>Healthy Bodies, Healthy Minds</u> <ul style="list-style-type: none"> <li>I can participate in a competitive sporting event. <i>[Moving &amp; Handling]</i></li> <li>I can run. <i>[Moving &amp; Handling]</i></li> <li>I can skip. <i>[Moving &amp; Handling]</i></li> <li>I can experiment with different ways to finish a bean bag bucket race. <i>[Moving &amp; Handling]</i></li> <li>I can push myself to exercise, even though I am feeling puffed out. <i>[Moving &amp; Handling]</i></li> </ul>
Autumn 1 (B) Phase: Y1/2	Throw, catch, spatial awareness, accuracy, bounce, control.	<u>Games – Netball</u> <ul style="list-style-type: none"> <li>I know why I need to warm up before I play sports.</li> <li>I know that I need to make sure my partner is ready to catch the ball before I throw it.</li> <li>I know some basic rules in netball, including not being able to run whilst holding the ball.</li> </ul>	<u>Games – Netball</u> <ul style="list-style-type: none"> <li>I can throw accurately to a partner using a bean bag, quoit and a ball.</li> <li>I can bounce a ball accurately to a partner.</li> <li>I can catch a ball accurately with a partner.</li> <li>I can think carefully about how to move around a space when using a ball.</li> </ul>
Autumn 2 (B) Phase: Y1/2	Travel, stretch, twist, turn, jump, expression, balance, coordination, repetition, improvisation	<u>Dance</u> <ul style="list-style-type: none"> <li>I know that I need to warm up before starting to dance.</li> <li>I know how to travel across a space safely.</li> <li>I know that I can use dance moves to express different emotions or feelings.</li> </ul>	<u>Dance</u> <ul style="list-style-type: none"> <li>I can remember and repeat movements and patterns.</li> <li>I can demonstrate differences in level, speed and shapes.</li> <li>I can work with a partner or in a group to improvise ideas.</li> <li>I can respond to different stimuli and music.</li> </ul>
Spring 1 (B) Phase: Y1/2	Movement, copy, travel, explore, create, space, spontaneity, rhythm, interaction, expression, sequence	<u>Dance</u> <ul style="list-style-type: none"> <li>I know how to move safely.</li> <li>I know how dance can be used to convey meaning.</li> <li>I know the meanings of the following terms: pathway, expression, mood and sequence.</li> </ul>	<u>Dance</u> <ul style="list-style-type: none"> <li>I can use dance to convey mood, feeling or expression.</li> <li>I can follow pathways in dance, including straight, zig zag and curving.</li> <li>I can create short sequences with a clear beginning, middle and end.</li> </ul>
Spring 2 (B) Phase: Y1/2	Coordination, travel, cooperation, throw, catch, score, points, fair, control	<u>Games – Rugby and Basketball</u> <ul style="list-style-type: none"> <li>I know some key rules for playing team games like rugby and basketball.</li> <li>I know how to play safely and fairly.</li> </ul>	<u>Games – Rugby and Basketball</u> <ul style="list-style-type: none"> <li>I can bounce a ball continuously.</li> <li>I can travel safely with a ball.</li> <li>I can play as part of a team.</li> </ul>
Summer 1 (B) Phase: Y1/2	Hand-eye coordination, basic control, underarm throw, roll, catch	<u>Games – Fielding, Cricket and Rounders</u> <ul style="list-style-type: none"> <li>I know how to use PE equipment safely.</li> <li>I know how to play safely and fairly, as part of a team.</li> </ul>	<u>Games – Fielding, Cricket and Rounders</u> <ul style="list-style-type: none"> <li>I can aim to hit a target with increasing accuracy, using rolling, throwing or kicking.</li> <li>I can perform a controlled hit with a bat and ball.</li> </ul>
Summer 2 (B) Phase: Y1/2	Warm up, cool down, sprint, jog, jump – 2-2, 2-1, 1-2, 1-1 land, target, aim, respect	<u>Games – Athletics</u> <ul style="list-style-type: none"> <li>I know how to evaluate my skills to improve my performance.</li> <li>I know how to help other's to improve their accuracy.</li> </ul>	<u>Games – Athletics</u> <ul style="list-style-type: none"> <li>I can compete actively throughout the lesson.</li> <li>I can improve my accuracy and performance.</li> </ul>

<p>Autumn 1 (B) Phase: Y3/4</p>	<p>Plank, side plank, burpee, squat, lunge, gym mats sequence</p> <p>Pass, receive, signal, communicate, teamwork, fair play, attack, defend, competitive, accuracy</p>	<p><u>Fitness</u></p> <ul style="list-style-type: none"> <li>I know how to perform sequences.</li> <li>I know how to assemble apparatus safely</li> </ul> <p><u>Ball games - skills</u></p> <ul style="list-style-type: none"> <li>I know how to control a ball and pass accurately.</li> <li>I know how to play as a team.</li> </ul>	<p><u>Fitness</u></p> <ul style="list-style-type: none"> <li>I can use different parts of the body to support weight e.g. hands.</li> <li>I can move into and from a range of movements and skills with control.</li> <li>I can take responsibility for the safe moving, construction and use of apparatus.</li> </ul> <p><u>Ball games – skills</u></p> <ul style="list-style-type: none"> <li>I can demonstrate control when dribbling with the feet.</li> <li>I can pass the ball confidently.</li> <li>I can work cooperatively passing and receiving in sequence signalling for the ball.</li> <li>I understand and can demonstrate how to warm up and cool down safely.</li> <li>I can play modified versions of a range of competitive games.</li> </ul>
<p>Autumn 2 (B) Phase: Y3/4</p>	<p>Jumps – tuck, star, straddle, twisted pike, stag, quarter turn, half turn, leap, Forward roll, backward roll, pencil roll, composition, match, mirror, contrast, similarities, differences</p> <p>Pass, receive, signal, communicate, teamwork, fair play, attack, defend, competitive, accuracy</p>	<p><u>Gymnastics – jump, sequence, balance and travel</u></p> <ul style="list-style-type: none"> <li>I know how to balance.</li> <li>I know how to perform a sequence.</li> <li>I know how to set up apparatus.</li> </ul> <p><u>Ball Games – Skills -Dodgeball</u></p> <ul style="list-style-type: none"> <li>I know how to play as part of a team.</li> <li>I know how to play dodgeball.</li> </ul>	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> <li>I can use different parts of the body to support weight e.g. hands.</li> <li>I can move into and from a range of movements.</li> <li>I can take responsibility for the safe moving, construction and use of apparatus.</li> </ul> <p><u>Dodgeball</u></p> <ul style="list-style-type: none"> <li>I can demonstrate control when handling the ball.</li> <li>I can pass confidently.</li> <li>I can work cooperatively passing and receiving in sequence signalling for the ball.</li> </ul>
<p>Spring 1 (B) Phase: Y3/4</p>	<p>Compose, explore, speed, energy, travel, turn, gesture, repetition, solo, duet, group.</p> <p>Control, pass and receive, communicate, dribble, strike, rally</p>	<p><u>Dance</u></p> <ul style="list-style-type: none"> <li>I know how to move with rhythm.</li> <li>I know how to create a pattern with movements and direction.</li> </ul> <p><u>Hockey</u></p> <ul style="list-style-type: none"> <li>I know how to play as part of a team.</li> <li>I know how to play hockey equipment accurately.</li> </ul>	<p><u>Dance</u></p> <ul style="list-style-type: none"> <li>I can compare performances and know what to do to improve</li> <li>I can repeat, remember and perform movement phrases/patterns.</li> <li>I can understand and demonstrate different 'fronts 'and directions</li> <li>I can show dynamic, rhythmic and expressive movement</li> <li>I can bounce and jump to receive and transfer body weight safely.</li> </ul> <p><u>Hockey</u></p> <ul style="list-style-type: none"> <li>I can strike a ball with reasonable control</li> </ul>
<p>Spring 2 (B) Phase: Y3/4</p>	<p>Composition, plan discuss, improve, refine, create sequence, evaluate</p> <p>Pass, receive, formation, position, fair play, tactics, collaboration, Passes: chest, bounce, shoulder, pop, spin</p>	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> <li>I know how to evaluate my performances</li> <li>I know how to create sequences</li> <li>I know how to use apparatus safely</li> </ul> <p><u>Games – Rugby / Basketball</u></p> <ul style="list-style-type: none"> <li>I know how to pass and receive balls.</li> <li>I know how to work as part of a team.</li> </ul>	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> <li>I can compare my performances and say how I can improve</li> <li>I can move and balance demonstrating an awareness of body shape e.g. tuck, star, straddle, twisted, pike</li> <li>I can work cooperatively and creatively with a partner on floor to balance and match/mirror/contrast.</li> <li>I can use space and more complex apparatus safely – in pairs and small groups.</li> </ul> <p><u>Games – Rugby / Basketball</u></p> <ul style="list-style-type: none"> <li>I can accurately pass and receive a range of balls with hands in a variety of ways e.g. chest, bounce, shoulder pass.</li> <li>I can work cooperatively in a variety of game formations</li> </ul>



<p>Summer 1 (B) Phase: Y3/4</p>	<p>Heart rate stamina, throw, slinging, push, pull, technique, describe, accuracy, pace, sustain, endurance, recognise, record, time, stretch, javelin, stopwatch, Jumps: standing and long jump.</p> <p>Strike, volley, intensity, health, heart rate, fitness, muscles, forehand, backhand, overhead, pass, aim, communicate</p>	<p><u>Athletics – Running, Jumping and Throwing</u></p> <ul style="list-style-type: none"> <li>• I know how to throw accurately</li> <li>• I know the techniques that help me to run with speed or for distance</li> <li>• I know how to jump with the correct techniques</li> </ul> <p><u>Games - Bat and ball</u></p> <ul style="list-style-type: none"> <li>• I know how PE affects my health</li> <li>• I know how to strike a ball with control</li> </ul>	<p><u>Athletics</u></p> <ul style="list-style-type: none"> <li>• I can sustain concentration and practice to improve</li> <li>• I can use running, jumping, throwing and catching in isolation and in combination</li> </ul> <p><u>Games - Bat and ball</u></p> <ul style="list-style-type: none"> <li>• I can strike a ball with reasonable control using a large headed bat/racquet or rounders' bat</li> <li>• I can explain how taking part in PE can impact on health and fitness and developing a healthy lifestyle</li> </ul>
<p>Summer 2 (B) Phase: Y3/4</p>	<p>Throw, overarm, javelin, visualisation, jumps: hop, skip, jump, combination, strength, technique, control, passing, baton, consistency.</p> <p>Control, strike, skill, isolation, combination, bowl, catch, field, cooperation, fair play, accuracy</p> <p>Front crawl, back crawl, breaststroke, self-rescue, treading water, buoyancy</p>	<p><u>Athletics – throwing, jumping and running</u></p> <p>I know how to throw accurately I know the techniques that help me to run with speed or for distance I know how to jump with the correct techniques</p> <p><u>Games - Rounders</u></p> <p>I know how to strike a ball with control</p> <p><u>Year 4 – Swimming</u></p> <ul style="list-style-type: none"> <li>• I know how to stay safe in the water.</li> <li>• I know how to swim using a range of strokes.</li> </ul>	<p><u>Athletics</u></p> <p>I can use running, jumping, throwing and catching in isolation and in combination I can develop flexibility, strength, technique, control and balance I can enjoy competing</p> <p><u>Games - Rounders</u></p> <p>I can strike a ball with reasonable control using a large headed bat/racquet or rounders' bat</p> <p><u>Year 4 – Swimming</u></p> <ul style="list-style-type: none"> <li>• I can enter and leave the water safely.</li> <li>• I can swim competently, confidently and proficiently over distance of at least 25m.</li> <li>• I can use a range of strokes effectively (for. Example front crawl, back stroke, breast stroke).</li> <li>• I can perform safe self-rescue in different water based situations.</li> </ul>
<p>Autumn 1 (B) Phase: Y5/6</p>	<p>Cartwheel, combinations: tuck, pike, straddle, handstand, wheelbarrow, symmetrical, asymmetrical, landing, analyse, refine, apparatus, horse, vault, beam.</p> <p>Pass, receive, signal, rules, communicate, teamwork, position, formation, fair play, attack, defend, mark, competitive, accuracy, tactics, strategy, strike, offside, corner, advantage, penalty, goalkeeping</p>	<p><u>Fitness/Gymnastics – jump, sequence, travel, balance and turns</u></p> <ul style="list-style-type: none"> <li>• I know the 5 basic jumps – tuck, star, straddle, straight one-legged jump</li> <li>• I know what a sequence is</li> <li>• I know basic balances</li> <li>• I know basic travelling steps</li> <li>• I know basic turning steps</li> </ul> <p><u>Games – Rugby Year 6</u> <u>Football – Year 5</u></p> <ul style="list-style-type: none"> <li>• I know the rules of football</li> <li>• I know how to pass the ball</li> <li>• I know how to control the ball</li> <li>• I know how to tackle and defend appropriately</li> </ul>	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> <li>• I can demonstrate the 5 basic jumps – tuck, star, straddle, straight one-legged jump</li> <li>• I can perform basic movements with fluency and control</li> <li>• I can demonstrate that a sequence contains elements of all categories of movement i.e. travel, turn, jump and balance</li> <li>• I can adapt and transfer work from floor to apparatus</li> </ul> <p><u>Games – Rugby/Football</u></p> <ul style="list-style-type: none"> <li>• I can work cooperatively: passing, receiving and signalling, playing with increasing confidence in a variety of game formations</li> <li>• I can pass the ball confidently</li> <li>• I can demonstrate increasing control when moving with the ball</li> <li>• I can consistently apply attacking and defending principles</li> </ul>

<p style="text-align: center;">Autumn 2 (B) Phase: Y5/6</p>	<p>Composition, explore, speed, energy, travel, turn, gesture, repetition, solo, duet, group, creativity, imaginatively, critique, refine, expressive, fluency, motif, canon, exaggerate, appreciation</p> <p>Pass, receive, formation, position, fair play, tactics, collaboration Passes: chest, pop, spin</p> <p>Passes: chest, bounce, overarm, overhead, 2-handed underarm. receive, signal, communicate, teamwork, fair play, attack, defend, mark, intercept, footwork fault, competitive, accuracy, tactics, strategy, dodge, pivot, anticipate</p>	<p><u>Dance</u></p> <ul style="list-style-type: none"> <li>• I know what a sequence is.</li> <li>• I know a range of jumps and travelling movements.</li> </ul> <p><u>Games – Rugby Year 6</u></p> <ul style="list-style-type: none"> <li>• I know the rules of rugby</li> <li>• I know how to pass</li> <li>• I know how to control the ball</li> <li>• I know how to tackle and defend appropriately</li> </ul> <p><u>Games – Netball</u></p> <ul style="list-style-type: none"> <li>• I know the rules of netball.</li> <li>• I know how to pivot.</li> </ul>	<p><u>Dance</u></p> <ul style="list-style-type: none"> <li>• I can work creatively and imaginatively on my own, with a partner and in a group to compose motifs and structure simple dances</li> <li>• I can use appropriate criteria to evaluate and refine my own and others' work</li> </ul> <p><u>Games – Rugby</u></p> <ul style="list-style-type: none"> <li>• I can work cooperatively: passing, receiving and signalling, playing with increasing confidence in a variety of game formations</li> <li>• I can pass the ball confidently</li> <li>• I can consistently apply attacking and defending principles</li> </ul> <p><u>Games – Netball</u></p> <ul style="list-style-type: none"> <li>• I can use pivot in a game situation</li> <li>• I can change direction to either dodge or mark an opponent</li> <li>• I can accurately pass and receive a range of balls with hands in a variety of ways e.g. chest, bounce, shoulder, overarm, overhead and 2 handed underarm</li> <li>• I can throw or pass to a moving target using hands or feet</li> </ul>
<p style="text-align: center;">Spring 1 (B) Phase: Y5/6</p>	<p>Evaluate, analyse, improve, refine, adapt, differentiate, explore, counter-balance, counter-tension, body tension, synchronisation, rotation, fluency, symmetry, asymmetry.</p> <p>Pass, dribble, shoot, attack, defend, mark, corner, communicate, short pass, long pass, sliding, goalkeeping, anticipation, tactics, interception, possession, position, formation</p>	<p><u>Gymnastics</u> –travel, balance, sequence</p> <ul style="list-style-type: none"> <li>• I know and understand the basic principles of warming up and why it is important for good quality performance.</li> <li>• I know the names of individual pieces of apparatus.</li> <li>• I know how to use apparatus safely</li> </ul> <p><u>Games – Hockey</u></p> <ul style="list-style-type: none"> <li>• I know the rules of hockey.</li> <li>• I know how to pass, dribble and shoot.</li> <li>• I know the difference between attacking and defending skills.</li> </ul>	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> <li>• I can observe and describe the movements of others using appropriate language and terminology</li> <li>• I can work cooperatively with a partner to travel over/under/around and move in synchronisation or canon</li> <li>• I can understand and can demonstrate rotation around 2 different axes</li> <li>• I can balance to demonstrate specific planned shapes e.g. symmetry and asymmetry</li> <li>• I can warm up and cools down independently</li> <li>• I can understand and demonstrate the principles of using apparatus safely in twos and small groups</li> </ul> <p><u>Games – Hockey</u></p> <ul style="list-style-type: none"> <li>• I can strike a ball with increasing control</li> <li>• I can play modified versions of a range of competitive games</li> </ul>
<p style="text-align: center;">Spring 2 (B) Phase: Y5/6</p>	<p>Weight, space, rhythm, expression, sequence, improvise, stimuli, abstract, motif, canon, interpretation, repetition, retrograde, rotational</p>	<p><u>Dance</u></p> <ul style="list-style-type: none"> <li>• I know a range of rotational sequence dances (Macarena, 5, 6, 7, 8, Fast Food dance)</li> <li>• I know the term repetition</li> <li>• I know basic sequence steps</li> <li>• I know how to create a 16 and 32 count sequence</li> <li>• I am able to use what I know to produce my own sequence dance</li> </ul>	<p><u>Dance</u></p> <ul style="list-style-type: none"> <li>• I can adapt and refine the use of weight, space and rhythm in dances to express themselves in the style of dance.</li> <li>• I can perform dances using a range of stimuli and more complex movement patterns</li> </ul>

	<p>Rules, boundaries, organisation, modification, strike, field, return, tap.</p> <p>Health, fitness, lifestyle, diet, heart rate, intensity</p>	<p><u>Games – Rounders</u></p> <ul style="list-style-type: none"> <li>• I know the rules of the game of rounders</li> <li>• I know how to organise my team</li> <li>• I know and can explain how taking part in PE can impact on health and fitness and developing a healthy lifestyle in school, after school and in the community</li> </ul>	<p><u>Games – Rounders</u></p> <ul style="list-style-type: none"> <li>• I can throw or pass to a moving target using hands or feet</li> <li>• I can play modified versions of a range of competitive games</li> <li>• I can 'field' a rolling ball</li> <li>• I can strike a ball with increasing control using a large headed bat or rounders bat</li> </ul>
<p>Summer 1 (B)</p> <p>Phase: Y5/6</p>	<p>Stamina, pace, duration, record, measure, critique, adapt, Jump: long, high, standing long, triple. Throw: javelin, howler, discus, safety Run: sprint, jog, relay, baton</p> <p>Pass, receive, formation, position, fair play, tactics, collaboration</p> <p>Coordination, control, fluency, accuracy, return, improvise, adaptation, communication, direction, space, strategic, awareness of others</p>	<p><u>Athletics</u></p> <ul style="list-style-type: none"> <li>• I know the different heats and activities in athletics.</li> <li>• I know the structure of athletic competition</li> <li>• I know how to train for athletics competition</li> </ul> <p><u>Games – Rugby Year 5</u></p> <ul style="list-style-type: none"> <li>• I know some of the rules of rugby</li> <li>• I know how to pass the ball</li> <li>• I know how to control the ball</li> <li>• I know how to tackle and defend appropriately</li> </ul> <p><u>Games– Bat and ball/Tennis</u></p> <ul style="list-style-type: none"> <li>• I know how to pass and work in a team.</li> <li>• I know the rules of tennis.</li> <li>• I know what skills are needed in orienteering and outdoor challenges.</li> </ul>	<p><u>Athletics</u></p> <ul style="list-style-type: none"> <li>• I can master basic movements of running, jumping and throwing and link them together</li> </ul> <p><u>Games – Rugby Year 5</u></p> <ul style="list-style-type: none"> <li>• I can pass and receive rugby balls in different ways. I can work cooperatively in different game formations.</li> </ul> <p><u>Games - Bat and ball / Tennis</u></p> <ul style="list-style-type: none"> <li>• I can take part in outdoor and adventure challenges – individually and within a team.</li> <li>• I can 'field' a rolling ball.</li> </ul>
<p>Summer 2 (B)</p> <p>Phase: Y5/6</p>	<p>Stamina, pace, duration, record, measure, critique, adapt, strength, flexibility, perseverance, compare, evaluate, power Jump: long, high, standing long, triple, take off. Throw: javelin, howler, discus, safety, efficiency Run: sprint, jog, middle distance, relay, change-overs</p> <p>Coordination, control, fluency, accuracy, return, improvise, adaptation, communication, direction, space, strategic, awareness of others</p>	<p><u>Athletics</u></p> <ul style="list-style-type: none"> <li>• I know the different heats in athletic sports.</li> <li>• I know the structure of athletic competition</li> <li>• I know how to train for athletics competition</li> </ul> <p><u>Games – Rugby Year 5</u></p> <ul style="list-style-type: none"> <li>• I know how to pass and receive balls.</li> <li>• I know how to work as part of a team.</li> </ul> <p><u>Dance</u></p> <p>I know how to produce my own sequence dance.</p>	<p><u>Athletics</u></p> <ul style="list-style-type: none"> <li>• I can develop a range of components of fitness: strength, flexibility, stamina, resilience, technique, control and balance</li> <li>• I can compare performances and demonstrate improvements to achieve their best.</li> </ul> <p><u>Games – Rugby Year 5</u></p> <ul style="list-style-type: none"> <li>• I can pass and receive rugby balls in a variety of ways.</li> <li>• I can work cooperatively in a variety of game formations.</li> </ul> <p><u>Dance</u></p> <p>I can repeat, remember and perform my dance I can compare performances and know what to do to improve</p>