

**Subject Pathway – PE – Cycle A**

Cycle A	EYFS	Year 1 & 2	Year 3 & 4	Year 5 & 6
Autumn 1	<p><b>Out and about</b> F1 –Gross Motor Movement F2 – Gross Motor Movement be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity</p> <p>Vocabulary:Space, looking up, stretch, muscle, partner, pairs, run, walk, balance, throw, catch, hit, ball, cone, net, bean bag, jump, hop, carry, follow, lead, copy, sports, games, rules, move, forwards, backwards, equipment, speed, direction, bounce, push, pull, roll.</p>	<p><b>ARE WE THERE YET?</b> <b>Fundamentals - ABC</b> Vocabulary: throw, roll, underarm, hit, move, safely, kick,tactics, decide, rules.</p> <p><b>Master basic movements developing balance, agility and co-ordination</b> <b>Throwing, jumping and catching</b> Y1 I can control my body when travelling. I can control my body when balancing. I can throw underarm. I can roll a piece of equipment. I can catch with both hands. I can throw in different ways. I can repeat basic actions and skills. I can move with control and care. Y2 I can copy and remember actions. I can repeat and explore actions with control and coordination. I can change rhythm speed level and direction.</p> <p><b>Gymnastics</b> Vocabulary -Curl, tense, stretch, relax, control, travel, balance, copy, sequence, improve, plan, and perform. feedback, hold, and independent.</p> <p><b>Master basic movements developing balance, agility and co-ordination</b> Y1 I can make my body tense, relaxed, curled and stretched. I can control my body when travelling. I can control my body when balancing. I can copy 3 basic sequences and repeat them. I can roll in different ways. I can travel in different ways. I can balance in different ways. I can climb equipment safely. Y2 I can plan and show a sequence of movements. I can use contrast in my sequences. I can think of more than one way to create a sequence which follows a set of rules. I can work with a partner to create a simple sequence.</p>	<p><b>Our Wonderful World</b> <b>NETBALL</b> Vocabulary -Throw, catch, control, awareness of space, support,opposition, strike and field, accuracy, rules,possession, adapt tactics</p> <p>play competitive games, and apply basic principles suitable for attacking and defending. Y3 I can throw and catch with control when under limited pressure. I'm aware of space and use it to support team-mates and cause problems for the opposition. I know and use rules fairly to keep games going. I can keep possession with some success, when using equipment that is not used for throwing and catching skills. Y4 I can keep possession of the ball. I can move to find a space when not in possession during a game.</p> <p><b>- GYMNASTICS</b> Vocabulary -Adapt sequences, apparatus, criteria, strength,suppleness, performance, compare and contrast sequences, stamina, improve <b>Develop flexibility, strength, technique, control and balance</b> Y3 I can make my body tense, relaxed, curled and stretched. I can use a greater number of my own ideas for movement in response to a task. I can adapt sequences to suit different types of apparatus and my partner's ability. I can explain how strength and suppleness affect performances. Y4 I can work in a controlled way. I can include change of speed. I can include change of direction. I can include range of shapes. I can follow a set of 'rules' to produce a sequence. I can work with a partner to create, repeat and improve a sequence with three phases plus.</p>	<p><b>Space</b> <b>- NETBALL</b> Vocabulary -Possession, forehand, backhand, field, tactics,defending, attacking, techniques, pass, dribble and shoot. Striking, implement, rules, umpire,and strategy play competitive games, and apply basic principles suitable for attacking and defending. Y5 I can gain possession by working as a team. I can pass in different ways. I can choose the best tactics for attacking and defending. Y6 I can explain complicated rules. I can make a team plan and communicate it to others. I can lead others in a game situation.</p> <p><b>- GYMNASTICS</b> Vocabulary -Compose, creative, perform, accompaniment, demonstrate clarity, fluency, accuracy and consistency. Style, interpret, precise and posture <b>Develop flexibility, strength, technique, control and balance</b> Y5 I can make complex or extended sequences.I can combine action, balance and shape. I can perform consistently to different audiences.I can keep my movements accurate, clear and consistent. Y6 I can combine my work with that of others. I can link my sequences to specific timings.</p>
Autumn 2	<p><b>Toy Story</b> F1 –Gross Motor Movement F2 – Ball Skills be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity</p> <p>Vocabulary:Space, looking up, stretch, muscle, partner, pairs, run, walk, balance, throw, catch, hit, ball, cone, net, bean bag, jump, hop, carry, follow, lead, copy, sports, games, rules, move, forwards, backwards, equipment, speed, direction, bounce, push, pull, roll.</p>	<p><b>THE WORKSHOP</b> <b>BALL SKILLS (rolling, throwing)</b> Vocabulary: Throw, roll, underarm, hit, move, safely, kick,tactics, decide, rules.</p> <p><b>Throwing, jumping and catching</b> Y1 I can throw underarm. I can roll a piece of equipment. I can catch with both hands. I can throw in different ways. Y2 I can move and stop safely in a game. I can control my body when travelling. I can travel in different ways. I can throw in different ways.</p> <p><b>- DANCE</b> Vocabulary -Move, copy, perform, create, rhythm, control, coordination,linking mood or feeling <b>perform dances using simple movement patterns.</b> Y1 I can move to music. I can copy simple dance moves. I can perform some dance moves. I can make up a short dance with three basic moves. I can dance in a space safely. Y2 I can change rhythm speed level and direction. I can dance with control and coordination I can make a sequence by linking three basic moves and three arm positions together I can link some movement to show a mood or feeling.</p>	<p><b>The Tudors</b> <b>FOOTBALL</b> Vocabulary -Throw, catch, control, awareness of space, support,opposition, strike and field, accuracy, rules,possession, adapt tactics</p> <p>play competitive games, and apply basic principles suitable for attacking and defending. Y3 I'm aware of space and use it to support team-mates and cause problem: for the opposition. I know and use rules fairly to keep games going.I can keep possession with some success, when using equipment that is not used for throwing and catching skills. Y4 I can keep possession of the ball. I can move to find a space when not in possession during a game.</p> <p><b>DANCE</b> <b>perform dances using a range of movement patterns</b> Y3 I can improvise, translating ideas from a stimulus into movement. I can share and create phrases with a partner and in small groups. I can repeat, remember and perform these phrases in a dance. Y4 I can take the lead when working with a partner or group. I can suggest which moves would be suitable for a piece of music. I can work on my movements and refine them.</p>	<p><b>WW2</b> <b>FOOTBALL</b> Vocabulary -Possession, forehand, backhand, field, tactics,defending, attacking, techniques, pass, dribble and shoot. Striking, implement, rules, umpire,and strategy play competitive games, and apply basic principles suitable for attacking and defending. Y5 I can gain possession by working as a team. I can pass in different ways. I can choose the best tactics for attacking and defending. Y6 I can explain complicated rules. I can make a team plan and communicate it to others. I can lead others in a game situation.</p> <p><b>GYMNASTICS</b> Vocabulary -Compose, creative, perform, accompaniment, demonstrate clarity, fluency, accuracy and consistency. Style, interpret, precise and posture <b>Develop flexibility, strength, technique, control and balance</b> Y5 I can make complex or extended sequences. I can combine action, balance and shape. I can perform consistently to different audiences. I can keep my movements accurate, clear and consistent. Y6 I can combine my work with that of others. I can link my sequences to specific timings.</p>
Spring 1	<p><b>Paws and claws</b> F1 –Gross Motor Movement F2 – gymnastics floor Vocabulary:Space, looking up, stretch, muscle, partner, pairs, run, walk, balance, throw, catch, hit, ball, cone, net, bean bag, jump, hop, carry, follow, lead, copy, sports, games, rules, move, forwards, backwards, equipment, speed, direction, bounce, push, pull, roll.</p>	<p><b>Dangerous Dinosaurs</b> <b>- BALL SKILLS -Sending and Receiving</b> Vocabulary: hrow, roll, underarm, hit, move, safely, kick,tactics, decide, rules.</p> <p><b>throwing, jumping and catching</b> Y1 I can throw underarm. I can roll a piece of equipment. I can catch with both hands. I can throw in different ways. Y2 I can move and stop safely in a game. I can control my body when travelling. I can travel in different ways. I can throw in different ways.</p> <p><b>REAL PE</b> Vocabulary –static, balance, squat, muscles, catch, throw, agility, coordination, dynamic, counter-balance, jumping, landing, rhythm, bounce, roll, kick, hop.</p> <p><b>Master basic movements developing balance, agility and co-ordination</b> I can control my body when travelling. I can control my body when balancing. I can throw underarm. I can roll a piece of equipment. I can catch with both hands. I can throw in different ways. I can repeat basic actions and skills. I can move with control and care. Y2 I can copy and remember actions. I can repeat and explore actions with control and coordination. I can change rhythm speed level and direction.</p>	<p><b>Africa</b> <b>African dancing experience day</b> <b>QUIDDITCH</b> Vocabulary -Throw, catch, control, awareness of space, support,opposition, strike and field, accuracy, rules,possession, adapt tactics</p> <p>play competitive games, and apply basic principles suitable for attacking and defending. Y3 I can throw and catch with control when under limited pressure. I'm aware of space and use it to support team-mates and cause problem: for the opposition. I know and use rules fairly to keep games going. Y4 I can keep possession of the ball. I can move to find a space when not in</p> <p><b>-FITNESS</b> Vocabulary -Throw, catch, control, awareness of space, support,opposition, strike and field, accuracy, rules,possession, adapt tactics</p> <p><b>Develop flexibility, strength, technique, control and balance</b> Y3 I can work in a controlled way. I can jump in different ways. I can explain how strength and suppleness affect performances. I can make my body tense, relaxed, curled and stretched. Y4 I can work in a controlled way. I can include change of speed.</p>	<p><b>Storms and Storm wrecks</b> <b>HOCKEY</b> Vocabulary -Possession, forehand, backhand, field, tactics,defending, attacking, techniques, pass, dribble and shoot. Striking, implement, rules, umpire,and strategy play competitive games, and apply basic principles suitable for attacking and defending. Y5 I can gain possession by working as a team. I can pass in different ways. I can choose the best tactics for attacking and defending. Y6 I can explain complicated rules. I can make a team plan and communicate it to others. I can lead others in a game situation.</p> <p><b>INDOOR FITNESS</b> Vocabulary -Control, accuracy, techniques, combine, distance, compete, improve personal best, stamina <b>Develop flexibility, strength, technique, control and balance</b> Y5 I can combine action, balance and shape. I can keep my movements accurate, clear and consistent. Y6 I can combine my work with that of others. I can link my sequences to specific timings.</p> <p><b>Y5 – SWIMMING</b> Vocabulary -Swim, unaided, basic stroke, movements, coordinate, breathing, surface <b>swim competently, confidently and proficiently over a distance of at least 25 metres</b> ★ use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] ★ perform safe self-rescue in different water-based situations.</p>
Spring 2	<p><b>Spring watch</b> F1 –Gross Motor Movement F2 – gymnastics apparatus Vocabulary:Space, looking up, stretch, muscle, partner, pairs, run, walk, balance, throw, catch, hit, ball, cone, net, bean bag, jump, hop, carry, follow, lead, copy, sports, games, rules, move, forwards, backwards, equipment, speed, direction, bounce, push, pull, roll.</p>	<p><b>INOT THE WOODS</b> <b>Invasion GAMES</b> Vocabulary: hrow, roll, underarm, hit, move, safely, kick,tactics, decide, rules.</p> <p><b>Throwing, jumping catching, participate in team games</b> Y1 I can throw underarm. I can roll a piece of equipment. I can catch with both hands. I can throw in different ways. Y2 I can use hitting, kicking and/or rolling in a game. I can stay in a 'zone' during a game. I can decide where the best place to be during a game. I can move and stop safely in a game. I can follow rules in a game.</p> <p><b>Gymnastics</b> Vocabulary -Curl, tense, stretch, relax, control, travel, balance, copy, sequence, improve, plan, and perform. feedback, hold, and independent.</p> <p><b>Master basic movements developing balance, agility and co-ordination</b> Y1 I can make my body tense, relaxed, curled and stretched. I can control my body when travelling. I can control my body when balancing. I can copy 3 basic sequences and repeat them. I can roll in different ways. I can travel in different ways. I can balance in different ways. I can climb equipment safely. Y2 I can plan and show a sequence of movements. I can use contrast in my sequences. I can think of more than one way to create a sequence which follows a set of rules. I can work with a partner to create a simple sequence.</p>	<p><b>Virtual Reality</b> Y3 <b>- OUTDOOR ADVENTUROUS ACTIVITY</b> Vocabulary -Follow, route, appropriate equipment, safely,familiar context, manage risks/problems take part in outdoor and adventurous activity challenges both individually and within a team Y3 I can draw a map in a familiar context. I can move from one location to another following a map. I can use a clue to follow a route. I can follow a route safely. Y4 I can follow a map in a more demanding familiar context. I can move from a number of different location: following a map. I can use clues to follow a route. I can follow a route accurately, safely and within a time limit.</p> <p><b>- ATHLETICS</b> Vocabulary -Change speed and direction, underarm, overarm, throwing, technique, distance, sprint, accuracy, personal best <b>Develop flexibility, strength, technique, control and balance</b> Y3 I can link running and Jumping activities with some control and consistency. I can make up and repeat a sequence of linked Jumps. I can take part in a relay activity, remembering when to run. I can throw a variety of objects changing my actions for accuracy. Y4 I can sprint over a short distance. I can throw in different ways. I can hit a target. I can jump in different ways.</p>	<p><b>Greeks</b> <b>- OUTDOOR ADVENTUROUS ACTIVITY</b> Vocabulary -Location, compass, navigate, overcome problems,plan, route, safety, danger, leadership take part in outdoor and adventurous activity challenges both individually and within a team Y5 I can follow a map in an unknown location. I can use clues and compass directions to navigate a route. Y6 I can plan a route and series of clues for someone else. I can plan with others, taking account of safety and danger.</p> <p><b>-YOGA</b> Vocabulary -Compose, creative, perform, accompaniment, demonstrate clarity, fluency, accuracy and consistency. Style, interpret, precise and posture <b>develop flexibility, strength, technique, control and balance</b> Y5 I can make complex or extended sequences. I can combine action, balance and shape. I can perform consistently to different audiences. I can keep my movements accurate, clear and consistent. Y6 I can combine my work with that of others. I can link my sequences to specific timings.</p> <p><b>Y5 – SWIMMING</b> Vocabulary -Swim, unaided, basic stroke, movements, coordinate, breathing, surface swim competently, confidently and proficiently over a distance of at least 25 metres ★ use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] ★ perform safe self-rescue in different water-based situations.</p>
Summer 1 Olympics focus	<p><b>If you go down to the woods today</b> F1 –Gross Motor Movement F2 – dance</p>	<p><b>Roald Dahl</b> <b>Athletics</b> Vocabulary: hrow, roll, underarm, hit, move, safely, kick,tactics, decide, rules.</p>	<p><b>Community Café</b> <b>-ATHLETICS</b></p>	<p><b>Mystic East</b> <b>ATHLETICS</b> Vocabulary -Control, accuracy, techniques, combine</p>

Vocabulary:Space, looking up, stretch, muscle, partner, pairs, run, walk, balance, throw, catch, hit, ball, cone, net, bean bag, jump, hop, carry, follow, lead, copy, sports, games, rules, move, forwards, backwards, equipment, speed, direction, bounce, push, pull, roll.

**Summer 2**

**Walk the Plank**  
F1 –Gross Motor Movement  
F2 – team games

**Summer 2 Olympics focus**

**Water based movements including running, jumping, throwing, developing balance, agility and co-ordination, throwing jumping and catching**

**Y1**  
I can move and stop safely in a game.  
I can control my body when travelling  
I can travel in different ways.  
I can throw in different ways.

**Y2**  
I can copy and remember actions  
I can repeat and explore actions with control and coordination  
I can change rhythm speed level and direction.

**Fundamentals**  
Vocabulary – static, balance, squat, muscles, catch, throw, agility, coordination, dynamic, counter-balance, jumping, landing, rhythm, bounce, roll, kick, hop.

**Water based movements developing balance, agility and co-ordination**

**MINIBEAST MADNESS**

**Y1**  
I can control my body when travelling.  
I can control my body when balancing.  
I can throw underarm.  
I can roll a piece of equipment.  
I can catch with both hands.  
I can throw in different ways.  
I can repeat basic actions and skills  
I can move with control and care

**Y2**  
I can copy and remember actions  
I can repeat and explore actions with control and coordination  
I can change rhythm speed level and direction

**Striking and fielding**  
Vocabulary: Throw, roll, underarm, hit, move, safely, kick,tactics, decide, rules.  
games – scoring points  
ball control and team games  
throwing jumping and catching

**Y1**  
I can throw underarm.  
I can roll a piece of equipment.  
I can catch with both hands.  
I can throw in different ways.

**Y2**  
I can use hitting, kicking and/or rolling in a game  
I can stay in a 'zone' during a game.  
I can decide where the best place to be during a game.  
I can move and stop safely in a game.  
I can follow rules in a game.

**-- DANCE**  
Vocabulary -Move, copy, perform, create, rhythm, control, coordination, linking mood or feeling  
perform dances using simple movement patterns.

**Y1**  
I can move to music.  
I can copy simple dance moves.  
I can perform some dance moves.  
I can make up a short dance with three basic moves.  
I can dance in a space safely.

**Y2**  
I can change rhythm speed level and direction.  
I can dance with control and coordination  
I can make a sequence by linking three basic moves and three arm positions together  
I can link some movement to show a mood or feeling.

Vocabulary -Change speed and direction, underarm, overarm, throwing, technique, distance, sprint, accuracy, personal best

**Y1**  
I can name, name, throwing in isolation and in combination.

**Y3**  
I can run at fast, medium and slow speeds, changing direction.  
I can link running and jumping activities with some control and consistency.  
I can make up and repeat a sequence of linked jumps.  
I can take part in a relay activity, remembering when to run.  
I can throw a variety of objects, changing my actions for accuracy

**Y4**  
I can run over a long distance.  
I can sprint over a short distance.  
I can throw in different ways.  
I can hit a target.  
I can jump in different ways.

**GYMNASTICS**  
Vocabulary -Adapt sequences, apparatus, criteria, strength, suppleness, performance, compare and contrast sequences, stamina, improve  
develop flexibility, strength, technique, control and balance

**Y3**  
I can make my body tense, relaxed, curled and stretched.  
I can use a greater number of my own ideas for movement in response to a task.  
I can adapt sequences to suit different types of apparatus and my partner's ability.  
I can explain how strength and suppleness affect performances

**Y4**  
I can work in a controlled way.  
I can include change of speed.  
I can include change of direction.  
I can include range of shapes.  
I can follow a set of 'rules' to produce a sequence.  
I can work with a partner to create, repeat and improve a sequence with three phases plus.

**The Romans**

**M – KWIK CRICKET**  
Vocabulary -Throw, catch, control, awareness of space, strike and field, accuracy, rules, adapt tactics  
play competitive games, and apply basic principles suitable for attacking and defending

**Y3**  
I can throw and catch with control when under limited pressure.  
I'm aware of space and use to support team-mates and cause problems for the opposition.  
I know and use rules fairly to keep games going.

**Y4**  
I can throw accurately.  
I can hit a ball accurately and with control.  
I can vary tactics according to what is happening in a game.

**-- YOGA**  
develop flexibility, strength, technique, control and balance

**Y3**  
I can make my body tense, relaxed, curled and stretched.  
I can use a greater number of my own ideas for movement in response to a task.  
I can explain how strength and suppleness affect performances.

**Y4**  
I can work in a controlled way.  
I can include range of shapes.  
I can follow a set of 'rules' to produce a sequence.

distance, compete, improve personal best, stamina

**Y5**  
I can remain controlled when taking off and landing in a jump.  
I can throw with accuracy.  
I can combine running and jumping.  
I can follow specific rules during athletics events.

**Y6**  
I can demonstrate stamina. I can use my athletics skills in different situations.

**DANCE**  
Vocabulary -Compose, creative, perform, accompaniment, demonstrate clarity, fluency, accuracy and consistency. Style, interpret, precise and posture  
develop flexibility, strength, technique, control and balance

**Y5**  
I can make complex or extended sequences. I can combine action, balance and shape.  
I can perform consistently to different audiences. I can keep my movements accurate, clear and consistent.

**Y6**  
I can combine my work with that of others. I can link my sequences to specific timings.  
I can combine my work with that of others  
I can link my sequences to specific timings.

**Y6 – SWIMMING (TOP UP)**  
Vocabulary-Swim, unaided, basic stroke, movements, coordinate breathing, surface swim competently, confidently and proficiently over a distance of at least 25 metres  
use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)  
perform safe self-rescue in different water-based situations.

**M CRICKET**  
Vocabulary -Possession, forehand, backhand, field, tactics, defending, attacking, techniques, pass, dribble and shoot. Striking, implement, rules, umpire, and strategy  
play competitive games, and apply basic principles suitable for attacking and defending

**Y5**  
I can field.

**Y6**  
I can explain complicated rules. I can make a team plan and communicate it to others. I can lead others in a game situation

**YOUNG LEADERS**  
use running, jumping, throwing in isolation and in combination  
take part in outdoor and adventurous activity challenges both individually and within a team

**Y5**  
I can apply my skills, techniques and ideas consistently.  
I can link skills, techniques and ideas and apply them appropriately.  
I can show good control in my movements.  
I can compare and comment on skills, techniques and ideas that I, and others, have used.  
I can use my observations to improve my work.

**Y6**  
I can apply my skills, techniques and ideas consistently.  
I can show precision, control and fluency in my actions  
I can analyse and explain why I have used specific skills or techniques.  
I can modify the use of skills or techniques to improve my work.  
I can choose appropriate warm ups and cool down can develop sprinting technique and speed. I can develop strength using my own body weight. I can develop co-ordination through skipping. I can perform actions that develop agility. I can complete actions to develop stamina. I can develop control whilst balancing. I can re-test fitness and identify areas of improvement

**Subject Pathway – PE – Cycle B**

Cycle B	EYFS	Year 1 & 2	Year 3 & 4	Year 5 & 6
Autumn 1	<p><b>Express Yourself</b> F1 –Gross Motor Movement F2 – Gross Motor Movement Vocabulary:Space, looking up, stretch, muscle, partner, pairs, run, walk, balance, throw, catch, hit, ball, cone, net, bean bag, jump, hop, carry, follow, lead, copy, sports, games, rules, move, forwards, backwards, equipment, speed, direction, bounce, push, pull, roll.</p> <p>Be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity</p>	<p><b>TELLING TALES</b></p> <p><b>M – ABC</b> Vocabulary: hrow, roll, underarm, hit, move, safely, kick,tactics, decide, rules.</p> <p><b>Rolling, jumping and catching</b></p> <p><b>Y1</b> I can control my body when travelling. I can control my body when balancing. I can throw underarm. I can roll a piece of equipment. I can catch with both hands. I can throw in different ways. I can repeat basic actions and skills. I can move with control and care.</p> <p><b>Y2</b> I can copy and remember actions. I can repeat and explore actions with control and coordination. I can change rhythm speed level and direction.</p> <p><b>– Gymnastics</b> Vocabulary -Curl, tense, stretch, relax, control, travel, balance,copy, sequence, improve, plan, and perform, feedback, hold, and independent.</p> <p><b>Rolling, jumping and catching</b></p> <p><b>Y1</b> I can make my body tense, relaxed, curled and stretched. I can control my body when travelling. I can control my body when balancing. I can copy 3 basic sequences and repeat them. I can roll in different ways. I can travel in different ways. I can balance in different ways. I can climb equipment safely.</p> <p><b>Y2</b> I can plan and show a sequence of movements. I can use contrast in my sequences. I can think of more than one way to create a sequence which follows a set of rules. I can work with a partner to create a simple sequence.</p>	<p><b>Incredible Inventions</b></p> <p><b>M – TENNIS</b> Vocabulary -Throw, catch, control, awareness of space, support,opposition, strike and field, accuracy, rules, possession, adapt tactics play competitive games, and apply basic principles suitable for attacking and defending.</p> <p><b>Y3</b> I know and use rules fairly to keep games going.</p> <p><b>Y4</b> I can hit a ball accurately and with control.I can vary tactics according to what is happening in a game.</p> <p><b>– GYMNASTICS</b> Vocabulary -Adapt sequences, apparatus, criteria, strength,suppleness, performance, compare and contrast sequences, stamina, improve <b>develop flexibility, strength, technique, control and balance</b></p> <p><b>Y3</b> I can make my body tense, relaxed, curled and stretched. I can use a greater number of my own ideas for movement in response to a task. I can adapt sequences to suit different types of apparatus and my partner's ability. I can explain how strength and suppleness affect performances.</p> <p><b>Y4</b> I can work in a controlled way. I can include change of speed. I can include change of direction. I can include range of shapes. I can follow a set of 'rules' to produce a sequence.I can work with a partner to create, repeat and improve a sequence with three phases plus.</p>	<p><b>Planet Earth</b></p> <p><b>M – TENNIS</b> Vocabulary -Possession, forehand, backhand, field, tactics,defending, attacking, techniques, pass, dribble and shoot. Striking, implement, rules, umpire,and strategy</p> <p>play competitive games, and apply basic principles suitable for attacking and defending.</p> <p><b>Y5</b> I can use forehand and backhand with a racket. I can hit a ball accurately and with control.</p> <p><b>Y6</b> I can make a team plan and communicate it to others. I can lead others in a game situation.</p> <p><b>– GYMNASTICS</b> Vocabulary -Compose, creative, perform, accompaniment, demonstrate clarity, fluency, accuracy and consistency. Style, interpret, precise and posture <b>develop flexibility, strength, technique, control and balance</b></p> <p><b>Y5</b> I can make complex or extended sequences. I can combine action, balance and shape. I can perform consistently to different audiences. I can keep my movements accurate, clear and consistent.</p> <p><b>Y6</b> I can combine my work with that of others. I can link my sequences to specific timings.</p>
Autumn 2	<p><b>Whizz, Bang, Colour</b> F1 –Gross Motor Movement F2 – Ball Skills be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity</p> <p>Vocabulary:Space, looking up, stretch, muscle, partner, pairs, run, walk, balance, throw, catch, hit, ball, cone, net, bean bag, jump, hop, carry, follow, lead, copy, sports, games, rules, move, forwards, backwards, equipment, speed, direction, bounce, push, pull, roll.</p>	<p><b>LET'S EXPLORE</b></p> <p><b>M – BALL SKILLS (rolling, throwing)</b> Vocabulary: hrow, roll, underarm, hit, move, safely, kick,tactics, decide, rules.</p> <p><b>throwing,jumping and catching</b></p> <p><b>Y1</b> I can throw underarm. I can roll a piece of equipment. I can catch with both hands. I can throw in different ways.</p> <p><b>Y2</b> I can move and stop safely in a game. I can control my body when travelling I can travel in different ways. I can throw in different ways.</p> <p><b>– DANCE</b> Vocabulary -Move, copy, perform, create, rhythm, control, coordination,linking mood or feeling <b>perform dances using simple movement patterns.</b></p> <p><b>Y2</b> I can change rhythm speed level and direction. I can dance with control and coordination I can make a sequence by linking three basic moves and three arm positions together I can link some movement to show a mood or feeling.</p>	<p><b>Rock n' Roll</b></p> <p><b>M – HANDBALL</b> Vocabulary -Throw, catch, control, awareness of space, support,opposition, strike and field, accuracy, rules, possession, adapt tactics play competitive games, and apply basic principles suitable for attacking and defending.</p> <p><b>Y3</b> I'm aware of space and use it to support team-mates and cause problem: for the opposition. I know and use rules fairly to keep games going. I can keep possession with some success, when using equipment that is not used for throwing and catching skills.</p> <p><b>Y4</b> I can keep possession of the ball. I can move to find a space when not in possession during a game.</p> <p><b>– DANCE</b> <b>perform dances using a range of movement patterns</b></p> <p><b>Y3</b> I can improvise, translating ideas from a stimulus into movement. I can share and create phrases with a partner and in small groups. I can repeat, remember and perform these phrases in a dance.</p> <p><b>Y4</b> I can take the lead when working with a partner or group. I can suggest which moves would be suitable for a piece of music. I can work on my movements and refine them.</p>	<p><b>Victorians</b></p> <p><b>M – BASKETBALL</b> Vocabulary -Possession, forehand, backhand, field, tactics,defending, attacking, techniques, pass, dribble and shoot. Striking, implement, rules, umpire,and strategy</p> <p>play competitive games, and apply basic principles suitable for attacking and defending.</p> <p><b>Y5</b> I can gain possession by working as a team. I can pass in different ways. I can choose the best tactics for attacking and defending.</p> <p><b>Y6</b> I can explain complicated rules. I can make a team plan and communicate it to others. I can lead others in a game situation.</p> <p><b>- DANCE</b> Vocabulary -Compose, creative, perform, accompaniment, demonstrate clarity, fluency, accuracy and consistency. Style, interpret, precise and posture <b>perform dances using a range of movement patterns</b></p> <p><b>Y5</b> I can make complex or extended sequences. I can combine action, balance and shape. I can perform consistently to different audiences. I can keep my movements accurate, clear and consistent.</p> <p><b>Y6</b> I can combine my work with that of others I can link my sequences to specific timings.</p>
Spring 1	<p><b>Passport to the world</b> F1 –Gross Motor Movement F2 –gymnastics floor be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity Vocabulary:Space, looking up, stretch, muscle, partner, pairs, run, walk, balance, throw, catch, hit, ball, cone, net, bean bag, jump, hop, carry, follow, lead, copy, sports, games, rules, move, forwards, backwards, equipment, speed, direction, bounce, push, pull, roll.</p>	<p><b>FIRE FIRE</b></p> <p><b>M – Ball Skills (rolling, throwing, catching)</b> Vocabulary: hrow, roll, underarm, hit, move, safely, kick,tactics, decide, rules.</p> <p><b>throwing,jumping and catching</b></p> <p><b>Y1</b> I can throw underarm. I can roll a piece of equipment. I can catch with both hands. I can throw in different ways.</p> <p><b>Y2</b> I can move and stop safely in a game. I can control my body when travelling I can travel in different ways. I can throw in different ways.</p> <p><b>– DANCE</b> Vocabulary -Move, copy, perform, create, rhythm, control, coordination,linking mood or feeling <b>perform dances using simple movement patterns.</b></p> <p><b>Y1</b> I can move to music. I can copy simple dance moves. I can perform some dance moves. I can make up a short dance with three basic moves. I can dance in a space safely.</p>	<p><b>Extreme Earth</b></p> <p><b>M – TAG RUGBY</b> Vocabulary -Throw, catch, control, awareness of space, support,opposition, strike and field, accuracy, rules, possession, adapt tactics play competitive games, and apply basic principles suitable for attacking and defending.</p> <p><b>Y3</b> I can throw and catch with control when under limited pressure. I'm aware of space and use it to support team-mates and cause problem: for the opposition. I know and use rules fairly to keep games going.</p> <p><b>Y4</b> I can keep possession of the ball. I can move to find a space when not in possession</p> <p><b>– INDOOR FITNESS</b> Vocabulary -Change speed and direction, underarm, overarm, throwing, technique, distance, sprint, accuracy, personal best</p> <p><b>develop flexibility, strength, technique, control and balance</b></p> <p><b>Y3</b> I can work in a controlled way. I can jump in different ways. I can explain how strength and suppleness affect performances I can make my body tense, relaxed, curled and stretched.</p> <p><b>Y4</b> I can work in a controlled way. I can include change of speed.</p>	<p><b>Bodies</b></p> <p><b>M – TAG RUGBY</b> Vocabulary -Possession, forehand, backhand, field, tactics,defending, attacking, techniques, pass, dribble and shoot. Striking, implement, rules, umpire,and strategy</p> <p>play competitive games, and apply basic principles suitable for attacking and defending.</p> <p><b>Y5</b> I can gain possession by working as a team. I can pass in different ways. I can choose the best tactics for attacking and defending.</p> <p><b>Y6</b> I can explain complicated rules. I can make a team plan and communicate it to others. I can lead others in a game situation.</p> <p><b>– INDOOR FITNESS</b> Vocabulary -Control, accuracy, techniques, combine, distance, compete, improve personal best, stamina <b>develop flexibility, strength, technique, control and balance</b></p> <p><b>Y5</b> I can combine action, balance and shape. I can keep my movements accurate, clear and consistent.</p> <p><b>Y6</b> I can combine my work with that of others I can link my sequences to specific timings.</p> <p><b>Y5 – SWIMMING</b> Vocabulary-Swim, unaided, basic stroke, movements, coordinatebreathing, surface swim competently, confidently and proficiently over a distance of at least 25 metres ★ use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] ★ perform safe self-rescue in different water-based situations.</p>
Spring 2	<p><b>Favourite Stories</b> F1 –Gross Motor Movement F2 –gymnastics apparatus be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity</p> <p>Vocabulary:Space, looking up, stretch, muscle, partner, pairs, run, walk, balance, throw, catch, hit, ball, cone, net, bean bag, jump, hop, carry, follow, lead, copy, sports, games, rules, move, forwards, backwards, equipment, speed, direction, bounce, push, pull, roll.</p>	<p><b>Where we live</b></p> <p><b>M – TEAM GAMES</b> Vocabulary: hrow, roll, underarm, hit, move, safely, kick,tactics, decide, rules.</p> <p><b>throwing,jumping catching ,participate in team games</b></p> <p><b>Y1</b> I can throw underarm. I can roll a piece of equipment. I can catch with both hands. I can throw in different ways.</p> <p><b>Y2</b> I can use hitting, kicking and/or rolling in a game I can stay in a 'zone' during a game. I can decide where the best place to be during a game. I can move and stop safely in a game. I can follow rules in a game.</p> <p><b>– INDOOR ATHLETICS</b> Vocabulary: Throw, roll, underarm, hit, move, safely, kick,tactics, decide, rules</p> <p><b>Rolling, jumping and catching</b></p> <p><b>Y1</b> I can move and stop safely in a game. I can control my body when travelling I can travel in different ways. I can throw in different ways.</p> <p><b>Y2</b> I can copy and remember actions I can repeat and explore actions with control and coordination I can change rhythm speed level and direction.</p>	<p><b>Tomb Raiders</b></p> <p><b>M – ULTIMATE FRISBEE</b> Vocabulary -Throw, catch, control, awareness of space, support,opposition, strike and field, accuracy, rules, possession, adapt tactics use running, jumping, throwing and catching in isolation and in combination</p> <p>I can throw and catch with control when under limited pressure. I'm aware of space and use it to support team-mates and cause problem: for the opposition. I know and use rules fairly to keep games going.</p> <p><b>Y4</b> I can keep possession. I can move to find a space when not in possession</p> <p><b>– INDOOR ATHLETICS</b> Vocabulary -Change speed and direction, underarm, overarm, throwing, technique, distance, sprint, accuracy, personal best</p> <p><b>develop flexibility, strength, technique, control and balance</b></p> <p><b>Y3</b> I can link running and jumping activities with some control and consistency. I can make up and repeat a sequence of linked jumps. I can take part in a relay activity, remembering when to run. I can throw a variety of objects: changing my actions for accuracy</p> <p><b>Y4</b> I can sprint over a short distance. I can throw in different ways. I can hit a target. I can jump in different ways.</p>	<p><b>Wikings</b></p> <p><b>M – YOUNG LEADERS</b> use running, jumping, throwing in isolation and in combination take part in outdoor and adventurous activity challenges both individually and within a team</p> <p><b>Y5</b> I can apply my skills, techniques and ideas consistently. I can link skills, techniques and ideas and apply them appropriately. I can show good control in my movements. I can compare and comment on skills, techniques and ideas that I, and others, have used. I can use my observations to improve my work.</p> <p><b>Y6</b> I can apply my skills, techniques and ideas consistently. I can show precision, control and fluency in my actions I can analyse and explain why I have used specific skills or techniques. I can modify the use of skills or techniques to improve my work. I can choose appropriate warm ups and cool downs.</p> <p><b>– YOGA</b> Vocabulary -Compose, creative, perform, accompaniment, demonstrate clarity, fluency, accuracy and consistency. Style, interpret, precise and posture <b>develop flexibility, strength, technique, control and balance</b></p> <p><b>Y5</b> I can make complex or extended sequences.I can combine action, balance and shape. I can perform consistently to different audiences.I can keep my movements accurate, clear and consistent.</p> <p><b>Y6</b> I can combine my work with that of othersI can link my sequences to specific timings.</p> <p><b>Y5 – SWIMMING</b> Vocabulary-Swim, unaided, basic stroke, movements, coordinatebreathing, surface swim competently, confidently and proficiently over a distance of at least 25 metres ★ use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] ★ perform safe self-rescue in different water-based situations.</p>
Summer 1	<p><b>Let's Play</b> F1 –Gross Motor Movement F2 – dance be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity Vocabulary:Space, looking up, stretch, muscle, partner, pairs, run, walk, balance, throw, catch, hit, ball, cone, net, bean bag, jump, hop, carry, follow, lead, copy, sports, games, rules, move, forwards,</p>	<p><b>Inside Out</b></p> <p><b>M – Athletics</b> Vocabulary: hrow, roll, underarm, hit, move, safely, kick,tactics, decide, rules.</p> <p><b>Rolling, jumping and catching</b></p> <p><b>Y1</b> I can move and stop safely in a game. I can control my body when travelling I can travel in different ways.</p>	<p><b>Nottingham</b></p> <p><b>M – Athletics</b> Vocabulary -Change speed and direction, underarm, overarm, throwing, technique, distance, sprint, accuracy, personal best</p> <p><b>Y3</b> I can run at fast, medium and slow speeds, changing direction. I can link running and jumping activities with some control and consistency. I can make up and repeat a sequence of linked jumps. I can take part in a relay activity, remembering when to run.</p>	<p><b>Mexico and South Africa</b></p> <p><b>M – Athletics</b> Vocabulary -Control, accuracy, techniques, combine, distance, compete, improve personal best, stamina</p> <p><b>Y5</b> I can remain controlled when taking off and landing in a jump. I can throw with accuracy. I can combine running and jumping. I can follow specific rules during athletics events.</p>

<p>backwards, equipment, speed, direction, bounce, push, pull, roll.</p> <p><b>Down at the bottom of the garden</b> F1 –Gross Motor Movement F2 – team games</p> <p>be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity</p> <p>Vocabulary:Space, looking up, stretch, muscle, partner, pairs, run, walk, balance, throw, catch, hit, ball, cone, net, bean bag, jump, hop, carry, follow, lead, copy, sports, games, rules, move, forwards, backwards, equipment, speed, direction, bounce, push, pull, roll.</p> <p>Summer 2</p>	<p>can throw in different ways.</p> <p>Y2 can copy and remember actions can repeat and explore actions with control and coordination can change rhythm speed level and direction</p> <p><b>Fundamentals</b> develop basic movements developing balance, agility and co-ordination</p> <p>Y1 can control my body when travelling can control my body when balancing can throw underarm. can roll a piece of equipment can catch with both hands. can throw in different ways can repeat basic actions and skills can move with control and care</p> <p>Y2 can copy and remember actions can repeat and explore actions with control and coordination can change rhythm speed level and direction.</p> <p><b>M – ROUNDERS</b> Vocabulary: Throw, roll, underarm, hit, move, safely, kick, tactics, decide, rules. participate in team games, developing simple tactics for attacking and defending</p> <p>Y1 can throw underarm. can roll a piece of equipment. can catch with both hands. can throw in different ways.</p> <p>Y2 can use hitting, kicking and/or rolling in a game can stay in a 'zone' during a game. can decide where the best place to be during a game. can move and stop safely in a game. can follow rules in a game.</p> <p><b>CARIBBEAN CARNIVAL</b> – <b>GYMNASTICS</b> Vocabulary -Curl, tense, stretch, relax, control, travel, balance, copy, sequence, improve, plan, and perform, feedback, hold, and independent. develop basic movements developing balance, agility and co-ordination</p> <p>Y1 can make my body tense, relaxed, curled and stretched. can control my body when travelling. can control my body when balancing. can copy 3 basic sequences and repeat them. can roll in different ways. can travel in different ways. can balance in different ways. can climb equipment safely.</p> <p>Y2 can plan and show a sequence of movements. can use contrast in my sequences. can think of more than one way to create a sequence which follows a set of rules. can work with a partner to create a simple sequence.</p>	<p>I can throw a variety of objects, changing my actions for accuracy</p> <p>Y4 I can run over a long distance. I can sprint over a short distance. I can throw in different ways. I can hit a target. I can jump in different ways.</p> <p>– <b>GYMNASTICS</b> Vocabulary –Adapt sequences, apparatus, criteria, strength, suppleness, performance, compare and contrast sequences, stamina, improve develop flexibility, strength, technique, control and balance</p> <p>Y3 I can make my body tense, relaxed, curled and stretched. I can use a greater number of my own ideas for movement in response to a task. I can adapt sequences to suit different types of apparatus and my partner's ability. I can explain how strength and suppleness affect performances</p> <p>Y4 I can work in a controlled way. I can include change of speed. I can include change of direction. I can include range of shapes. I can follow a set of 'rules' to produce a sequence. I can work with a partner to create, repeat and improve a sequence with three phases plus.</p> <p><b>M – SOFTBALL</b> Vocabulary -Throw, catch, control, awareness of space, strike and field, accuracy, rules, adapt tactics play competitive games, and apply basic principles suitable for attacking and defending.</p> <p>Y3 I can throw and catch with control when under limited pressure. I'm aware of space and use to support team-mates and cause problems for the opposition. I know and use rules fairly to keep games going.</p> <p>Y4 I can throw accurately. I can hit a ball accurately and with control. I can vary tactics according to what is happening in a game.</p> <p>– <b>YOGA</b> develop flexibility, strength, technique, control and balance</p> <p>Y3 I can make my body tense, relaxed, curled and stretched. I can use a greater number of my own ideas for movement in response to a task. I can explain how strength and suppleness affect performances.</p> <p>Y4 I can work in a controlled way. I can include range of shapes. I can follow a set of 'rules' to produce a sequence.</p>	<p>Y6 I can demonstrate stamina. I can use my athletics skills in different situations.</p> <p>– <b>GYMNASTICS</b> Vocabulary -Compose, creative, perform, accompaniment, demonstrate clarity, fluency, accuracy and consistency. Style, interpret, precise and posture develop flexibility, strength, technique, control and balance</p> <p>Y5 I can make complex or extended sequences. I can combine action, balance and shape. I can perform consistently to different audiences. I can keep my movements accurate, clear and consistent.</p> <p>Y6 I can combine my work with that of others I can link my sequences to specific timings.</p> <p><b>Y6 – SWIMMING (TOP UP)</b> Vocabulary-Swim, unaided, basic stroke, movements, coordinate breathing, surface swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations.</p> <p><b>M – ROUNDERS</b> Vocabulary -Possession, forehand, backhand, field, tactics, defending, attacking, techniques, pass, dribble and shoot. Striking, implement, rules, umpire, and strategy play competitive games, and apply basic principles suitable for attacking and defending.</p> <p>Y5 I can field.</p> <p>Y6 I can explain complicated rules. I can make a team plan and communicate it to others. I can lead others in a game situation</p> <p>– <b>DANCE</b> perform dances using a range of movement patterns</p> <p>Y5 I can compose my own dances to a given piece of music. I can control my movements. I can ensure my dances show clarity, fluency, accuracy and consistency</p> <p>Y6 I can develop imaginative dances in a specific style. I can compare different genres of dance I can choose my own music, style and dance. I can teach a routine to a small group and give them feedback.</p>
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