



Whitley Abbey Primary School

Hand in hand we learn

PE Curriculum

Curriculum Drivers			
Possibilities and Citizenship	Reading and Vocabulary	Health and Wellbeing	Celebrating Diversity
<p>Our curriculum is designed to promote aspirations by preparing children for a changing world by making links between their learning and careers and opportunities in adult life. The curriculum enables children to make connections between what is learnt in school and open-up possibilities for them in later life.</p> <p>Teachers support children to be good citizens through the development of British Values and the core learning values of; Commitment, Opportunity, Respect and Excellence.</p>	<p>Our curriculum is designed to meet the needs of the children we serve placing great emphasis on the development of tier 2 and tier 3 vocabulary and fluency in reading. At Whitley Abbey we recognise that vocabulary development helps children to communicate effectively and to understand what they hear.</p> <p>Reading enables pupils to develop independent learning skills – skills that will serve them well in later life.</p>	<p>Our curriculum is designed to promote children’s health, wellbeing and resilience through the promotion of Whitley Character Values, friendship, kindness, courage, resilience, gratitude and honesty. We want our children to make good choices about their own health and wellbeing.</p> <p>Research suggested that better emotional wellbeing is associated with higher achievement in primary school. When children feel safe they are able to better access learning in the classroom.</p>	<p>Our curriculum is designed to celebrate diversity. This means understanding that each individual is unique and recognising and celebrating our individual differences. The concept of diversity encompasses community, acceptance and respect. We foster the exploration of these differences in a safe, positive, and nurturing environment.</p> <p>We believe that by practicing mutual respect for qualities and experiences that are different from our own we build alliances across differences so that we can work together to eradicate all forms of discrimination.</p>

Intent

It is our belief that Physical Education is vital in maintaining our students' health; not just their **physical health** but using PE and Sport as a vehicle to improve **positive mental health** and **social wellbeing** for all our students.

The purpose of the PE curriculum and enrichment programme is to provide opportunity for high quality teaching and learning, which immerses students in specialist knowledge, and inspires them to engage in a **lifelong love of sport**.

Underpinning the curriculum design is the schools values of friendship, kindness, honesty, resilience, courage and gratitude – all of which contribute to the development of sportsmanship. These are not only vital characteristics and skills for life but are essential for what it takes to be successful in the world of sport. Our curriculum is inclusive for all abilities, aiming to nurture individuals talents and passions as well as support more reluctant students to find a sport they can commit to and enjoy as part of a healthy lifestyle.

EYFS	
<p>In the Foundation Stage, the learning and development of PE is taught through the gross motor skills strand of Physical Development.</p> <p>These experiences and skills prepare the children for work in Y1 onwards and subject specific study.</p> <p>Physical Development ELG: Gross Motor Skills Children at the expected level of development will: - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	
Key Stage 1	Key Stage 2
<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</p> <p>They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to: ♣ master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities ♣ participate in team games, developing simple tactics for attacking and defending ♣ perform dances using simple movement patterns.</p>	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success</p> <p>Pupils should be taught to: ♣ use running, jumping, throwing and catching in isolation and in combination ♣ play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending ♣ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] ♣ perform dances using a range of movement patterns ♣ take part in outdoor and adventurous activity challenges both individually and within a team ♣ compare their</p>

	performances with previous ones and demonstrate improvement to achieve their personal best
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Implementation

Basic fundamental skills are a focus for each year group, the skills have been progressively organised within the curriculum document (taken from the National curriculum) to ensure skills are built upon and repeated (deliberate practise) to develop them further and master them. Children are taught key vocabulary which is built upon each year to develop a good understanding of the skills and how to lead a healthy lifestyle.

Implementation:

Staff Development

- Sports week to be imbedded termly to encourage children to experience new sports and activities and teachers are encouraged to showcase any of their sporting talents and interests.
- Healthy living is promoted throughout the curriculum particularly in Science and DT.

- Children in Y3-Y6 to be given daily swimming lessons over the course of 4 weeks to increase the proportions of pupils meeting the end of KS2 National Curriculum aim to swim 25m.
- Teacher work alongside specialist sports coaches to upskill them in areas such as Dance and Gymnastics.

Resources:

Teachers have access to a qualified Sports Coach who supports them to use the progression document and yearly overview to plan out their fundamental skills deliver high quality PE.

Assessment:

- All pupils are assessed against the National Curriculum. The school has designed criteria for assessment to ensure that teachers are able to make judgements on pupils in their year group. This has been designed using progressive “Can you” and “Show me” questions to allow children to showcase their knowledge and skills to show they have developed the fundamental key skills as outlined by the National Curriculum.

Monitoring:

- Subject leader monitoring takes place to sustain the quality of teaching of PE within School – this is complimented by external monitoring from CV Life line managers
- Monitoring of pupils who attend clubs to increase the proportions of disadvantaged and SEND pupils accessing a club.
- Lesson observations
- Data analysis
- Schools team entries and outcomes at tournaments and events.

<p>EYFS</p> <p>Our EYFS curriculum is planned but may be adapted to be responsive to pupil’s interests</p>	
Example - Teacher Led experiences	Example - Enhanced Provision opportunities linked to P.E
<p>Whilst much of the children’s PE is delivered through their immediate learning environment and outdoor provision, children in Nursery and Reception will have access to a lesson delivered by a qualified sports coach weekly. During these lessons children will work on specific skills to support their gross motor development.</p> <p><u>Nursery</u></p> <ul style="list-style-type: none"> • Throwing and catching • Climbing 	<p>Outdoor provision accessible all year round; Playground, use of field and purpose built play structures.; Balance beams, logs and tyres; Large plastic building materials; Prams, scooters and pedal toys; Boxes, hoops, tunnels, dens, large sheets of material; Sand put and water trays; Drainpipes and buckets; Dressing up clothes, ironing boards, role play; Garden and mud kitchen.; Parachute balls and bats, bean bags and cones.; Weekly timetabled PE time in the school hall and outside to teach specific skills; Sequential PE lessons in areas of balls skills, running, jumping, dance, team games and gymnastics; Regular physical warm up games, yoga, mindfulness activities during the day; Access to steps, slopes, variety of surfaces.; Appropriate chairs/tables for EYFS children.</p>

<ul style="list-style-type: none"> Using apparatus Skill development, such as picking up items, bending, using gross and fine motor skills in combination. Using listening skills and following instructions to engage in these tasks. <p>Reception Autumn Term: Movement – Agility Spring 1: Throwing and Catching Spring 2: Gymnastics – balance Summer 1: Multisports – Sports Day Summer 2: Outdoor Adventure</p>	
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Vocabulary Running, jumping and galloping (gross motor) , Space, Gallop, Direction ,1 foot to 2 feet hop, Throw, Catch, Kick, Roll, Partner, Aim ,space, Target, hoop, jump, travel, stretch, healthy, balance.	Assessment Questions Can children perform a range of gymnastic movements accurately? Can children travel safely with awareness of personal space? Can children demonstrate movements that show balance, coordination and strength? Do children know why exercises is important? Can children control some simple apparatus? (ball, hoop, beanbag)
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Year 1

	Term	Autumn	Spring	Summer
PE	Deliberate Practice (Skills)	<ul style="list-style-type: none"> Master basic movements including running, jumping, throwing and catching, Develop balance, agility and co-ordination, and begin to apply these in a range of activities Participate in team games, developing simple tactics for attacking and defending Perform dances using simple movement patterns. 	Deliberate practise vocabulary: run, jump (star, tuck, bunny hop, leap, hop, straight, half) throw (over arm, underarm) catch, balance, counter balance ,agility, co-ordination, team, attack and defend, movement pattern, warm up, cool down, healthy, exercise, fitness, Evaluate.	
	Knowledge Assessment questions:	<u>Assessment questions</u> Dance <ul style="list-style-type: none"> Do children know the importance of completing a warm up/ cool down? Can children tell you why a rehearsal is important? Can children show you a series of simple movement patterns? Can children show you a clear starting and finishing position? Gymnastics <ul style="list-style-type: none"> Do children know the importance of completing a warm up? Do children know what is meant by travelling? Can children show you a roll? (could be a log roll, forward roll, backwards roll, teddy-bear roll) 	<u>Assessment questions</u> Multi-sports <ul style="list-style-type: none"> Do children know the importance of completing a warm up/ cool down? Can children show you different ways of using a ball? (e.g. kick, roll, throw) Can children retrieve and stop a ball using different body parts? Can children show you how to run into space? Can children show you simple defending and attacking techniques? E.g. dodging, sprinting into spaces, following. Can children show you how to pass a ball? Can children show you how to receive a ball in different ways? Can children evaluate their performance? 	<u>Assessment Questions</u> Athletics <ul style="list-style-type: none"> Do children know the importance of completing a warm up/ cool down? Can children show you different ways of balance? Can children show you a variety of different sporting skills? E.g. bat, ball, throw, catch, jump etc. (link to types of jumps) Can children change direction whilst running? Can children evaluate their performance? Can children say what they need to do improve their performance? Can children talk about the importance of exercise and some of the effects it has on their body?

		<ul style="list-style-type: none"> Can children show you a safe way to land? (bending both knees on landing with two feet) Can children make shapes with their body? Can children move from one place to another changing the speed of movement? Can children evaluate their performance? Can children say what they need to do improve their performance? Can children talk about the importance of exercise and some of the effects it has on their body? 	<ul style="list-style-type: none"> Can children say what they need to do improve their performance? Can children talk about the importance of exercise and some of the effects it has on their body? 	
	Vocabulary	<p>Dance Performance, dance, rehearsal, dance phrases, patterns, movement.</p> <p>Gymnastics Warm up, heart rate, shapes, travelling, apparatus, timing, direction.</p>	Passing, throwing, underarm, overarm, defend, attack, techniques, breathing, fast, slow, control, space, dodging, sprinting, pass.	Active, space, skills, actions, combination, accuracy, control, control, co-ordination

Year 2

	Term	Autumn	Spring	Summer	
PE	Deliberate Practice (Skills)	<ul style="list-style-type: none"> Master basic movements including running, jumping, throwing and catching, Develop balance, agility and co-ordination, and begin to apply these in a range of activities Participate in team games, developing simple tactics for attacking and defending Perform dances using simple movement patterns. 			<p>Deliberate practise vocabulary: run, jump (star, tuck, bunny hop, leap, hop, straight, half) throw (over arm, underarm) catch, balance, counter balance, warm up, cool down, healthy, exercise, fitness., agility, co-ordination, team, attack and defend, movement pattern warm up, cool down, healthy, exercise, fitness.</p>
	Knowledge Assessment questions:	<p>Assessment Questions</p> <p>Dance</p> <ul style="list-style-type: none"> Can children evaluate and improve a dance performance? Can children use vocabulary to describe how dances make them feel? Can children perform a dance using simple movement patterns? <p>Gymnastics</p> <ul style="list-style-type: none"> Can children show you how they put a variety of different movement patterns together? E.g. roll, jump, balance, jump, roll. 	<p>Assessment Questions</p> <ul style="list-style-type: none"> Can children identify rules and tactics for different invasion games? Can children show you ways to defend? Can children receive a ball in different ways with control? Can children show you how to pass a ball with accuracy? Can children evaluate their performance? Can children say what they need to do improve their performance? Can children talk about the importance of exercise and some of the effects it has on their body? 	<p>Assessment Questions</p> <ul style="list-style-type: none"> Can children change direction whilst running? Can children show movement techniques with control? Can children show co-ordination? E.g. catching a ball with accuracy, throwing a ball to a target. Can children evaluate their performance? Can children say what they need to do improve their performance? Can children talk about the importance of exercise and some of the effects it has on their body? 	

		<ul style="list-style-type: none"> Can children show you a roll? (could be a log roll, forward roll, backwards roll, teddy-bear roll) Can children show you a safe way to land? (bending both knees on landing with two feet) Can children develop short sequences? Do children show a clear start, middle and end? Can children evaluate their performance? Can children say what they need to do improve their performance? Can children talk about the importance of exercise and some of the effects it has on their body? 		
	Vocabulary	Dance repeat, starting, finishing, positions, performing. Gymnastics aerobic, cool down, routine, arches, bridges, tense, oxygen, muscles, lungs.	invasion games, score, tactics, skills, pass, receive, accuracy.	Active, space, skills, actions, combination, accuracy, control, control, co-ordination

Year 3

	Term	Autumn	Spring	Summer		
PE	Deliberate Practice (Skills)	<ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best. 			Deliberate Practise Vocabulary: run, jump (star, tuck, bunny hop, leap, hop, straight, half) throw (over arm, underarm, bounce pass, chest pass) catch, balance, stretch, counter balance ,agility, co-ordination, team, attack and defend, movement pattern, warm up, cool down, healthy, exercise, fitness, Evaluate.	
	Knowledge Assessment questions:	<u>Assessment Questions</u> <p style="text-align: center;">Dance</p> <ul style="list-style-type: none"> Can children evaluate and improve a dance performance? Can children name the muscles/body parts that they need to warm up and cool down for dance? Can children respond to a stimulus to create movement patterns? <p style="text-align: center;">Gymnastics</p> <ul style="list-style-type: none"> Can children show a range of symmetric and asymmetric actions, shapes and balances? Can children control actions? 	<u>Assessment Questions</u> <p style="text-align: center;">Invasion Games</p> <ul style="list-style-type: none"> Can children show you accuracy when passing a ball? Can children show you how to send and receive a ball using different ways? Overarm/underarm/ chest pass/ bounce pass Can children travel whilst maintaining control of a ball? Can children explain how to organise themselves to play an invasion game? Can children evaluate their performance? Can children say what they need to do improve their performance? Can children talk about the importance of exercise and some of the effects it has on their body? 	<u>Assessment Questions</u> <p style="text-align: center;">Athletics</p> <ul style="list-style-type: none"> Can children choose skills and equipment to meet challenges set? Can children change speed or technique to meet challenges set for running, jumping and throwing? Can children tell you what their body feels like when exercising? Can children describe what happens to their bodies during exercise? Can children evaluate their performance? Can children say what they need to do improve their performance? Can children talk about the importance of exercise and some of the effects it has on their body? 		

		<ul style="list-style-type: none"> Can children move from floor to apparatus safely? Can children evaluate their performance? Can children say what they need to do improve their performance? Can children talk about the importance of exercise and some of the effects it has on their body? 		
	Vocabulary	<p>Dance timing, stimulus, translating, freely, improvise.</p> <p>Gymnastics</p> <ul style="list-style-type: none"> mirroring, matching, symmetric, asymmetric, shapes, , extension, body tension, control, apparatus, levels. Tucked jump, Star jump, Straight jump, Half turn jump from a bench, ,Pike jump, Cat leap. balances (counter balance) arch, back support, Front support, shoulder stand, bridge 	<p>passing, receiving, techniques, communication, travelling, control, possession, scoring, target, off-target, tactics, support, patterns of play.</p> <p>Chest pass, bounce pass, overarm, underarm</p>	<p>techniques, speed, effort, challenges, distance, temperature, athletic, aerobic, fitness, force, power, speed, direction. Chest pass, bounce pass, overarm, underarm</p>

Year 4

	Term	Autumn	Spring	Summer		
PE	Deliberate Practice (Skills)	<ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best. 			Deliberate Practise Vocabulary: run, jump (star, tuck, bunny hop, leap, hop, straight, half) throw (over arm, underarm, bounce pass, chest pass) catch, balance, stretch, counter balance ,agility, co-ordination, team, attack and defend, movement pattern, warm up, cool down, healthy, exercise, fitness, Evaluate.	
	Knowledge Assessment questions:	<p><u>Assessment Questions</u></p> <p>Dance</p> <ul style="list-style-type: none"> Can children evaluate and improve a dance performance? Can children name the muscles/body parts that they need to warm up and cool down for dance? Can children respond to a stimulus to create movement patterns? <p>Gymnastics</p> <ul style="list-style-type: none"> Can children show a range of symmetric and asymmetric actions, shapes and balances? Can children control actions? Can children move from floor to apparatus safely? Can children evaluate their performance? 	<p><u>Assessment Questions</u></p> <p>Invasion Games</p> <ul style="list-style-type: none"> Can children show you accuracy when passing a ball? Can children show you how to send and receive a ball using different ways? Overarm/underarm/ chest pass/ bounce pass Can children travel whilst maintaining control of a ball? Can children explain how to organise themselves to play an invasion game? Can children evaluate their performance? Can children say what they need to do improve their performance? Can children talk about the importance of exercise and some of the effects it has on their body? 	<p><u>Assessment Questions</u></p> <p>Athletics</p> <ul style="list-style-type: none"> Can children choose skills and equipment to meet challenges set? Can children change speed or technique to meet challenges set for running, jumping and throwing? Can children tell you what their body feels like when exercising? Can children describe what happens to their bodies during exercise? Can children evaluate their performance? Can children say what they need to do improve their performance? Can children talk about the importance of exercise and some of the effects it has on their body? 		

		<ul style="list-style-type: none"> Can children say what they need to do improve their performance? <p>Can children talk about the importance of exercise and some of the effects it has on their body?</p>		
	Vocabulary	<p>Dance timing, stimulus, translating, freely, improvise Spatial awareness</p> <p>Gymnastics Combine Rotation Against Towards Across Evaluate Improve Height Strength Suppleness Stamina Speed Level Wide Tucked Straight Twisted Constructive Points Twist Turn Safety Refine Agility Strength, Technique, Control Balance Evaluate Improve Shapes - Health and fitness – tuck, straddle, pike, arch, back support, Spatial awareness Repeat Dance Character Repetition Action Reaction Pattern Movement Evaluate Improve Agility Flexibility Strength, Technique,</p>	Possession Scoring Space Pass/send/receive Dribble Travel Team Striking Bowling Throwing Fielding Combinations Co -ordination Fluency Co-operation Competition Technique Partner Points Goals Rules Tactics Batting Fielding Bowler Wicket Tee Base Boundary Innings Rounder Backstop Court Target Net Defending Hitting Stance Offside Pitch Running Technique	Running Technique Pace Accuracy Power Throw High Low Skip Aim Fast Slow Bounce Jump Leap Hop Run Target Overarm Underarm Walking Jogging Accelerate Baton Relay Push Take off Landing Health and fitness – warm up/ cool down

Year 5

	Term	Autumn	Spring	Summer
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PE	Deliberate Practice (Skills)	<ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best. 		
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Deliberate Practise Vocabulary: run, jump (star, tuck, bunny hop, leap, hop, straight, half) throw (over arm, underarm, bounce pass, chest pass) catch, balance, stretch, counter balance ,agility, co-ordination, team, attack and defend, technique, control, flexibility. personal best.

PE	Knowledge Assessment questions:	<p><u>Assessment Questions</u></p> <p>Dance</p> <ul style="list-style-type: none"> Can children evaluate and improve a dance performance? Can children name the muscles/body parts that they need to warm up and cool down for dance? Can children respond to a stimulus to create movement patterns? <p>Gymnastics</p> <ul style="list-style-type: none"> Can children make up a sequence and adapt it dependent on apparatus? Can children use combinations of dynamics to use space? Can children plan a sequence? Can children identify the benefits of gymnastics? Can children set out and do risk assessments based on equipment? Can children evaluate their performance? Can children say what they need to do improve their performance? 	<p><u>Assessment Questions</u></p> <p style="text-align: center;">Invasion Games</p> <ul style="list-style-type: none"> Can children explain what is meant by attacking and defending? Can children explain or show different ways to attack and defend? Can children talk about formation and tactics? Can children support their team? Can children explain how to get ready for a game? E.g. warm up, right clothing and footwear, equipment needed. Can children explain the benefits of exercising or playing an invasion game? Can children evaluate their performance? Can children say what they need to do improve their performance? Can children talk about the importance of exercise and some of the effects it has on their body? 	<p><u>Assessment Questions</u></p> <p style="text-align: center;">Athletics</p> <ul style="list-style-type: none"> Can children perform an action and get a consistent result? E.g. run 100m in a set time, jump a certain distance, throw an object a certain distance. Can children sustain pace over longer distance? Can children show you a controlled throw and jump? Can children identify why exercise is beneficial? Can children evaluate their performance? Can children say what they need to do improve their performance? Can children talk about the importance of exercise and some of the effects it has on their body?
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		<ul style="list-style-type: none"> Can children talk about the importance of exercise and some of the effects it has on their body? 		
	Vocabulary	Dynamics Combination Contrasting Control Mirroring Matching Accurately Refine Evaluate Asymmetry Performance Create Symmetry Refinements Assessment Suppleness Strength Muscles Joints Explore Rotation Spin Turn Shapes – tuck, straddle, pike, arch, back support, Front support, shoulder stand, bridge Partner balances level 2 - ankles, high legs, high knees, thighs without support, Landing Take-off Flight Agility Strength, Technique, Control Balance Evaluate Improve Dance phrase Technique Formation Pattern Rhythm Expression Improvisation Modify Pace Timing Action Reaction Motif Dynamics Interpret Exploration Agility Flexibility Combination Strength Technique Control Balance Evaluate Improve Timing Perform Health and fitness – warm up/ cool down/ heart rate/ pulse	Possession Speed Direction Range of techniques Combinations Competition Tactics Co-operation Create Control Decisions Passing Dribbling Shooting Shield ball Support Marking Re-possession Attackers Defenders Team play Batting Fielding Bowler Wicket Tee Base Boundary Innings Rounder Backstop Court Target Net Defending Hitting Stance Offside Pitch Forehand Backhand Volley Overhead	Pull Accuracy Technique Distance Sprint Steady pace Accuracy Height Record Joints Rhythm Leading leg Measure Underarm Overarm Jogging Walk Hurdles Landing Control Preferred Landing foot Time Stamina Obstacles Stance Approach Speed Relay Strength, Technique, Control Balance Evaluate Improve Health and fitness – warm up/ cool down/ heart rate

Year 6

	Term	Autumn	Spring	Summer	
PE	Deliberate Practice (Skills)	<ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns take part in outdoor and adventurous activity challenges both individually and within a team <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>			Deliberate Practise Vocabulary: run, jump (star, tuck, bunny hop, leap, hop, straight, half) throw (over arm, underarm, bounce pass, chest pass) catch, balance, stretch, counter balance ,agility, co-ordination, team, attack and defend, technique, control, flexibility, personal best.
	Knowledge Assessment questions:	<u>Assessment Questions</u> Dance <ul style="list-style-type: none"> Can children evaluate and improve a dance performance? Can children name the muscles/body parts that they need to warm up and cool down for dance? Can children respond to a stimulus to create movement patterns? Gymnastics <ul style="list-style-type: none"> Can children make up a sequence and adapt it dependent on apparatus? Can children use combinations of dynamics to use space? Can children plan a sequence? Can children identify the benefits of gymnastics? Can children set out and do risk assessments based on equipment? Can children evaluate their performance? 	<u>Assessment Questions</u> Invasion Games <ul style="list-style-type: none"> Can children explain what is meant by attacking and defending? Can children explain or show different ways to attach and defend? Can children talk about formation and tactics? Can children support their team? Can children explain how to get ready for a game? E.g. warm up, right clothing and footwear, equipment needed. Can children explain the benefits of exercising or playing an invasion game? Can children evaluate their performance? Can children say what they need to do improve their performance? Can children talk about the importance of exercise and some of the effects it has on their body? 	<u>Assessment Questions</u> Athletics <ul style="list-style-type: none"> Can children perform an action and get a consistent result? E.g. run 100m in a set time, jump a certain distance, throw an object a certain distance. Can children sustain pace over longer distance? Can children show you a controlled throw and jump? Can children identify why exercise is beneficial? Can children evaluate their performance? Can children say what they need to do improve their performance? Can children talk about the importance of exercise and some of the effects it has on their body? 	

		<ul style="list-style-type: none"> • Can children say what they need to do improve their performance? • Can children talk about the importance of exercise and some of the effects it has on their body? 		
	Vocabulary	Dynamics Combination Contrasting Control Mirroring Matching Accurately Refine Evaluate Asymmetry Performance Create Symmetry Refinements Assessment Suppleness Strength Muscles Joints Explore Rotation Spin Turn Shapes – tuck, straddle, pike, arch, back support, Front support, shoulder stand, bridge Partner balances level 2 - ankles, high legs, high knees, thighs without support, Landing Take-off Flight Agility Strength, Technique, Control Balance Evaluate Improve Dance phrase Technique Formation Pattern Rhythm Expression Improvisation Modify Pace Timing Action Reaction Motif Dynamics Interpret Exploration Agility Flexibility Combination Strength Technique Control Balance Evaluate Improve Timing Perform Health and fitness – warm up/ cool down/ heart rate/ pulse	Possession Speed Direction Range of techniques Combinations Competition Tactics Co-operation Create Control Decisions Passing Dribbling Shooting Shield ball Support Marking Repossession Attackers Defenders Team play Batting Fielding Bowler Wicket Tee Base Boundary Innings Rounder Backstop Court Target Net Defending Hitting Stance Offside Pitch Forehand Backhand Volley Overhead	Pull Accuracy Technique Distance Sprint Steady pace Accuracy Height Record Joints Rhythm Leading leg Measure Underarm Overarm Jogging Walk Hurdles Landing Control Preferred Landing foot Time Stamina Obstacles Stance Approach Speed Relay Strength, Technique, Control Balance Evaluate Improve Health and fitness – warm up/ cool down/ heart rate running, throwing and jumping, pace, even, unevenly, targets, events, athletic performance, strengths, refined, power, stamina, efficiency.