

PE 2026-2027

Curriculum Intent Statement

PE at Wroughton is taken and adapted from PE planning curriculum. The PE planning curriculum uses the goals from the National Curriculum to ensure pupils receive a broad and balanced PE curriculum. The National Curriculum for PE is broken down into the following areas and aims to ensure that pupils can:

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- Engage in competitive sports and activities
- Lead healthy, active lives

EYFS (linked to ELG) – See separate EYFS Progression PE Document

Key Stage KS1

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. 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. Pupils should have a basic understanding of how their body and mind is affected by exercise.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, 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.
- how exercise affects their body and mind.

Key Stage 2

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. Pupils should have a broader understanding of how their body and mind are affected by exercise and the positive benefits of this.

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 performances with previous ones and demonstrate improvement to achieve their personal best. Assess their peers and give effective feedback to help improve their performance.
- a good understanding of how exercise affects their bodies and minds.

Swimming and Water Safety:

- 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.

	Topic	Year 1		Topic	Year 2	
Autumn 1	Handball	What children will learn:	What children will be able to do:	Basketball	What children will learn:	What children will be able to do:
		<u>Declarative Knowledge:</u> • Have simple plans that you know you can make work, e.g. where to stand to	Step 1: To send a ball. Step 2: To move in different directions. Step 3: To shoot at a target. Step 4: To know how to score.		<u>Declarative Knowledge:</u> • React to situations to make it difficult for opponents – using simple tactics. • Begin to understand the importance of	Step 1: To move with a ball. Step 2: To move with a ball under control. Step 3: To throw a ball high, low, fast and slow.

		make it difficult for an opponent. • Identify what skills you need to practice. • Can describe what you have done or seen others do. <u>Procedural Knowledge:</u> • Move fluently, changing direction and speed easily and avoiding collisions. • Show control of the ball with basic actions – including sending a ball/equipment to a target. • Can shoot successfully at a goal or target. • Recognise space in games, using it to your advantage, and playing in a safe way. Key Vocab: Aim • Ball Control • Communication • Court • Space • Direction • Dribble • Goal • Speed • Movement • Pass • Target • Roll • Safety • Shoot	Step 5: To move to make it difficult for opponents. Step 6: To play safely		preparing safely and carefully for exercise – warming up/down. • Understand and describe changes to your heart rate when playing a game. <u>Procedural Knowledge:</u> • Throw and catch the ball with increasing control, and throw the ball in different ways e.g. fast, slow, high, low (mastering basic throwing technique). • Perform a range of actions with the ball keeping it under control. • Show good awareness of others when playing games. Key Vocab: Aim • Catch • Close • Control • Explore • Pass • Ready • Teamwork • Accuracy • Rules • Score • Space	Step 4: To catch with some control. Step 5: To move towards a goal to defend it. Step 6: To compete against others trying to score.
Autumn 1	Team Building	• Communication • Working in pairs		Team Building	• Communication • Working in pairs	

		• Working in small groups • Competitive activities (learning to win and lose). • Cooperative Activities.			• Working in small groups • Competitive activities (learning to win and lose). • Cooperative Activities.	
Autumn 2	Dodgeball	What children will learn: • To be able to work off the balls of your feet and use this to change direction and speed. • To use the underarm throw by using your other hand to aim and create power by bringing your arm back. • To throw overarm from the shoulder using the other hand to steady and your foot/body position to aim. • To be able to catch by	What children will be able to do: • To move in different ways, changing speed and direction. • To throw underarm • To throw overarm • To send a ball at different speeds • To catch a ball • To participate in basic dodgeball games.	Volleyball	What children will learn: <u>Declarative Knowledge:</u> • Begin to understand the important of preparing safely and carefully for exercise: warming up. • Develop simple tactics for attacking. Gain an understanding that hitting the ball into space helps them score points. • Understand and describe changes to their heart rate when playing a game. • Watch and describe a performance accurately. Recognise what is successful. Use actions and ideas they have seen to improve their own skills. <u>Procedural Knowledge:</u> • Perform a range of	What children will be able to do: Step 1: Change direction when moving. Step 2: To control your body and equipment. Step 3: To catch a ball. Step 4: To send a ball to a partner. Step 5: To play games with others. Step 6: To try to score points in games.

		watching the ball, using the W shape if high and scoop if low. To participate in different dodgeball games by learning basic rules. Key Vocab: Speed, reaction time, catch, dodge, teamwork, control, pass, aim, react.			catching and gathering skills with control. - Master basic throwing technique. Throw / Hit a ball in different ways e.g. high, low, fast, slow. - Understand and follow the rules of the game, showing good awareness of others when playing games Key Vocab: Throw, Control, Aim, Ready, Watch, Accuracy, Skills, Send & Receive, Describe, Ready Position, Inline, Track, Explore, Space, Score, Rules, Success, Describe.	
Autumn 2	Core Skills	- Running and moving - Jumping - Throwing - Catching - Speed - Agility - Balance			- Running and moving - Jumping - Throwing - Catching - Speed - Agility - Balance	
Spring 1		What children will learn: <u>Declarative Knowledge:</u>	What children will be able to do: Step 1: To move changing direction and speed.		What children will learn:	What children will be able to do: Step 1: To move in different ways.

	Dance	- Describe what it feels like to breathe quickly during exercise. - Describe what they have done or seen others doing. - Understand why being active and playing games is good for you. <u>Procedural knowledge:</u> - Respond imaginatively to a range of stimuli. - Move confidently and safely in your own and general space, using a change of speed, level and direction. - Perform movement phrases using a range of different body actions and body parts – with control and accuracy.	Step 2: To move with control. Step 3: To work individually and with others. Step 4: To move to music showing expressive qualities of dance. Step 5: To create linked movement phrases. Step 6: To participate in a performance.	Dance	<u>Declarative Knowledge:</u> - Describe phrases and expressive qualities. - Begin to understand the importance of warming up. - Watch and describe a performance accurately and recognise what is successful. <u>Procedural Knowledge:</u> - Perform a range of actions and simple movement patterns with control and coordination. - Compose short dances that express and communicate mood, ideas, and feelings, varying simple compositional ideas. - Explore, remember, and repeat short dance phrases, showing greater control and spatial awareness. - Work individually and with others. Key Vocab: Actions, Beat, Smart, Character, Levels, Performance, Movement, Neat,	Step 2: To move to music showing expressive qualities of dance. Step 3: To repeat short dance phrases with greater control. Step 4: To be creative and compose short dances. Step 5: To describe a performance accurately. Step 6: To perform with control and coordination.
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		Create linked movements, combining different ways to travelling, with beginnings, middles and ends. Key Vocab: Actions, copy, dance, move, beat, count, direction, performance, character, create, imagination, position			Count, Practise, Expression, Improve, Create, Imagination, Unison	
Spring 1	Gymnastics	What children will learn: <u>Declarative Knowledge:</u> - To describe what they have done or seen others doing. - Understand the importance of landing safely and practise safe landing. <u>Procedural Knowledge:</u> - To move with purpose and accuracy. - To copy, create and explore different ways of travelling and link a range of movements and shapes, safely. - To develop balance and coordination.	What children will be able to do: Step 1: To move in different ways. Step 2: To be able to perform 5 key shapes. Step 3: To perform one shape after another. Step 4: To link movements. Step 5: To move on different body parts. Step 6: To participate in a performance.	Gymnastics	What children will learn: <u>Declarative Knowledge:</u> - Give positive feedback to peers about a performance. - Identify areas of my own performance that I need to improve. - Develop knowledge of Key Shapes. <u>Procedural Knowledge:</u> - Demonstrate quality of movement when standing and stepping. - Explore small point balances. - Develop balance and coordination.	What children will be able to do: Step 1: To remember and perform 5 key shapes. Step 2: To move smoothly with control. Step 3: To perform basic gymnastic actions such as balancing and jumping. Step 4: To link movements and shapes. Step 5: To use different pieces of equipment and apparatus. Step 6: To form simple sequences

		• Learn and develop the quality of an egg roll. • Perform basic jumps with quality and control. • Work well with a partner. • Remember and repeat sequences of gymnastic actions. Key Vocab: Movement • Travelling • Level • Copy • Explore • Forwards • Backwards • Sequence • Tuck • Feedback • Straight • Star • Shapes • Balance • Rolls • Jumping • Landing • High/ Low			• Learn and develop the quality of the cat, split and stag leap. • Work with others to further develop the quality of rolling and learn a Teddy Bear Roll. • Remember and repeat a range of gymnastics actions with control and precision. • Land safely and with control when creating shape jumps off the floor and apparatus. • Experiment with different pieces of hand apparatus and link with gymnastics travelling. Key Vocab: Stepping • Speed • Travelling • Levels • Performance • Quality • Leap • Direction • Dish/Arch • Stance • Smart • Sideways • Stretching • Feedback • Body shape • Coordination • Apparatus • Point Balance	
Spring 2	Cricket	What children will learn: <u>Declarative Knowledge:</u>	What children will be able to do: Step 1: Move in different ways.	Cricket	What children will learn: <u>Declarative Knowledge:</u> • React to situations in ways that make it	What children will be able to do: Step 1: To move confidently.

		• Apply skills and tactics in simple games, including recognising space and using it to your advantage. • Understand why being active and playing games is good for you. <u>Procedural Knowledge:</u> • Move fluently, changing direction and speed. • Show basic control of the ball, including when striking a ball. • Successfully receive (catch/stop) a ball, understanding the concept of moving to get in line with the ball to receive it.	Step 2: To catch and stop a ball. Step 3: To strike a ball. Step 4: To recognise space. Step 5: To follow simple rules of a game. Step 6: To try and find ways to win games.		difficult for opponents, applying simple tactics like hitting the ball into space to help score more points. • Begin to understand the importance of preparing safely for exercise – warming up. • Recognise what is successful. <u>Procedural Knowledge:</u> • Show good awareness of others when playing games. • Develop fundamental movement skills, becoming increasingly confident and competent. • Perform a range of actions with control including catching, gathering, and hitting a ball with increasing accuracy. • Throw/hit a ball in different ways e.g. high, low, fast, slow. Key Vocab: Batting • Fielding • Striking • Grip • Long barrier • Teamwork • Catching • Wickets •	Step 2: To use an underarm throwing technique. Step 3: To choose simple tactics in game. Step 4: To move into space. Step 5: To strike a ball into space. Step 6: To compete with others.
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		Key Vocab: Aim, backwards, ball, ball control, bat, beanbag, bounce, catch, control, direction, batting, feeder, forwards, free space, grip, left and right, stop, movement, rolling, run, safety, score, space			Bat • Ball • Aim • Feeder • Fielder • Underarm • Striking	
Spring 2	Core Skills	• Running and moving • Jumping • Throwing • Catching • Speed • Agility • Balance			• Running and moving • Jumping • Throwing • Catching • Speed • Agility • Balance	
Summer 1	Tennis	What children will learn: <u>Declarative knowledge:</u> • Describe what you have seen others doing. • Understand why being active is good for you. <u>Procedural Knowledge:</u> • Engage in cooperative physical activities.	What children will be able to do: Step 1: Move into space Step 2: To control your body when moving. Step 3: Control the tennis ball with hands. Step 4: To track different size balls. Step 5: To copy actions. Step 6: To hit a ball with hands.	Golf	What children will learn: <u>Declarative Knowledge:</u> • Describe basic skills needed for golf games. <u>Procedural Knowledge:</u> • Explore different ways of moving, changing speed and direction fluently. • Explore different ways of moving a golf ball, and/or other size ball. • Push/roll and putt a ball towards a target with control. • Use skills learnt to participate and	What children will be able to do: Step 1: To move at different speeds. Step 2: To push and roll a ball. Step 3: To participate in rolling games. Step 4: To use a putter to push a ball. Step 5: To begin to show the correct putting technique. Step 6: To accurately send a ball.

- Explore different ways to use and move with the ball – showing control with simple actions and basic control when striking a ball.
- Catch/stop and send/pass a ball – developing technique of throwing and receiving. Understand the concepts of moving to get in line with the ball to receive it.
- Move fluently, changing direction and speed.

Key Vocab: Aim, Aiming, Balance, Ball control, bounce, move, control, experiment, racket, reciev, roll, score, send, swing, throw, underarm.

compete in rolling and putting games.

- Develop technique when using the golf putter, becoming increasingly accurate.

Summer 1	Core Skills	• Running and moving • Jumping • Throwing • Catching • Speed • Agility • Balance			• Running and moving • Jumping • Throwing • Catching • Speed • Agility • Balance	
Summer 2	Athletics	What children will learn: <u>Declarative Knowledge:</u> • Evaluate successful and unsuccessful techniques • Show understanding of the correct running technique. <u>Procedural Knowledge:</u> • Show good teamwork and sportsmanship when taking part in competitive throwing. • Develop the overarm throw technique, throwing accurately	What children will be able to do: Step 1: Move into space Step 2: To throw underarm Step 3: To land safely when jumping. Step 4: To run and jump on the balls of your feet. Step 5: To throw towards a target. Step 6: To play games using throwing accuracy.	Athletics	What children will learn: <u>Declarative Knowledge:</u> • Understand the variety of correct running techniques. • Develop the distance running technique, understanding the difference between sprinting, and running over longer distances. • Begin to evaluate and improve own performance. <u>Procedural Knowledge:</u> • Explore and practice a variety of athletic movements and apply athletic skills and techniques to a variety of activities. • Develop coordination and balance whilst exploring different running, jumping,	What children will be able to do: Step 1: To run with control Step 2: To control your body and equipment when throwing Step 3: To run with the correct arm technique Step 4: To run and jump on the balls of your feet Step 5: To show a correct pull throw technique Step 6: To compete against yourself

towards a target.

- Practice the underarm throw technique, aiming towards a target showing increasing control.
- Show a basic level of control, coordination and consistency when running.
- Explore and practice a variety of movements including running, jumping, and throwing techniques.
- Experiment with different jumping techniques, showing control, coordination and consistency throughout.

and throwing techniques.

- Begin to show control, coordination, and consistency when running at speed.
- Develop a range of jumping techniques.
- Develop the underarm and pull throw technique.

Key Vocab:

Challenge • Running •
Landing • Aim •
Coordination •
Movement • Balance •
Teamwork • Relay •
Improve • Target •
Speed

		Key Vocab: Coordination, Movement, Landing, Aim, Throw, Teamwork, Measure, Target, Balance, Improve, Jump				
	Fitness	What children will learn: <u>Declarative Knowledge:</u> • Discuss healthy & unhealthy foods, and why eating well is good for you. • Understand the benefits of regular exercise. <u>Procedural Knowledge:</u> • Improve speed, agility and stamina • Develop the jumping technique safely and while moving at speed. • Improve and develop coordination, control and balance, and negotiate space. • Take turns in teams. • Explore and practice a variety of different movements and fitness techniques. Key Vocab: Jump • Land • Space • Hurdle • Control • Balance •	What children will be able to do: Step 1: To move at speed, safely • Step 2: To change directions whilst moving at speed • Step 3: To jump two feet to two feet • Step 4: To jump one foot to the other • Step 5: To balance on apparatus and on the floor • Step 6: To play games in teams against others	Fitness	What children will learn: <u>Declarative Knowledge:</u> • Discuss healthy & unhealthy foods, and why eating well is good for you. <u>Procedural Knowledge:</u> • Improve speed, agility and stamina • Develop the safe jumping technique to gain height and distance. • Develop control, balance and coordination when completing a variety of tasks. • Work well as a team. • Explore and practice a variety of movements and fitness techniques. • Complete exercise with good technique and focus, and with good energy.	What children will be able to do: Step 1: To move and weave with coordination Step 2: To move for periods of time without tiring Step 3: To move on and across apparatus with control Step 4: To move at speed with control Step 5: To perform star jumps and high knees with control Step 6: To compete against others

		Forfeit • Movement • Stretch • Speed • Stamina • Balance				
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	Topic	Year 3		Topic	Year 4	
Autumn 1	Hockey	What children will learn: <u>Declarative Knowledge:</u> • Employ simple tactics in game situations. • Learn how to recognise your own success. • Describe how your body feels when exercising. <u>Procedural Knowledge:</u> • Move with a ball keeping it under control. • Develop control and technique • Pass/send a ball with increasing accuracy and at different speeds. Shoot/ score with some success. • Apply basic principles for attacking and defending – finding space (attacking), challenge a player in possession (defending).	What children will be able to do: Step 1: To hold a hockey stick correctly and safely Step 2: To use a push pass. Step 3: To make a standing tackle. Step 4: To keep control of the ball when moving. Step 5: To demonstrate the Indian dribble. Step 6: To play hockey games against others.	Netball	What children will learn: <u>Declarative Knowledge:</u> • Develop the understanding of the importance of speed when playing invasion games. • Understand the link between heart rate and breathing during different activities. • Identify and describe the skills needed to improve your game. <u>Procedural Knowledge:</u> • Get into good positions to pass, receive, and shoot the ball. • Pass the ball using different techniques. • Shoot and score with increasing accuracy. • Use a range of tactics, including finding and	What children will be able to do: Step 1: To pass/ send a ball with increasing accuracy and appropriate pace. Step 2: To choose the right pass for the situation. Step 3: To demonstrate a correct bounce pass. Step 4: To find and use space well to keep possession. Step 5: To know simple tactics to help achieve success. Step 6: Play in small sided games, employing simple tactics.

		Key Vocab: Opposition • Passing • Dribbling • Shoot • Stick • Control • Teamwork • Direction • Decision Making • Aim • Turn • Stop • Possession • Speed • Slap pass • Push pass • Attack • Defence			using space, to keep possession of the ball to shoot/score. Key Vocab: Space • Control • Speed • Direction • Passing • Pass • Chest Pass • Bounce Pass • Mark • Teamwork • Aim • Accuracy • Possession • Shoot • Power • Score • Accuracy • Power • Rules • Technique	
Autumn 2	Dodgeball	What children will learn: <u>Declarative Knowledge:</u> • Understand how finding space can help in game situations. • Begin to understand why you get hotter when you exercise and play games. • Identify what you do best and what you find difficult. • Explain what success you have seen in games, and how individuals and teams achieved it. <u>Procedural Knowledge:</u> • Improve consistency when catching a ball at different heights.	What children will be able to do: Step 1: To throw the ball underarm. Step 2: To develop striking skills. Step 3: To move in different ways – at speed. Step 4: To catch a ball at different heights. Step 5: To use tactics to win games. Step 6: To participate in dodgeball games.	Volleyball	What children will learn: <u>Declarative Knowledge:</u> • Devise suitable warm-up activities for the upcoming activities. • Learn how to evaluate and recognise their own success. Identify what they need to practice to improve their performance. • Describe how their bodies feel when exercising. • Explain the tactics they have used in games. <u>Procedural Knowledge:</u> • Apply basic principles suitable for attacking and defending.	What children will be able to do: Step 1: Can watch, track, and catch a volleyball successfully. Step 2: To move effectively to get in line with the ball. Step 3: To perform a dig shot with purpose. Step 4: To react quickly. Step 5: To hit a ball into space (at different speeds and heights) to try beat an opponent. Step 6: To explain tactics used and seen. Week 1: Body Position and Movement

		• Show control when moving at speed. • Move the ball in different ways, with increasing accuracy and control. Use a range of skills and tactics to win games. Key Vocab: Accuracy, Aim, Control, Space, React, Target, Teamwork, Strike, Compete, Dodge, Pass, Overarm, Speed, Duck, Movement, Underarm			• Choose the appropriate throwing technique to meet the demands of the task. • Send a ball into space at different speeds and heights to make it difficult for the opponent. • Adopt a good 'ready position' to move and catch a ball. Intercept and stop the ball Consistently. Key Vocab: Ball Flight, Aiming, Ready Position, Bump, Success, Direction, Watch, Position, Dig, Power, Speed, Teamwork, Space, Wide, Tactics, Technique	Week 2: Dig and simple shots Week 3: Throwing and catching. Week 4: Game Tactics Week 5: small-sided adapted games Week 6: Strategies and Tactics in competitive matches
Spring 1	Dance	What children will learn: <u>Declarative Knowledge:</u> • Describe and evaluate the effectiveness and quality of a dance. • Collaborate with others. <u>Procedural Knowledge:</u> • Explore and create narratives in response to a stimulus.	What children will be able to do: Step 1: To show fluency when moving. Step 2: To link movement patterns together. Step 3: Collaborate with others. Step 4: Perform at the same time as a partner.	Dance	What children will learn: <u>Declarative Knowledge:</u> • Be able to describe your own dance, taking characters into account as well as Identifying what they need to practice to improve their dance. • Understand the link between heart rate and	What children will be able to do: Step 1: To move using a range of patterns. Step 2: To link movement patterns together showing consistency. Step 3: Work on your own, with a partner and in a group.

		• Show control, accuracy and fluency of movement when performing actions with a partner. • Develop dance phrases using canon, unison, repetition, action/reaction, and question/answer. • Communicate what you want through your dances and perform with control. • Combine actions and maintain the quality of performance when performing at the same time as a partner. Key Vocab: Audience • Canon • Choreography • Level • Fluency • Performance • Phrase • Position • Control • Tutting • Emotions • Expressions • Rhythm • Unison • Count	Step 5: Perform as various characters when moving to music. Step 6: Communicate feelings through dance.		breathing when exercising. <u>Procedural Knowledge:</u> • Explore and create characters and narratives in response to a range of stimuli. • Perform dances using a range of movement patterns – accurately, fluently, consistently and with control. • Use different compositional ideas to create motifs incorporating unison, canon, action, and reaction. • Experiment with a wide range of actions, varying and combining spatial patterns, speed, tension, and continuity when working with a partner and in a group. • Work well as part of a team. Key Vocab: Performance • Phrase • Control • Emotions • Timing • Expressions •	Step 4: Create, practise, and perform more complex dances. Step 5: To experiment with speed, tension and continuity. Step 6: To perform actions with clarity of movement.
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					Rehearse • Rhythm • Unison • Canon • Choreography • Fluency • Health & Fitness • Pose • Routine	
	Gymnastics	What children will learn: <u>Declarative Knowledge:</u> • Identify what they need to practice to improve their performance. • Devise and perform a gymnastic sequence, with a clear beginning, middle, and end. • Understand that strength and suppleness are important parts of fitness in gymnastics. <u>Procedural Knowledge:</u> • Perform a combination of actions with a change in speed, level or direction. • Perform the gymnastics actions on the floor and over, through, across and along apparatus. • Develop flexibility, strength, agility, balance, coordination and control. • Learn and develop the quality of a Front Support roll. • To perform a turn in the air whilst jumping.	What children will be able to do: Step 1: To perform 9 key shapes. Step 2: To travel using different body parts at different speeds. Step 3: To create and experiment with sequences. Step 4: To create sequences of shapes, balances, rolls and travel. Step 5: To share ideas in a group. Step 6: To recognise own successes.	Gymnastics	What children will learn: <u>Declarative Knowledge:</u> • Devise suitable warm-up activities for the upcoming activities. • Learn the names of muscles in the body. <u>Procedural Knowledge:</u> • Find different ways of using shape, travel and direction. • Explore movements and creativity. • Combine actions to create sequence of movements thinking about quality and performance. • Collaborate with others. • Work well in small groups to create roll sequences, sharing ideas and listening to others. • Improve the quality of key shape jumps, turn jumps, and rebound jumps.	What children will be able to do: Step 1: To travel with purpose with others. Step 2: To perform weight bearing balances. Step 3: To perform elements with control and rhythm. Step 4: To create longer sequences of movements, shapes, balances, and rolls. Step 5: To work with others mirroring and cannoning. Step 6: To jump from height.

		• Perform a range of actions with consistency, fluency and clarity of movement. Key Vocab: Teamwork • Straddle • Experiment • Pathway • Level • Point • Front Support • Quality • Pike • Control • Routine • Combine • Apparatus • Arabesque • Practise • Describe			• Experiment with a wide range of actions, varying and combining spatial patterns, speed, tension and continuity when working with a partner. • Learn and develop the quality of a tuck roll to standing. Key Vocab: Transition • Spinning • Body Tension • Agility • Momentum • Pathways • Sissonne • Muscles • Landing • Experiment • Formation • Travelling • Combinations • Landing • Symmetry • Support • Routine • Competition	
Spring 2	Cricket	What children will learn: <u>Declarative Knowledge:</u> • Identify what you need to practice improving your performance. • Understand the link between heart rate and breathing when exercising. • Devise suitable warm up activities for upcoming activities. <u>Procedural Knowledge:</u>	What children will be able to do: Step 1: Throw a ball with increasing accuracy and distance. Step 2: Catch a ball with increasing consistency. Step 3: Successfully hit a ball from a tee. Step 4: Hit a ball with correct technique. Step 5: Choose fielding skills to make it	Rounders	What children will learn: <u>Declarative Knowledge:</u> • Recognise what you do well and what you find difficult and explain good performances. • Explain the tactics you have used in games. <u>Procedural Knowledge:</u> • Show control, coordination and consistency when throwing and catching a ball.	What children will be able to do: Step 1: Run, jump and catch in combination. Step 2: Catch a ball with good control. Step 3: To understand the rules of rounders. Step 4: Hit a ball towards a target. Step 5: Use space when fielding to make it difficult for opponents.

		• Apply and develop a broader range of skills, whilst ensuring basic skills are performed with control and accuracy. • Throw a ball increasing distances, catch a ball with increasing consistency and hit a ball with correct technique. • Intercept and stop the ball consistently. • Work well as part of a team, employing simple tactics, particularly when fielding to make it harder for the batter. Key Vocab: Batting • Control • Feeder • Fielder • Grip • Score • Wickets • Communication • Long Barrier • Striking • Teamwork • Underarm • Wicket Keeper • Bowler • Position • Technique	difficult for an opponent. Step 6: Work well as part of a team.		• Hit a ball with increasing control, accurately towards a target. • Take up spaces/positions that make it difficult for the opposition. • Communicate, collaborate, and compete with others, following the rules of the game. • Chose fielding skills which make it difficult for your opponent. Key Vocab: Throwing • Fielding • Catching • Power • Get in line • Communication • Accuracy • Technique • Batting • Score • Aiming • Space • Targets • Long Barrier	Step 6: Participate in modified competitive games, showing good teamwork.
Spring 2	Orienteering	What children will learn: <u>Declarative Knowledge:</u> • Participate in competitive orienteering events, following instructions of the game	What children will be able to do: Step 1: To communicate effectively with others. Step 2: To move confidently with control. Step 3: To make a map. Step 4: To understand the	Orienteering	What children will learn: <u>Declarative Knowledge:</u> • Have knowledge of safety rules and procedures for taking part in orienteering event.	What children will be able to do: Step 1: To work cooperatively as part of a team. Step 2: To make a map with symbols.

	• Recognise that activities need thinking through and planning. • Evaluate your performance and recognise what went well and what could be improved. <u>Procedural Knowledge:</u> • Participate in team games, working cooperatively, solving problems with others. • Communicate effectively with other people and discuss plans to achieve success. • To make a map with symbols and be able to recognise where you are on a map, using basic techniques. • Move confidently in different ways, developing agility, balance, and co-ordination. Key Vocab: Teamwork • Map Skills • Picture Orienteering • Control Plotting • Indoor Mapping • Communication • Problem Solving	different points on a map. Step 5: To compete against others. Step 6: To complete a picture orienteering event.		• Work as a team to plan and decide what approach to use to meet the challenges. • Explain how you could improve your performance. <u>Procedural Knowledge:</u> • Develop a basic understanding of map reading/making and apply these skills and techniques in games. • Work cooperatively and successfully as part of a team, improving communication skills. • Recognise where you are on a map. • Demonstrate all the physical skills needed for orienteering: agility, balance, and co-ordination. Key Vocab: Teamwork • Map Skills • Indoor mapping • Picture Orienteering • Control Plotting • Communication • Problem Solving	Step 3: Participate in team games solving problems with others. Step 4: To understand the compass points. Step 5: To use thumbing and folding techniques. Step 6: To take part in an orienteering event.
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Summer 1	Tennis	What children will learn: <u>Declarative Knowledge:</u> • Compete with others – Keeping and following the rules of the game. • Identify what you do well and what you find difficult. • Understand the link between heart rate and breathing when exercising. <u>Procedural Knowledge:</u> • Perform basic skills needed for the games with control and accuracy, including throwing and stopping the ball. Perform a basic forehand action. • Throw/ Send a ball using a variety of techniques. • Take up space/ positions that make it difficult for opponents. • Keep a rally going. Key Vocab: Swing • Cooperative • Cooperative • Movement • Partner • Direction • Send • Catch • Court target • Power • Accuracy • Space • Free	What children will be able to do: Step 1: Can watch, track, and catch a tennis ball successfully. Step 2: To move changing direction and speed. Step 3: To balance a tennis ball on a racket Step 4: To hit the tennis ball with some control Step 5: To perform a forehand serve using the correct grip. Step 6: To hit a ball into space (at different speeds and heights) to try beat an opponent.	Golf	What children will learn: <u>Declarative Knowledge:</u> • Understand the importance of accuracy when chipping. <u>Procedural Knowledge:</u> • Explore the skills required to play golf successfully. • Continue to develop and apply the chipping technique to competitive games. • Develop and demonstrate the ability to 'putt' accurately and effectively. • Demonstrate good teamwork skills Key Vocab: Allocate • Concentration • Confident • Develop • Effective • React • Control • Fairway • Improve • Movement • Rough • Dominant • Non dominant • Accuracy • Pace • Stroke • Success	What children will be able to do: Step 1: To successfully hit the target using a putt shot. Step 2: To play putting and chipping games. Step 3: To apply the chipping technique in games. Step 4: To play games with others. Step 5: To compete in chipping games against others. Step 6: To apply correct techniques when competing.
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		Space • Control • Bounce • Aim				
Summer 2	Athletics	What children will learn: <u>Declarative Knowledge:</u> • Recognise what they do well and what they find difficult, identifying what they need to practice to improve their performance. • Understand the pace judgement when running over an increased distance. • Describe how their bodies feel when exercising and understand the link between heart rate and breathing during exercise. <u>Procedural Knowledge:</u> • Apply and develop a broad range of athletic skills in different ways. • Show control, coordination and consistency when running, throwing, and jumping. • Choose the appropriate running speed to meet the demand of the task. • Enjoy competing with others	What children will be able to do: Step 1: To throw a variety of different objects Step 2: To jump with control Step 3: To run with the correct arm technique Step 4: To run in races Step 5: To compete against others Step 6: To follow the rules	Athletics	What children will learn: <u>Declarative Knowledge:</u> • Understand the pace judgement when running over an increased distance, choosing the appropriate speed to meet the demand of the task. • Learn how to evaluate and recognise their own success. • Devise suitable warm-up activities for the upcoming activities. • Describe how their bodies feel when exercising and understand the link between heart rate and breathing during exercise. <u>Procedural Knowledge:</u> • Combine basic jump actions to form a jump combination, using a controlled jumping technique. • Perform a throwing technique with control, coordination, and consistency.	What children will be able to do: Step 1: To throw an object using both a pushing and pulling technique Step 2: To combine different types of jumping Step 3: To run for distance Step 4: To run in races of varied distances Step 5: To take part in athletic events Step 6: To perform competitively with others

		Key Vocab: Develop • Experiment • Distance • Combination • Balance • Co-ordination • Movement • Distance • Pull • Target • Technique • Accelerate			• Perform competitively with others. Key Vocab: Develop • Distance • Accelerate • Personal Best • Co- ordination • Movement • Push / Pull • Pace • Exchange • Timing • Communication • Triple Jump	
	Fitness	What children will learn: <u>Declarative Knowledge:</u> • Understand what aerobic exercise is. • Discuss the importance of leading a healthy lifestyle. • Understand the importance of warming up and cooling down <u>Procedural Knowledge:</u> • Understand what core strength is and develop it using correct techniques. • Develop upper and lower body strength, fitness, speed, aerobic endurance, balance, body coordination, and show good control and technique.	What children will be able to do: Step 1: To combine movements Step 2: To move with control when tired Step 3: To hold own body weight in shapes such as front support and crab Step 4: To perform fast feet with coordination Step 5: To perform a number of sit ups Step 6: To show control during different movements	Fitness	What children will learn: <u>Declarative Knowledge:</u> • Understand what aerobic exercise is and how to develop it. • Discuss the importance of leading healthy, active lifestyles. • Identify parts of the body we are working during exercise. <u>Procedural Knowledge:</u> • Develop lower body and core strength, fitness, balance and coordination. • Work well as part of a team to achieve success. • Show self-belief and determination to manage and accomplish tasks.	What children will be able to do: Step 1: To work well with others Step 2: To work hard for long periods of time Step 3: To perform a lunge safely Step 4: To move at speed with coordination Step 5: To skip using a skipping rope Step 6: To perform a number of crunches with purpose.

		• Work well both independently and in small groups. • Show self-belief and determination to manage and accomplish tasks Key Vocab: Strength • Independent • Aerobic • Endurance • Self-Belief • Determination • Combination • Lifestyle • Core Strength			• Demonstrate correct techniques of core strength exercises with control Key Vocab: Achieve • Success • Aerobic • Endurance • Determination • Lifestyle • Technique • Identify • Healthy • Develop	
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	Topic	Year 5		Topic	Year 6	
Autumn 1	Football	What children will learn:	What children will be able to do:	Tag Rugby	What children will learn:	What children will be able to do:
		<u>Declarative Knowledge:</u> • Learn how to evaluate and recognise success. • Understand how physical activity can	Step 1: To confidently pass accurately. Step 2: To choose when to dribble, when to pass and when		<u>Declarative Knowledge:</u> • To understand the rules of the game and participate in full games.	Step 1: To run and pass at speed. Step 2: To dodge and fake passes when running with the ball

		contribute to a healthy lifestyle. • Choose different formations to suit the needs of the game. <u>Procedural Knowledge:</u> • Apply basic principles for defending - Defend by marking, covering, and tracking opponents as appropriate. • Participate in competitive games, modified where appropriate. • Perform skills (e.g. passing) with accuracy, confidence and control whilst developing technique. • Keep possession of the ball when faced with opponents. • Apply basic principle for attacking – Use a variety of tactics to keep possession of the ball Key Vocab: Marking • Tactics • Accuracy • Experiment • Possession • Support • Tackle • Defence • Opposition • Patience • Power • Referee	to shoot. Step 3: To defend in a team. Step 4: To compete in small sided games. Step 5: To mark a player to stop them getting the ball. Step 6: To decide on ways to defend in games.		• Understand the importance of keeping in a line in both attacking and defending plays. <u>Procedural Knowledge:</u> • Incorporate the rules of the game into small sided games like passing backwards. • To pass and catch the ball whilst running at different speeds. Keep control of the ball when running and passing, ensuring passing is accurate. • Carefully consider the best way to score a try and win the game, remembering to find and use space when running. • Successfully remove tags in accordance with the rules. Key Vocab: Communicate • Effective • Accuracy • Mark/track • Attack • Defend • Tactics • Dummy	Step 3: To catch the ball whilst under pressure. Step 4: To watch and evaluate the professional game. Step 5: To decide on ways to attack when playing games. Step 6: To decide on the best ways to defend in games.
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Autumn 2	Dodgeball	What children will learn: <u>Declarative Knowledge:</u> • Understand the importance of quick reactions in dodgeball. • Develop an understanding of how to improve when playing games. • Understand how the muscles work. <u>Procedural Knowledge:</u> • Participate in games fairly, following the rules. Show good teamwork. • Apply appropriate skills and tactics in game situations. • Move quickly (dodge) with good control. Improve control when moving at speed. • Increase accuracy and consistency of throws, including a side shot throw, towards a moving target. Key Vocab: Communicate, Accelerate, Accurate, Side shot, Defend, Agility, Balance, Coordinate, React, Attack	What children will be able to do: Step 1: To throw a ball at a moving target. Step 2: To increase the pace of a side shot. Step 3: To play catching games. Step 4: To move quickly with control. Step 5: To participate in games fairly. Step 6: To use peer evaluation to discuss strategies and tactics and apply these to your own game. Lesson 1: Aim and basic game play. Lesson 2: Reactions Lesson 3: Ball control and Dodging Lesson 4: Aiming Lesson 5: Simple Games Lesson 6: Strategies and Tactics	Volleyball	What children will learn: <u>Declarative Knowledge:</u> • Create short warm up routines that follow basic principle e.g. raise body temperature, mobilise joints and muscles. • Recognise part of a performance that could be improved and explain how. Learn how to evaluate and recognise their own success. • Understand the importance of being physically fit and how physical activity can contribute to a healthy lifestyle. <u>Procedural Knowledge:</u> • Participate in competitive games, modified, and adapted where appropriate. • Apply basic principles suitable for defending. Show good position on court. • Apply basic principles suitable for attacking. Identify spaces and	What children will be able to do: Step 1: To move feet quickly to gain a positive position. Step 2: To move with purpose. Step 3: To play a variety of shots to meet the need of the game. Step 4: To hit the ball accurately and with control whilst moving at a quick pace. Step 5: To know when to attack. Step 6: To know when to defend. Lesson 1: Ready Position and Dig Shot. Lesson 2: Underarm Serve and Spike. Lesson 3: Attacking Play Lesson 4: Defending Play and bump pass. Lesson 5: Small sided adapted games Lesson 6: Competitive Matches
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					understand the tactic of hitting into gaps. • Use good footwork that allows the ball to be hit with good technique. Key Vocab: Decision Making, Opposition, Support, Control, Evaluate, Tactics, Spike, Track, Power, Exploit, Explore, Direction, Space, Wide, Set position	
Spring 1	Dance	What children will learn: <u>Declarative Knowledge:</u> • Identify which aspects were performed consistently, accurately, fluently, and clearly and be able to provide feedback. • Work effectively as part of a team. • Explain how their bodies reacts and feels when taking part in different activities and undertaking different roles. <u>Procedural Knowledge:</u> • Continue to develop a broader range of skills	What children will be able to do: Step 1: To be inspired by music and different stimuli. Step 2 To move showing expressive qualities. Step 3: To dance using a range of movement patterns. Step 4: To create and structure sections of dance. Step 5: To work as part of a team. Step 6: To perform to an audience.		What children will learn: <u>Declarative Knowledge:</u> • Share ideas in small groups, working together to create a routine incorporating different elements. • Use imagination to develop dances to music and develop expressive qualities. <u>Procedural Knowledge:</u> • Move in a way that reflects the music. • Perform dances in both canon and unison, with clarity and confidence.	What children will be able to do: Step 1: To move in a way that reflects the music. Step 2 To show ideas through dance. Step 3: To combine movements fluently. Step 4: To apply basic compositional principles when creating dances. Step 5: To share ideas in groups to create a routine. Step 6: To perform with rhythm and confidence

		and movement patterns, exploring and practicing movement ideas inspired by a stimulus. • Use basic compositional principles when creating dances – combining movements fluently and effectively. • Perform a range of movements accurately with a sense of rhythm. • Create and structure dance motifs, phrases, and sections of dances, developing expressive qualities. Key Vocab: Emotions • Expressions • Rehearse • Unison • Canon • Choreography • Fluency • Tutting • Routine • Together • Tutting • Question & Answer			• Explore and practice movement ideas inspired by a stimulus. • Explore, improvise, and combine movement ideas fluently and effectively. • Perform movements to an audience with rhythm and confidence. Key Vocab: Imaginative • Emotive • Expressive • Rehearse • Choreography • Pace • Question & Answer • Confidence • Experiment • Formation • Intensity	
	Gymnastics	What children will learn: <u>Declarative Knowledge:</u> • Explain and perform the steps to a quality of a Safety roll. • Understand the meaning of travelling	What children will be able to do: Step 1: To travel with confidence choosing different pathways.	Gymnastics	What children will learn: <u>Declarative Knowledge:</u> • Describe the key technique points of a variety of different gymnastics rolls.	What children will be able to do: Step 1: To show flexibility and technique when performing gymnastic elements.

		with purpose, control and finesse. <u>Procedural Knowledge:</u> • Perform more complex balances, including balances that require supporting own body weight. • Further develop ways of travelling into and out of a roll. • Link a range of movements with fluency and finesse. • Perform more complex jumps and jump combinations. • Combine and perform gymnastic actions, shapes and balances more fluently and effectively. • Explore a range of apparatus and incorporate some into a routine. • Perform in front of an audience confidently. Key Vocab: Experiment • Pathways • Diagonal • Explore • Lunge • Individual • Fluency • Confidence •	Step 2: To travel fluently on the floor and on/off apparatus. Step 3: To perform a safety roll. Step 4: To perform more complex balances. Step 5: To link more complex movements, such as jump to roll. Step 6: To create and perform a routine on apparatus.		• Evaluate performance, recognising what is successful and what could be improved. <u>Procedural Knowledge:</u> • Explore, improvise and combine movement ideas fluently and effectively. • Link skills to make actions and longer sequences of movement. • Create large group balances up to 8 people. • Develop communication and teamwork skills, such as sharing own ideas and valuing others' ideas. • Develop jumping as a progressive activity. • Begin to understand what vaulting is in gymnastics. • Work in a group to build sequences using apparatus. • Perform in front of an audience showing confidence, rhythm and fluency of movement.	Step 2: To show different combinations and pathways when travelling, including leaping. Step 3: To use space creatively when travelling. Step 4: To perform high quality jumps, rolls and group balances. Step 5: To show rhythm and creativity when working with others. Step 6: To explain why a performance is good and how it can be improved.
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		Flow • Improve • Transfer • Combinations • Creativity • Flexibility • Feedback • Stabilise • Finesse • Execute				
Spring 2	Cricket	What children will learn: <u>Declarative Knowledge:</u> • Choose skills and tactics to meet the needs of the situation. (i.e. to outwit opponents when fielding). • Watch and evaluate the success of games and good performance. • Understand how physical activity can contribute to a healthy lifestyle and explain how your body reacts and feels when taking part in physical activity. • Create short warm up routines that follow basic principles e.g. raising body temperature, mobilise joints and muscles. <u>Procedural Knowledge:</u> • Develop control and technique whilst performing skills at speed and showing good awareness	What children will be able to do: Step 1: To throw and bowl in different ways. • Step 2: To play a drive shot successfully. • Step 3: To play a block shot when appropriate. • Step 4: To stop a ball when fielding. • Step 5: To choose effective positions when fielding. • Step 6: To participate in team games against others.	Rounders	What children will learn: <u>Declarative Knowledge:</u> • Develop an understanding of how to improve in different physical activities and sports. • Create short warm up routines that follow basic principles e.g. raise body temperature, mobilise joints and muscles. <u>Procedural Knowledge:</u> • Perform skills with accuracy, confidence, and control. • Participate in competitive games, modified where appropriate. • Retrieve, intercept, and stop a ball when fielding. • Use skills and tactics to outwit opponents when fielding and batting. • Work as part of a team that covers the	What children will be able to do: Step 1: To retrieve, catch, intercept, and stop a ball when fielding. Step 2: To play shots that allow the ball to be hit to different areas of the field into spaces. Step 3: To bowl effectively. Step 4: To use skills and tactics to outwit opponents when fielding. Step 5: To use skills and tactics to outwit opponents when batting. Step 6: To participate in competitive games.

		of others in game situations. • Hit the ball with purpose, varying speed height and direction, as well as thinking of tactics needed to score more runs. • Work as part of a team, adapting games and activities making sure everyone has a role to play. Key Vocab: • Wickets • Wicket Keeper • Positions • Outfield • Skill • Crease • Technique • Awareness • Forward Defence • Tactics • Fast Bowl			areas to make it hard for the batter to score runs. Use tactics that involve bowlers and fielders working together.	
Spring 2	Orienteering	What children will learn: <u>Declarative Knowledge:</u> • Understand relevant techniques to navigate to and from control points. • Identify what they have done well and adapt plans for future challenges. <u>Procedural Knowledge:</u> • To orientate themselves and map correctly keeping track of their position with increasing	What children will be able to do: Step 1: To problem solve in teams. Step 2: To work within your team, communicating, trusting, and valuing each other. Step 3: To understand scaling. Step 4: To understand the legend. Step 5: To develop map building skills.	Orienteering	What children will learn: <u>Declarative Knowledge:</u> • Understand elements and scaling confidently. • Identify what they have done well and adapt plans for future challenges. • Plan strategies to complete tasks. Choose sensible skills and approaches for the challenge. <u>Procedural Knowledge:</u>	What children will be able to do: Step 1: To show confidence in group activities. Step 2: To plan effectively. Step 3: To understand a complex map. Step 4: To scale a map effectively. Step 5: To choose successful approaches to tasks. Step 6: To complete an adapted control event

		accuracy. • Work within a team trusting and valuing each other. • Develop communication skills and use these skills to achieve success. • Make a map with symbols and legend and begin to understand scale. • Compete in orienteering events, problem solving with team members. Key Vocab: • Teamwork • Map Skills • Indoor mapping • Picture Orienteering • Control Plotting • Communication • Problem Solving	Step 6: To complete a single control event.		• Build confidence during team activities. • Takes part in orienteering events, such as picture orienteering and control orienteering, with success. • Use a map to confidently orientate yourself around - Use previous knowledge to navigate and design a route to the controls. • Develop map reading and map building skills. • Develop physical fitness and be able to describe its importance in orienteering. Key Vocab: Teamwork • Map Skills • Indoor mapping • Picture Orienteering • Control Plotting • Communication • Problem Solving	
Summer 1	Tennis	What children will learn: <u>Declarative Knowledge:</u> • Identify spaces and understand the tactic of hitting into gaps.	What children will be able to do: Step 1: To demonstrate a good ready position and fast paced movements. Step 2: To vary shot	Badminton	What children will learn: <u>Declarative Knowledge:</u> • Describe good technique of the forehand, backhand, and overhead clear. <u>Procedural Knowledge:</u>	What children will be able to do: Step 1: To know and describe the correct grip and stance when holding a racket.

	• Watch and evaluate the success of games, being able to explain why a performance is good, and what part of a performance could be improved and why. <u>Procedural Knowledge:</u> • Hit the ball with purpose. • Play shots on the forehand and backhand side of your body. Direct the ball towards the opponent's court or target area. • Participate in competitive games, modified where appropriate. • Use good footwork that allows the ball to be hit with good technique. • Adopt a good ready position and show good position on court. Key Vocab: Court Target • Backhand • Rally • Power • Service • Cooperative • Competitive • Follow through • Respond • Decision Making • Teamwork • Doubles • Feedback • Position	selection – speed, height, direction. Step 3: To play shots on the forehand and backhand side of the body. Step 4: To use a variety of different shots, and serves, hitting with increasing consistency. Step 5: To employ some tactics in games. Step 6: To participate in a successful rally.	• Experiment with the racket using different skills. Play shots at different heights, direction, and speed, and improve hitting the shuttle whilst moving. • Use different skills and tactics learnt to try win games. • Improve consistency of shots, directing them to help win competitions. • Be continuous within a rally and regularly play consistent shots. • Use tactical serves to deceive opponent. • Demonstrate fast paced movements, including the chasse step and lunge whilst increasing shuttle accuracy. <u>Key Vocab:</u> Coordination • Clear • Smash • Position • Evaluate • Offensive/Defensive • Lob • Block	Step 2: To adopt a good ready position & move with purpose. Step 3: To play shots overhead and on the forehand and backhand side of the body. Step 4: To hit the shuttle accurately and with control whilst moving at a quick pace. Step 5: To employ tactics in games. Step 6: To participate in games following the rules and scoring correctly.
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Summer 2	Athletics	What children will learn: <u>Declarative Knowledge:</u> • Choose the appropriate speed to run at for the distance to be covered. • Create short warm up routines that follow basic principle e.g. raise body temperature, mobilise joints and muscles. • Understand how physical activity can contribute to a healthy lifestyle and the importance of being physically fit. • Explain how their body reacts and feels when taking part in different activities and undertaking different roles and understanding how this effects the muscles. <u>Procedural Knowledge:</u> • Run, jump, catch, and throw in isolation and combination. Combine and perform skills with control. • Communicate, collaborate, and compete with others. Working effectively as part of a	What children will be able to do: Step 1: To combine running and jumping Step 2: To combine running and throwing Step 3: To compete in short distance races Step 4: To compete in long distance running Step 5: To practise to combine different types of jump Step 6: To throw in different ways with accuracy and control	Athletics	What children will learn: <u>Declarative Knowledge:</u> • Understand appropriate pace judgement for the running distance to be covered. • Understand the appropriate throwing and jumping technique to achieve maximum distance and height. • Share and discuss athletic techniques with others. • Compare their performance with previous ones and demonstrate improvement to achieve their personal best. • Be able to describe the importance of being physically fit and explain how their body reacts and feels when taking part in different activities and undertaking different roles. <u>Procedural Knowledge:</u> • Select and apply skills that meet the needs of the situation, combining	What children will be able to do: Step 1: To use a run up when jumping Step 2: To use the correct combination of jumps to complete the triple jump Step 3: To run with control and purpose over varied distances Step 4: To throw an object by overarm, underarm, pulling, pushing and slinging Step 5: To use a run up when throwing Step 6: To practise to improve throwing distance
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		team. • Demonstrate a range of throwing actions e.g. push, pull, sling, using different equipment.			and performing each skill with control at speed. • Work effectively as part of a team. • Successfully run, jump, and throw in isolation and in combination – applying appropriate techniques to achieve personal bests.	
Summer 2	Fitness	What children will learn: <u>Declarative Knowledge:</u> • Understand and explain the importance of good upper body strength. • Recognise the physical and mental benefits of increased activity, and develop an appreciation of physical activity as a lifelong habit. • Select an area of physical activity that you want to improve. <u>Procedural Knowledge:</u> • Develop lower body and core strength, fitness, speed and aerobic endurance. • Apply and link learned fundamental movement skills.	What children will be able to do: Step 1: To perform squats with correct technique Step 2: To sustain physical movements for periods of time Step 3: To perform a press up Step 4: To hold a plank position still Step 5: To skip using a rope for increased periods Step 6: To work to improve performance	Fitness	What children will learn: <u>Declarative Knowledge:</u> • Take responsibility for your own warm up, know the importance of warming up. • Compare own and others performances to previous ones, recognise and explain what went well and discuss what you find easy and difficult. • Understand how physical activity and exercise can improve mental wellbeing. • Understand why core strength is important. <u>Procedural Knowledge:</u> • Develop upper and lower body strength,	What children will be able to do: Step 1: To perform squat jumps with good technique Step 2: To perform lunge jumps with good technique Step 3: To compete against others Step 4: To compete against yourself to improve Step 5: To perform plank walks with control Step 6: To perform physical tasks for longer periods

		• Show determination to complete tasks using the correct techniques. • Demonstrate stamina.			speed, aerobic endurance, and fitness. • Link actions and combine movements. • Complete circuit training to the best of your ability. Key Vocab: Responsibility • Wellbeing • Encourage • Compare • Performance • Position • Ability • Recognise • Alternate	
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