



F2 FUNDAMENTALS	
Throwing, catching, kicking, striking, agility running, jumping, skipping, hopping	Vocab: hit, kick, catch, throw, aim, underarm
<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> • be able to move in a variety of ways (walk, run, jump, skip, hop etc) • be able to throw and catch • understand space and be aware of obstacles 	<u>End point</u> <ul style="list-style-type: none"> • negotiate space safely • change speed and direction • jump and land safely in different ways • negotiate space successfully • increased control when throwing or rolling an object • travel confidently around, under and over equipment and obstacles • demonstrate control when rolling, patting, throwing an object • track the flight of an object and begin to catch more consistently • use feet to stop a ball when moving
GYMNASTICS	
Rolling Jumping Balance Travel	Vocab: balance, strength, large, small, thin, wide
<u>Required prior knowledge</u> Children should know:	<u>End point</u> <ul style="list-style-type: none"> • travel and land safely

	<ul style="list-style-type: none"> demonstrate simple shapes and balances move in different ways (roll, jump, crawl) 	<ul style="list-style-type: none"> move confidently in different ways including speed and direction
DANCE		
Balance Dance & culture		Vocab: beat, tempo, up, down, side, fast, slow, shake
<u>Required prior knowledge</u> Children should know:		<u>End point</u>
<ul style="list-style-type: none"> begin to move rhythmically perform actions to words 		<ul style="list-style-type: none"> explore and create actions linked to words or phrases march in time to a beat perform movements and balances with control
Y1	Gymnastics	
Travelling Jumping Balancing Rolling		Vocab: Pike, Straddle, Straight, Star, Tuck, flexibility, balance
<u>Required prior knowledge</u> Children should know:		<u>End point</u>
<ul style="list-style-type: none"> travel and land safely move confidently in different ways including speed and direction 		<ul style="list-style-type: none"> move confidently in different ways including speed and direction - in a sequence (combination) perform a range of jumps with control and balance perform and link different balances with control and strength demonstrate a range of rocking and rolling actions
Health and fitness		
Running Pace Stamina		Vocab: cardio, pace, stamina, food groups, key muscles, flexibility, agility, strength
<u>Required prior knowledge</u> Children should know:		<u>End point</u>
		<ul style="list-style-type: none"> identify space and move into it when playing games

<ul style="list-style-type: none"> • how to negotiate space safely • changing speed and direction 	<ul style="list-style-type: none"> • select the appropriate pace for a task • show resilience
<h2>Dance</h2>	
<p>Agility Balance Dance & Culture</p>	<p>Vocab: direction, speed, balance, sequence, beat, timing, levels</p>
<p><u>Required prior knowledge</u> Children should know:</p> <ul style="list-style-type: none"> • explore and create actions linked to words or phrases • march in time to a beat • perform movements and balances with control 	<p><u>End point</u></p> <ul style="list-style-type: none"> • link movements to the Olympics theme • perform a dance that captures the history, culture and emotions linked to theme Olympic origins • K &U of the history of the modern Olympics and the countries that participate
<h2>Games</h2>	
<p>Throwing Catching Kicking Striking</p>	<p>Vocab: underarm, control, accurate, direction, strike</p>
<p><u>Required prior knowledge</u> Children should know:</p> <ul style="list-style-type: none"> • demonstrates control when rolling, patting, throwing an object • tracks the flight of an object and begins to catch more consistently • use feet stop a ball when moving 	<p><u>End point</u></p> <ul style="list-style-type: none"> • accurately throw a ball or bean bag to themselves • consistently chase and stop a rolling ball • catch a ball or bean bag with some consistency • kick a ball to a partner with control and some accuracy • use feet to move a ball around and area, keeping control • use a racket to strike a ball with some accuracy
<h2>Athletics</h2>	
<p>Jumping Running Throwing</p>	<p>Vocab: control, landing, agility, stretch, speed, direction, pacing, accuracy</p>

	<p>Agility</p> <p><u>Required prior knowledge</u> Children should know:</p> <ul style="list-style-type: none"> • jumps and land safely in different ways • negotiate space successfully • increased control when throwing or rolling an object • travels confidently around, under and over equipment and obstacles 	<p><u>End point</u></p> <ul style="list-style-type: none"> • land safely with control, when performing a range of jumping techniques • perform good running techniques when travelling over different distances • accurately send a ball to a partner or a target • change direction and speed quickly
Y2	Gymnastics	
	<p>Travelling Jumping Balancing Rolling</p>	<p>Vocab: Pike, Straddle, Straight, Star, Tuck, flexibility, balance, body weight, front/rear support, body tension</p>
	<p><u>Required prior knowledge</u> Children should know:</p> <ul style="list-style-type: none"> • move confidently in different ways including speed and direction - in a sequence (combination) • perform a range of jumps with control and balance • perform and link different balances with control and strength • demonstrate a range of rocking and rolling actions 	<p><u>End point</u></p> <ul style="list-style-type: none"> • travelling with body weight supported by hands • perform jumps as part of a sequence with good balance when landing • varying the range of body parts used to balance • perform rocking actions linked with basic shapes, e.g., pike, straddle, tuck
	Health and fitness	
	<p>Running Pace Stamina</p>	<p>Vocab: cardio, stamina, food groups, key muscles, flexibility, agility, strength, hydration</p>
	<p><u>Required prior knowledge</u> Children should know:</p>	<p><u>End point</u></p> <ul style="list-style-type: none"> • identify how and when to move during tagging and chasing games

<ul style="list-style-type: none"> ● identify space and move into it when playing games ● select the appropriate pace for a task ● show resilience 	<ul style="list-style-type: none"> ● increased stamina when running over longer distances ● demonstrate determination to keep moving during a sustained period of activity
<h2>Dance</h2>	
<p>Unison Canon Portraying emotion</p>	<p>Vocab: direction, speed, balance, sequence, beat, timing, levels, control, expression, unison, canon</p>
<p><u>Required prior knowledge</u> Children should know:</p> <ul style="list-style-type: none"> ● link movements to the Olympics theme ● perform a dance that captures the history, culture and emotions linked to theme Olympic origins ● K & U of the history of the modern Olympics and the countries that participate 	<p><u>End point</u></p> <ul style="list-style-type: none"> ● understand what Unison is and how it can improve a performance ● understand what Canon is and how it can improve performance ● identify and use changes of speed to show a theme or portray a message or emotion
<h2>Games</h2>	
<p>Throwing Catching Kicking Striking</p>	<p>Vocab: underarm, control, dribble, speed, rally, accurate, direction, strike</p>
<p><u>Required prior knowledge</u> Children should know:</p> <ul style="list-style-type: none"> ● accurately throw a ball or bean bag to themselves ● consistently chase and stop a rolling ball ● catch a ball or bean bag with some consistency ● kick a ball to a partner with control and some accuracy ● use feet to move a ball around and area, keeping control ● use a racket to strike a ball with some accuracy 	<p><u>End point</u></p> <ul style="list-style-type: none"> ● throw a small/large ball to a partner ● dribble a ball using one or two hands ● kick a ball to a moving partner ● use feet to dribble a ball with changes in speed and direction ● use a racket to strike a ball to a partner in a rally
<h2>Athletics</h2>	

	<p>Jumping Running Throwing Agility</p>	<p>Vocab: control, power, landing, agility, stretch, speed, direction, pacing, accuracy</p>
	<p><u>Required prior knowledge</u> Children should know:</p> <ul style="list-style-type: none"> land safely with control, when performing a range of jumping techniques perform good running techniques when travelling over different distances accurately send a ball to a partner or a target change direction and speed quickly 	<p><u>End point</u></p> <ul style="list-style-type: none"> use techniques to increase the distance of a jump increased stamina when running over longer distances throw accurately at a target with different dynamics; high, low, stationary, and moving increased speed when moving in different directions
Y3	Health & Fitness	
	<p>Running Stamina Personal Best</p>	<p>Vocab: cardio, stamina, food groups, key muscles, flexibility, agility, strength, hydration, heart rate</p>
	<p><u>Required prior knowledge</u> Children should know:</p> <ul style="list-style-type: none"> identify how and when to move during tagging and chasing games increased stamina when running over longer distances demonstrate determination to keep moving during a sustained period of activity 	<p><u>End point</u></p> <ul style="list-style-type: none"> run using changes in speed run for a sustained and increasing period of time challenge themselves to beat a personal best
O.A.A.		
	<p>Collaboration Maps Communication</p>	<p>Vocab: communication, instructions, setting a map, teamwork</p>
	<u>Required prior knowledge</u>	<u>End point</u>

Children should know:	<ul style="list-style-type: none"> • work effectively as a team to complete a challenge • able to 'set' a map • use effective communication skills when providing instructions
Dance	
Timing Create themed actions Fluency	Vocab: direction, speed, balance, sequence, beat, timing, levels, control, expression, unison, canon, fluency, theme
<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> • understand what Unison is and how it can improve a performance • understand what Canon is and how it can improve performance • identify and use changes of speed to show a theme or portray a message or emotion 	<u>End point</u> <ul style="list-style-type: none"> • perform in time with a controlled beat • create new actions that link to the theme • perform movements with greater fluency
Keeping possession	
Range of passing Dribbling Space	Vocab: chest/bounce/overhead pass, target, creating space, possession
<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> • throw a small/large ball to a partner • dribble a ball using one or two hands 	<u>End point</u> <ul style="list-style-type: none"> • use chest, bounce, and overhead pass successfully • use a hockey stick to accurately pass to a stationary target • move a ball with control when using a hockey stick • identify how creating space can help their team to keep possession
Gymnastics	
Travelling	Vocab: Pike fold, lying straddle, dish, arch, flexibility,

Jumping Balancing Rolling	balance, body weight, front/rear support, body tension
<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> • travelling with body weight supported by hands • perform jumps as part of a sequence with good balance when landing • varying the range of body parts used to balance • perform rocking actions linked with basic shapes, e.g., pike, straddle, tuck 	<u>End point</u> <ul style="list-style-type: none"> • adapting travelling movements when on floor or apparatus • high quality of movement when performing a range of jumps • to link and move between different balances • perform sideways rolls with control and body tension
Linking actions	
Striking (bat) Throwing Passing Positioning	Vocab: chest/bounce/overhead pass, target, positioning, accuracy, overarm
<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> • throw a small/large ball to a partner • use a bat to strike a ball to a partner in a rally 	<u>End point</u> <ul style="list-style-type: none"> • use chest, bounce, and overhead pass successfully • strike a ball with accuracy using different techniques • identify when in the correct position to receive the ball • throw a small ball with increasing accuracy, using an overarm technique
Sending and receiving	
Passing Evaluation Striking (Racket)	Vocab: grip, space, forehand, backhand, swing, follow through, improve
<u>Required prior knowledge</u> Children should know:	<u>End point</u> <ul style="list-style-type: none"> • pass a ball and then move into space to receive the ball

<ul style="list-style-type: none"> ● throw a small/large ball to a partner ● use a racket to strike a ball to a partner in a rally 	<p>again</p> <ul style="list-style-type: none"> ● strike a ball using two different techniques ● recognise what they have done well and how to improve
<h2>Athletics</h2>	
<p>Jumping Throwing Running</p>	<p>Vocab: control, take off, power, landing, agility, stretch, speed, direction, pacing, accuracy, push throw</p>
<p><u>Required prior knowledge</u> Children should know:</p> <ul style="list-style-type: none"> ● use techniques to increase the distance of a jump ● increased stamina when running over longer distances ● throw accurately at a target with different dynamics; high, low, stationary, and moving ● increased speed when moving in different directions 	<p><u>End point</u></p> <ul style="list-style-type: none"> ● effective use of take off and landing techniques when jumping for distance ● use a two handed 'push throw' technique with a large ball ● understanding of how to apply pacing during running challenges
<h2>Y4 Health and Fitness</h2>	
<p>Running Stamina Personal Best</p>	<p>Vocab: cardio, stamina, food groups, key muscles, flexibility, agility, strength, hydration, heart rate</p>
<p><u>Required prior knowledge</u> Children should know:</p> <ul style="list-style-type: none"> ● run using changes in speed ● run for a sustained and increasing period of time ● challenge themselves to beat a personal best 	<p><u>End point</u></p> <ul style="list-style-type: none"> ● adjust speed when running over longer distances to ensure the activity is completed ● run for a sustained and increasing period of time ● identify how to improve speed and stamina and apply to beat a previous personal best
<h2>O.A.A.</h2>	
<p>Collaboration Maps Communication</p>	<p>Vocab: leadership, map orientation, listening skills, respect</p>

<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> • work effectively as a team to complete a challenge • able to 'set' a map • use effective communication skills when providing instructions 	<u>End point</u> <ul style="list-style-type: none"> • take on different roles within a team to effectively complete an activity • able to orientate a map • listen to ideas from all members of a team and discuss with respect for each other
<h2>Dance</h2>	
Perform with control Portray a story	Vocab: direction, speed, balance, sequence, beat, timing, levels, control, expression, unison, canon, fluency, theme
<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> • perform in time with a controlled beat • create new actions that link to the theme • perform movements with greater fluency 	<u>End point</u> <ul style="list-style-type: none"> • perform action and balances with increased control and consistency • perform a range of actions and movements that portray a story
<h2>Keeping possession</h2>	
Passing Decision making	Vocab: possession, chest/bounce/overhead pass, control
<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> • identify how creating space can help their team to keep possession • pass a ball and then move into space to receive the ball again • recognise what they have done well and how to improve • use chest, bounce, and overhead pass successfully 	<u>End point</u> <ul style="list-style-type: none"> • identify when the ball has been passed in the correct direct and with the correct technique • select the appropriate technique and time to pass, to avoid a defender and keep possession • select and use a range of passes with a large ball, with control and accuracy
<h2>Gymnastics</h2>	
Travelling	Vocab: Crab, Bridge, contrasting, pencil roll, egg roll,

Jumping Balancing Rolling	flexibility, balance, body weight, body tension
<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> • adapting travelling movements when on floor or apparatus • high quality of movement when performing a range of jumps • to link and move between different balances • perform sideways rolls with control and body tension 	<u>End point</u> <ul style="list-style-type: none"> • evaluate and improve a travelling sequence • to perform a sequence that includes a jump, balance, and a roll
Linking actions	
Striking Agility Passing Coordination	Vocab: grip, direction, stance/positioning, dribble, accurate
<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> • identify when in the correct position to receive the ball • pass a ball and then move into space to receive the ball again • recognise what they have done well and how to improve • use a hockey stick to accurately pass to a stationary target • move a ball with control when using a hockey stick 	<u>End point</u> <ul style="list-style-type: none"> • pass the ball consistently using a correct technique • move well into space to get in a good position to strike the ball • pass a ball to a moving partner using a hockey stick • dribble accurately and with increasing speed using a hockey stick
Sending and receiving	
Striking (Bat/Racket) Throwing Improving performance	Vocab: evaluate, improve, forehand, backhand, grip, swing, follow through, overarm, ready position
<u>Required prior knowledge</u>	<u>End point</u>

<p>Children should know:</p> <ul style="list-style-type: none"> ● strike a ball using two different techniques ● recognise what they have done well and how to improve ● throw a small ball with increasing accuracy, using an overarm technique ● strike a ball with accuracy using different techniques ● identify when in the correct position to receive the ball 	<ul style="list-style-type: none"> ● suggest ways to improve and practises to support them in doing so ● strike the ball accurately and with control using a forehand/backhand technique ● throw a small ball accurately and with increased power using an overarm technique
<h2>Athletics</h2>	
<p>Jumping Throwing Running</p>	<p>Vocab: control, take off, power, landing, agility, stretch, speed, direction, pacing, accuracy, sprint, push throw, standing long jump, momentum</p>
<p><u>Required prior knowledge</u> Children should know:</p> <ul style="list-style-type: none"> ● effective use of take off and landing techniques when jumping for distance ● use a two handed 'push throw' technique with a large ball ● understanding of how to apply pacing during running challenges 	<p><u>End point</u></p> <ul style="list-style-type: none"> ● perform a standing long jump with increased control ● increased power and control when performing a 'push throw' ● able to change pace at different parts of a running activity; sprint finish
<h2>Swimming</h2>	
<p>Buoyancy Stamina 2 x strokes Water safety</p>	<p>Vocab: buoyancy, glide, float, submerge, front crawl, back stroke, breaststroke, self-rescue</p>
<p><u>Required prior knowledge</u> Children should know:</p>	<p><u>End point</u></p> <ul style="list-style-type: none"> ● swim competently and confident over a distance of at least 25 metres ● use a range of identifiable strokes effectively ● perform self-rescue techniques

		<ul style="list-style-type: none"> • knowledge of water safety theory
Y5	Health and Fitness	
	Running Stamina Personal Best	Vocab: cardio, stamina, food groups, key muscles, flexibility, agility, strength, hydration, heart rate
	<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> • adjust speed when running over longer distances to ensure the activity is completed • run for a sustained and increasing period of time • identify how to improve speed and stamina and apply to beat a previous personal best 	<u>End point</u> <ul style="list-style-type: none"> • adjust speed fluently and use effective pacing in a team activity • run for a sustained and increasing period of time • identify how to develop a better technique to beat a previous personal best
	O.A.A.	
	Collaboration Maps Communication	Vocab: map symbols, communication skills
<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> • take on different roles within a team to effectively complete an activity • able to orientate a map • listen to ideas from all members of a team and discuss with respect for each other 	<u>End point</u> <ul style="list-style-type: none"> • identify strengths of the team and suggest ways in which they can become more effective • identify and use a range of symbols on a map • effectively communicate changes to a plan in order to become more successful 	
Dance		
Group performance Expression	Vocab: direction, speed, balance, sequence, beat, timing, levels, control, expression, emotion, unison, canon, fluency, theme	

<p><u>Required prior knowledge</u> Children should know:</p> <ul style="list-style-type: none"> • perform action and balances with increased control and consistency • perform a range of actions and movements that portray a story 	<p><u>End point</u></p> <ul style="list-style-type: none"> • repeat and short movement sequence in time with a beat and other group members • knowledge of how to use expression and emotion to support a theme or character
<p>Sport – equality, diversity, and inclusion</p>	
<p>Understand the role of Sport Identify initiatives Demonstrate in practice</p>	<p>Vocab: equality, diversity and inclusion</p>
<p><u>Required prior knowledge</u> Children should know:</p>	<p><u>End point</u></p> <ul style="list-style-type: none"> • begin to understand the role of PE and Sport in the equality, diversity, inclusion agenda • begin to identify and discuss key programmes and initiatives from within sport that promote equality, diversity, and inclusion • begin to demonstrate understanding through a range of games and activities
<p>Gymnastics</p>	
<p>Jumping Balancing Rolling Reflection</p>	<p>Vocab: Pike, Straddle, Straight, Star, Tuck, Dish, Arch, front and rear support, crab and bridge, fluency, rotation balance, body weight, body tension</p>
<p><u>Required prior knowledge</u> Children should know:</p> <ul style="list-style-type: none"> • evaluate and improve a travelling sequence • to perform a sequence that includes a jump, balance, and a roll 	<p><u>End point</u></p> <ul style="list-style-type: none"> • using rotations to increase the difficulty of a jump • select and use a range of sitting, standing and support shapes in a sequence • changing the starting or finishing position of a roll to increase the difficulty

		<ul style="list-style-type: none"> ● assess the effectiveness of a performance
<h2>Creating space</h2>		
Attacking Defending Passing		Vocab: create space, tactics, attacking play, defending play
<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> ● pass the ball consistently using a correct technique ● move well into space to get in a good position to strike the ball ● identify when the ball has been passed in the correct direct and with the correct technique ● select the appropriate technique and time to pass, to avoid a defender and keep possession ● select and use a range of passes with a large ball, with control and accuracy 		<u>End point</u> <ul style="list-style-type: none"> ● identify how a team can find space to increase the effectiveness of their attacking play ● select and apply appropriate passing skills whilst moving and in a game situation ● move into space after passing a ball, to create space for themselves or others to receive another pass ● identify how to make it more difficult for an attacking team by limiting space available
<h2>Tactics and strategies</h2>		
Improving performance Passing		Vocab: attacking and defending, chest/bounce/overhead pass, improving performance, grip, ready position
<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> ● pass the ball consistently using a correct technique ● move well into space to get in a good position to strike the ball ● pass a ball to a moving partner using a hockey stick ● dribble accurately and with increasing speed using a hockey stick 		<u>End point</u> <ul style="list-style-type: none"> ● identify how a team can improve attacking and defending ● consistently select the most appropriate passing technique for the situation, including the right time to pass ● accurately pass a ball to a partner as part of a small, sided game

<ul style="list-style-type: none"> • identify when the ball has been passed in the correct direction and with the correct technique • select the appropriate technique and time to pass, to avoid a defender and keep possession • select and use a range of passes with a large ball, with control and accuracy 	
<h2>Linking actions</h2>	
Striking (Bat) Identify Space Bowling	Vocab: control, grip, follow through, accuracy, space, pivot, aim, tactics
<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> • suggest ways to improve and practises to support them in doing so • strike the ball accurately and with control using a forehand/backhand technique • throw a small ball accurately and with increased power using an overarm technique 	<u>End point</u> <ul style="list-style-type: none"> • confidently strike a ball with increased control • identify space and strike the ball into the space consistently using different techniques • use a bowling technique with increased accuracy and control • suggest areas with an activity or game that can be improved, including technique and tactics
<h2>Athletics</h2>	
Jumping Throwing Running	Vocab: control, take off, power, landing, agility, stretch, speed, direction, pacing, accuracy, sprint, shot putt throw, stamina
<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> • perform a standing long jump with increased control • increased power and control when performing a 'push throw' • able to change pace at different parts of a running 	<u>End point</u> <ul style="list-style-type: none"> • use a linked combination of jumping techniques with control • perform the technique for a shot putt throw using a small ball • understanding of how to improve stamina

	activity; sprint finish	
Y6	Health and Fitness	
	Running Stamina Personal Best	Vocab: cardio, stamina, food groups, key muscles, flexibility, agility, strength, hydration, heart rate
	<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> • adjust speed fluently and use effective pacing in a team activity • run for a sustained and increasing period of time • identify how to develop a better technique to beat a previous personal best 	<u>End point</u> <ul style="list-style-type: none"> • use a good technique to increase speed over a short distance • run for a sustained and increasing period of time • demonstrate resilience and perseverance when attempting to beat a previous personal best
	O.A.A.	
	Collaboration Maps Communication	Vocab: cardinal points, evaluate, compass
	<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> • identify strengths of the team and suggest ways in which they can become more effective • identify and use a range of symbols on a map • effectively communicate changes to a plan in order to become more successful 	<u>End point</u> <ul style="list-style-type: none"> • support other members of the team using individual strengths • confidently use cardinal points • evaluate a completed activity and listen to ideas to support a plan of how to improve for the next time
	Dance	
	Explore and link actions	Vocab: direction, speed, balance, sequence, beat, timing, levels, control, expression, unison, canon, fluency, theme
	<u>Required prior knowledge</u>	<u>End point</u>

<p>Children should know:</p> <ul style="list-style-type: none"> • repeat and short movement sequence in time with a beat and other group members • knowledge of how to use expression and emotion to support a theme or character 	<ul style="list-style-type: none"> • able to explore and link and range of actions and perform with control and fluency • create and perform a dance that expresses feelings linked to a theme
<h2>Creating space TR</h2>	
<p>Adapting tactics Passing</p>	<p>Vocab: attacking and defending, improving performance, create space, defend space, tactics, agility</p>
<p><u>Required prior knowledge</u> Children should know:</p> <ul style="list-style-type: none"> • identify how a team can find space to increase the effectiveness of their attacking play • select and apply appropriate passing skills whilst moving and in a game situation • move into space after passing a ball, to create space for themselves or others to receive another pass • identify how to make it more difficult for an attacking team by limiting space available 	<p><u>End point</u></p> <ul style="list-style-type: none"> • adapt attacking or defending tactics to improve performance with a focus on creating or limiting space • identify space and work as a team to maximise how it is used when attacking • as a team evaluate the type of pass used, including the positioning of the receiver
<h2>Gymnastics</h2>	
<p>Jumping Balancing Rolling Reflection</p>	<p>Vocab: Pike, Straddle, Straight, Star, Tuck, Dish, Arch, front and rear support, crab and bridge, fluency, rotation balance, body weight, body tension</p>
<p><u>Required prior knowledge</u> Children should know:</p> <ul style="list-style-type: none"> • using rotations to increase the difficulty of a jump • select and use a range of sitting, standing and support shapes in a sequence 	<p><u>End point</u></p> <ul style="list-style-type: none"> • perform a range of shapes which include rotation as part of a sequence • use large body parts to perform a well controlled balance • perform a sequence using a combination of previously

<ul style="list-style-type: none"> changing the starting or finishing position of a roll to increase the difficulty assess the effectiveness of a performance 	<ul style="list-style-type: none"> taught rolls including travelling, jumping, and balancing identify areas of performance and suggest ways in which they can be improved
<h2>Tactics and strategies</h2>	
<p>Improving performance</p> <p>Passing</p> <p>Attacking/defending strategies</p> <p>Transferable skills</p>	<p>Vocab: tactics and strategies, chest/bounce/overhead passing, improving performance</p>
<p><u>Required prior knowledge</u></p> <p>Children should know:</p> <ul style="list-style-type: none"> identify how a team can improve attacking and defending consistently select the most appropriate passing technique for the situation, including the right time to pass accurately pass a ball to a partner as part of a small sided game identify how a team can find space to increase the effectiveness of their attacking play select and apply appropriate passing skills whilst moving and in a game situation move into space after passing a ball, to create space for themselves or others to receive another pass identify how to make it more difficult for an attacking team by limiting space available 	<p><u>End point</u></p> <ul style="list-style-type: none"> identify tactics that are not effective and suggest, as a team, how they can be improved identify appropriate changes in passing techniques that match different tactics i.e., keeping possession with shorter chest passes or creating space with longer overhead passes successfully apply skills and tactics that can be transferred from a different context to the activity
<h2>Inclusive Sport</h2>	
	<p>Vocab:</p>
<p><u>Required prior knowledge</u></p> <p>Children should know:</p> <ul style="list-style-type: none"> begin to understand the role of PE and Sport in the 	<p><u>End point</u></p> <ul style="list-style-type: none"> understand the role of PE and Sport in the equality, diversity, inclusion agenda identify and discuss key programmes and initiatives

<p>equality, diversity, inclusion agenda</p> <ul style="list-style-type: none"> begin to identify and discuss key programmes and initiatives from within sport that promote equality, diversity, and inclusion begin to demonstrate understanding through a range of games and activities 	<p>from within sport that promote equality, diversity, and inclusion</p> <ul style="list-style-type: none"> demonstrate understanding through a range of games and activities
<h2>Linking actions HK</h2>	
<p>Passing <u>Improving performance</u></p>	<p>Vocab: tactics, grip, ready position, improving performance</p>
<p><u>Required prior knowledge</u></p> <p>Children should know:</p> <ul style="list-style-type: none"> confidently strike a ball with increased control suggest areas with an activity or game that can be improved, including technique and tactics identify how a team can improve attacking and defending accurately pass a ball to a partner as part of a small sided game 	<p><u>End point</u></p> <ul style="list-style-type: none"> identify tactics that are not effective and suggest, as a team, how they can be improved successfully apply skills and tactics that can be transferred from a different context to the activity
<h2>Athletics</h2>	
<p>Jumping Throwing Running</p>	<p>Vocab: control, take off, power, landing, agility, stretch, speed, direction, pacing, accuracy, sprint, triple jump, javelin throw stamina</p>
<p><u>Required prior knowledge</u></p> <p>Children should know:</p> <ul style="list-style-type: none"> use a linked combination of jumping techniques with control perform the technique for a shot putt throw using a small ball understanding of how to improve stamina 	<p><u>End point</u></p> <ul style="list-style-type: none"> perform a triple jump with good technique for all 3 elements apply knowledge from other areas to perform a javelin throw with power and some accuracy use the correct starting technique for sprinting activities

Swimming

Buoyancy
Stamina
2 x strokes
Water safety

Vocab: buoyancy, glide, float, submerge, front crawl, back stroke, breaststroke, self-rescue

Required prior knowledge

Children should know:

- some knowledge of water safety

End point

- swim competently and confident over a distance of at least 25 metres
- use a range of identifiable strokes effectively
- perform self-rescue techniques
- knowledge of water safety theory