

PE Overview  
Key Knowledge, Skills and Vocabulary

Year B

What makes Tywardreath Curriculum unique? A clear focus on local, national and global communities, raising multi-cultural awareness, highlighting aspirational female role models, developing skills for life, promoting a respect for our environment, celebrating responsible citizens and providing opportunities to debate and reflect.

The 'Real PE' Curriculum is followed, where children explore the key skills of Balance, Co-ordination and Dynamic Balance to Agility. Alongside this, children learn and apply physical skills, personal, social, cognitive and creative skills, whilst showing a knowledge and understanding of health and fitness. In order to be physically confident in a way which supports health and fitness, these skills will be applied and embedded through the following physical sports and activities All children will also take part in weekly swimming lessons.

|                                | EYFS   | Year 1 and 2  | Year 3 and 4  | Year 5 and 6  |
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| Autumn 1                       | Marvellous Me!<br>Celebrations   | Explorers Through Time  | Who you going to call?  | A Child's War   |
|                                | Personal (EYFS)<br>Co-ordination: footwork<br>Static Balance: one leg  | Creative (Y1/2)<br>Coordination: Ball Skills<br>Counter Balance: with a partner   | Creative (Y3 / 4)<br>Co-ordination: sending and receiving<br>Counter balance: with a partner  | Creative<br>Static balance: seated<br>Static balance: floor work  |
| National Curriculum Objectives | <u>Development Matters</u><br>To become an <b>Amazing Athlete</b> who can show strength, balance and co-ordination when playing, move confidently and safely in a variety of different ways, use a range of equipment. | 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 both individually and with others.<br>Master basic movements including running. Jumping, throwing and catching as well as developing balance, agility, and coordination and begin to apply these to a range of activities.<br>Participate in team games, developing simple tactics. | Pupils should be taught to:<br>Master basic movements to include running, jumping, throwing and catching.<br>Develop balance, agility and co-ordination.<br>Use throwing and catching in isolation and in combination.<br>Play competitive games and modify where appropriate<br>Compare their performances with previous ones and demonstrate improvement. | Pupils should enjoy communicating, collaborating and competing with each other<br><br>Play competitive games and apply basic principles for attacking and defending<br><br>Compare their performance with previous ones and demonstrate improvement to achieve their personal best. |
| Key Knowledge                  | EXS: I enjoy working on simple tasks with help   | I know how to help myself balance<br>I know how to use balls in different ways  | I know different ways of throwing and can explain which are most effective for specific games.  | I know different ways to throw a ball depending on the game and situation   |

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|   | <p>EXC: I can follow instructions and practise safely</p> <p>EXC: I can work on simple tasks by myself</p> | <p>I know how to support myself in different ways when balancing</p> <p>I know different ways to balance</p> <p>I know I can balance on my own and with a partner</p> <p>I know why it is important to cooperate with my friends</p>   | <p>I know different ways of passing a ball and can explain the skills needed to do this.</p> <p>I know different ways of receiving a ball and can explain why I have used a method relating it to the game and equipment being used.</p> <p>I know why it is important to warm up and cool down.</p> <p>I know how to lead a healthy lifestyle and can explain why this is important.</p> <p>I know that games have rules and understand why these are important.</p> <p>I know there are skills that I can apply to a range of different games</p> <p>I know different ways to challenge myself</p> <p>I know there are different ways to pass a ball depending on the equipment and the game</p> | <p>I know why attacking and defending are important in a game and how to do this fairly and safely</p> <p>I know different games where the skills learnt can be applied</p> <p>I know how to keep myself and others safe</p> <p>I know why it is important to warm up and cool down</p> <p>I know what happens to my body when I exercise.</p>        |
| <p><b>Key Skills and Sequence of Learning</b></p> | <p>Warm Up</p> <p>Skill</p> <p>Application of Skill</p> <p>Review</p>                                      | <p>I can follow simple instructions</p> <p>I can name some things I am good at</p> <p>I can begin to order instructions, movements and skills</p> <p>With help, I can recognise similarities and differences in performance and explain why someone is working or performing well/</p> | <p>I can understand the simple tactics of attacking and defending</p> <p>I can explain what I am doing well and I have begun to identify areas for improvement.</p>  | <p>I can understand ways to judge performance and I can identify specific parts to work upon.</p> <p>I can use my awareness of space and others to make good decisions.</p> <p>Challenge – I can review, analyse and evaluate my own and others strengths and weaknesses.</p> <p>I can read and react to different game situations as they arise.</p> |
| <p><b>Key Vocabulary</b></p>                      | <p>Balance, move, co-ordination</p>  | <p>Pass, throw, tactic, team, technique, route, changeover, balance, partner, weight, base, wide, narrow, height, pull, push, apparatus , cooperate</p>  | <p>Send, receive, throw, catch, pass, dominant, non-dominant, evaluate, improve, co-ordination</p>   | <p>Throw, pass, score, point, attack, defend, technique, competition, personal best, collaborate, balance, support, muscles, core, strength strike, stance,</p>   |

|                                | EYFS   | Year 1 and 2                                  | Year 3 and 4   | Year 5 and 6   |
|--------------------------------|--|---|--|--|
| Autumn 2                       | Marvellous Me!<br>Celebrations   | Where's our Kingdom?                          | Where can we go?   | Is There Anybody Out There?  |
|                                | Social (EYFS)<br>Dynamic: Balance to Agility<br>Static: Balance - Seated   | Dance   | Outdoor and Adventurous  | Netball  |
| National Curriculum Objectives | <u>Development Matters</u><br>To become an <b>Amazing Athlete</b> who can show strength, balance and co-ordination when playing, move confidently and safely in a variety of different ways, use a range of equipment. | Perform dances using simple movement patterns | Take part in outdoor and adventurous activity challenges both individually and within a team | Pupils should be taught to:<br>Use running, throwing and catching in isolation and in combination<br>Play competitive games<br>Apply basic skills such as attacking and defending<br>Compare their performance with previous ones and demonstrate improvement to meet their personal best. |

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| <p><b>Key Knowledge</b></p>                       | <p>EXS: I can play with others and take turns and share with help</p> <p>EXC: I can work sensibly with others, taking turns and sharing</p> <p>EXC: I can work sensibly with others</p> | <p>I know how to link movements to create a dance</p> <p>I know how to move in different ways</p> <p>I know how to evaluate my own work and that of others.</p>   | <p>I know how to work as a team</p> <p>I know how to take responsibility</p> <p>I know how to work in different ways</p> <p>I know how to follow a map and recognise symbols.</p>   | <p>I know different ways to keep myself healthy and can explain why these are important.</p> <p>I know why it is important to warm up and cool down and can explain the affect this has on the body.</p> <p>I know how to apply different skills to a game and I can analyse and improve my skills and those of others.</p> <p>I know different games in which learnt skills can be applied and explain why these skills are useful.</p>  |
| <p><b>Key Skills and sequence of learning</b></p> | <p>Warm Up</p> <p>Skill</p> <p>Application of Skill</p> <p>Review</p>   | <p>Copy some moves</p> <p>Develop control of movement using:</p> <p>Actions (WHAT) – travel, stretch, twist, turn, jump</p> <p>Space (WHERE) – forwards, backwards, sideways, high, low, safely showing an awareness of others</p> <p>Relationships (WHO) – on own and with a partner by teaching each other 2 movements to create a dance with 4 actions</p> <p>Dynamics (HOW) – slowly, quickly, with appropriate expression</p> <p>Use own ideas to sequence dance</p> <p>Sequence and remember a short dance</p> <p>Move spontaneously showing some control and co-ordination</p> <p>Move with confidence when walking, hopping, jumping, landing</p> <p>Move with rhythm in the above actions</p> <p>Demonstrate good balance</p> <p>Move in time with music</p> | <p>Begin to follow a map within a familiar space</p> <p>Orientate simple maps and plans</p> <p>Mark control points in correct position on map or plan</p> <p>Find way back to a base point</p> <p>Co-operate and share roles within a group</p> <p>Listen to each other’s ideas when planning a task and adapt</p> <p>Take responsibility for a role within the group</p> <p>Recognise that some outdoor adventurous activities can be dangerous</p> <p>Follow rules to keep self and others safe</p> <p>Select appropriate equipment/route/people to solve a problem successfully</p> <p>Choose effective strategies and change ideas if not working</p> | <p>I can use combinations of skills confidently in sport specific situations.</p> <p>I can perform a range of skills fluently and accurately in practice situations.</p> <p>I can effectively transfer skills and movements across a range of activities and sports.</p> <p>I can perform a variety of skills consistently and effectively in challenging or competitive situations.</p> <p>I can develop techniques of a variety of skills to maximise team effectiveness</p> <p>I can use tactics when defending or attacking</p> <p>I can apply learnt skills to a range of competitive games</p> <p>I can apply fair rules to games.</p> <p>catch a netball with two hands with some confidence and success; • use elements of the correct technique for the chest pass, with some success;</p> <ul style="list-style-type: none"> <li>• use elements of the correct technique for the shoulder pass, with some success;</li> <li>• catch a netball with one and two hands with some confidence and success;</li> </ul> |

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|  |  | <p>Co-ordinate arm and leg actions (e.g. march and clap)</p> <p>Interact with a partner (e.g. holding hands, swapping places, meeting and parting)</p> <p>Respond to own work and that of others when exploring ideas, feelings and preferences</p> <p>Recognise the changes in the body when dancing and how this can contribute to keeping healthy</p> | <ul style="list-style-type: none"> <li>• use elements of the correct technique for the bounce pass, with some success;</li> <li>• use elements of the correct technique for the overhead pass, with some success;</li> <li>• use more than one type of netball pass in a game situation;</li> <li>• land in different ways without the ball and begin to coordinate catching the ball with different landings;</li> <li>• pivot using the correct footwork in activities that focus only on this skill and begin to combine the skill of pivoting with other learnt netball skills;</li> <li>• understand the footwork rule and sometimes demonstrate their understanding in a game situation;</li> <li>• move at different speeds and in different directions in specific drills to practise this and sometimes effectively in a game scenario;</li> <li>• know how to dodge and lead and sometimes apply these attacking moves to outwit a defender in specific drills to practise these skills;</li> <li>• apply some of the attacking movement skills they have learnt to outwit a defender with some success in a game;</li> <li>• know how to mark an opposition player who is in possession of the ball (marking the ball) and sometimes adopt elements of the correct technique when doing this in a game;</li> <li>• know how to mark an opposition player who is not in possession of the ball (marking the player) and sometimes adopt elements of the correct technique when doing this in a game;</li> </ul> |
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|                       |   |   |   | <ul style="list-style-type: none"> <li>perform some elements of the shooting technique in isolation and sometimes in a competitive game</li> <li>understand and sometimes use attacking and defending skills to contribute towards the success of their team;</li> </ul> |
| <b>Key Vocabulary</b> | Balance, move, co-ordination, share, take turns, jump, land, seated balance | Compose, perform, travel, twist, turn, movement, slow, quick, speed, sequence, control, coordination, rhythm, respond, evaluate | Orienteering, map, symbol, team leadership, evaluate, responsibility, | Balance, agility, throw, catch, pivot, attack, defend, position, analyse, improve, evaluate, challenge, compete, react, reaction, respond, dodge, footwork, mark health, well-being, cardiovascular, heart, muscle,  |

|                                       | EYFS   | Year 1 and 2  | Year 3 and 4  | Year 5 and 6   |
|---------------------------------------|--|---|---|--|
| <b>Spring 1</b>                       | <b>Our Wonderful World<br/>Let's Go On An Adventure</b>  | <b>Traps, Trams and Trains</b>  | <b>Davy Shines the Light!</b>   | <b>Ancient Egyptians – original farmers?</b>   |
|                                       | <b>Cognitive (EYFS)</b><br>Dynamic: Balance on a Line<br>Static: Balance - Stance  | <b>Applying Physical (Y1)</b><br>Coordination: sending and receiving<br>Agility: Reaction/Response  | <b>Physical</b><br>Skill: Agility – reaction/response<br>Static balance: floor work   | <b>Real Dance – Physical</b><br><b>Static balance: one leg</b><br><b>Dynamic balance to agility: jumping and landing</b> |
| <b>National Curriculum Objectives</b> | <b>Development Matters</b><br>To become an <b>Amazing Athlete</b> who can show strength, balance and co-ordination when playing, move confidently and safely in a variety of different ways, use a range of equipment. | Pupils should develop fundamental movements skills, become increasingly competent and confident, and access a broad range of opportunities to extend their agility, balance and coordination. They should engage in competitive (both against self and against others) physical activities in a range of increasingly challenging situations. Pupils should engage in competitive and cooperative physical activities, in a | 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 movements.<br>Use throwing and catching in isolation and in combination<br>Compare their performance with previous ones and demonstrate | Perform dances using a range of movement patterns  |

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|  |  | range of increasingly challenging situations.<br>Participate in team games, developing simple tactics for attacking and defending.   | improvement to reach their personal best.  |  |
| <b>Key Knowledge</b>                       | EXS: I can follow simple instructions<br><br>EXC: I can name some things I am good at<br><br>EXC: I can understand and follow simple rules | I know how to move in different ways<br>I know how I can link movements together<br>I know different ways to make my reaction time quicker – how I move, watching the ‘dropper’, having my hands ready<br>I know why we need to attack and defend in a game<br>I know different ways to attack and defend<br>I know the rules of different games and I know why it is important we follow rules. | I know why reaction and response skills are important in a range of games.<br>I know why it is important to control my movements<br>I know there are different skills that are useful in different contexts and games.<br>I know different ways to challenge myself and my peers.<br>I know why reaction and response skills are important in a range of games.<br>I know why it is important to control my movements<br>I know there are different skills that are useful in different contexts and games.<br>I know different ways to challenge myself and my peers. | Move in a way that reflects the music.<br><ul style="list-style-type: none"> <li>• Perform dances in both canon and unison, with clarity and confidence.</li> <li>• Explore and practice movement ideas inspired by a stimulus.</li> <li>• Explore, improvise, and combine movement ideas fluently and effectively.</li> <li>• Perform movements to an audience with rhythm and confidence.</li> </ul> |
| <b>Key Skills and sequence of learning</b> | Warm Up<br>Skill<br>Application of Skill<br>Review   | I can move confidently in different ways.<br>I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together.  | I can perform and repeat longer sequences with clear shapes and controlled movement.<br>I can select and apply a range of skills with good control and consistency   | Create longer, challenging dance phrases/dances<br>Select appropriate movement material to express ideas/thoughts/feelings<br>Develop movement using;<br>Actions (WHAT); travel, turn, gesture, jump, stillness<br>Space (WHERE); formation, direction, level, pathways  |

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|                       |  | I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed. |  | <p>Relationships (WHO); solo/duo/trio, unison/canon/ contrast</p> <p>Dynamics (HOW) explore speed, energy (e.g. heavy/light, flowing/sudden)</p> <p>Choreographic devices; motif, motif development, repetition, retrograde (performing motifs in reverse)</p> <p>Link phrases to music</p> <p>Perform dance to an audience showing confidence and clarity of actions</p> <p>Show co-ordination, control, alignment, flow of energy and strength (Technical Skills)</p> <p>Show focus, projection, sense of style and musicality (Expressive Skills)</p> <p>Demonstrate a wide range of dance actions – travel, turn, gesture, jump and stillness</p> <p>Demonstrate dynamic qualities – speed, energy, continuity, rhythm</p> <p>Demonstrate use of space – levels, directions, pathways, size and body shape</p> <p>Demonstrate different relationships – mirroring, unison, canon, complementary and contrasting, body part to body part and physical contact</p> <p>Show an awareness of different dance styles, traditions and aspects of their historical/social context</p> <p>Understand and use dance vocabulary</p> <p>Understand why safety is important in the studio</p> <p>Compare and evaluate their own and others' work</p> |
| <b>Key Vocabulary</b> | Balance, move, co-ordination, share, take turns, jump, land, seated balance, rules, instructions | Reaction, fast, slow, respond, drop, catch, height, bounce, move, explore,   | Reaction, response, personal best, improve, evaluate, control, consistency, throw, motion, bounce, | Sequence, phrase, express, travel, turn, gesture, formation, direction, unison,  |



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|                  |  | run, skip, hop, travel, bounce, technique, sequence, | coach, attack, defend, possession, tactics, competitive, challenge , sequence, height, change, speed, dance, sequence, | canon, speed, dynamic, rhythm, relationship, evaluate, |
| Specialist coach |  |  |  |  |

|                                | EYFS   | Year 1 and 2  | Year 3 and 4   | Year 5 and 6   |
|--------------------------------|--|---|--|--|
| Spring 2                       | Our Wonderful World<br>Let's Go On An Adventure  | A Land Down Under!  | How Mighty is a Mountain?  | Who lives in Rio?  |
|                                | Creative (EYFS)<br>Coordination: Ball Skills<br>Counter Balance: with a partner  | Fitness   | Gymnastics (Real Gym)  | Rugby<br>Cornish Pirates   |
| National Curriculum Objectives | <u>Development Matters</u><br>To become an <b>Amazing Athlete</b> who can show strength, balance and co-ordination when playing, move confidently and safely in a variety of different ways, use a range of equipment. | Master basic movements including running, jumping, throwing and catching as well as developing agility, balance and coordination and begin to apply these to a range of activities.                   | Develop flexibility, strength, technique. Control and balance  | For instance:<br>Develop techniques of a variety of skills to maximise team effectiveness<br>Use the skills e.g. of throwing and catching to gain points in competitive games (fielding)<br>Use tactics when attacking or defending<br>Apply rules of fair play to competitive games |
| Key Knowledge                  | EXS: I can observe and copy others<br><br>EXC: I can describe different movements<br><br>EXC: I can explore different movements  | I know how to move and jump in different ways.<br>I know how to develop my balance and coordination skills.<br>I know to develop my balance, control and coordination skills when moving and jumping. | Find different ways of using a shape, balance, or travel, and link them to make actions and sequences of movement.<br>• Show control, accuracy and fluency of movement when performing | I know how to apply skills to a game<br>I know there are rules to a game and can play a game fairly.<br>I know different types of passes that are used.<br>I know how to make tactical decisions to maximise team effectiveness.   |

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|   |   | <p>I know how to work well as part of a team and apply different skills.</p> <p>I know different ways to keep healthy. I know how to develop my stamina and speed.</p> <p>I can complete exercises with good energy and focus.</p>   | <p>actions on your own and with a partner.</p> <ul style="list-style-type: none"> <li>• Devise and perform a gymnastic sequence, showing a clear beginning, middle and end.</li> <li>• Create, perform, and repeat a combination of actions that include changes of dynamic e.g. changes of level, speed and direction, and clarity of shape.</li> <li>• Collaborate with others.</li> </ul>  | <p>I know how to evaluate my leaning and set myself goals.</p> <p>I know how to work as a team and can take on the role of a leader.</p>   |
| <p><b>Key Skills and sequence of learning</b></p> | <p>Warm Up</p> <p>Skill</p> <p>Application of Skill</p> <p>Review</p> | <p>To move at speed in a safe way</p> <p>To be able to jump and land safely in different ways</p> <p>To be able to explore different types of balance.</p> <p>To develop coordination skills and apply to different activities.</p> <p>To be able to apply movement, balance and coordination skills to different activities.</p> <p>To be able to work as part of a team</p> <p>To know how to keep our bodies healthy.</p> <p>To be able to develop speed and stamina</p> <p>To be able to have good energy and focus when competing in an activity.</p> | <p>Perform a gymnastic sequence with clear changes of speed, 3 different balances with 3 different ways of travelling</p> <p>Work with a partner to create a sequence. From starting shape move together by e.g. travelling on hands and feet, rolling, jumping. Then move apart to finish</p> <p>Explore and develop use of upper body strength taking weight on hands and feet – front support (press up position) and back support (opposite)</p> <p>NB: ensure hands are always flat on floor and fingers point the same way as toes</p> <p>Explore balancing on combinations of 1/2/3/4 “points” e.g. 2 hands and 1 foot, head and 2 hands in a tucked head stand</p> <p>Balance on floor and apparatus exploring which body parts are the safest to use</p> | <p>I can expertly use the correct grip while moving with the ball and be able to pass it effectively;</p> <p>I can pass the ball with control and accuracy to the left and the right, using the correct technique while stationary;</p> <p>I can confidently catch a rugby ball using different techniques;</p> <p>I can pass the ball with control and accuracy to the left and the right, using the correct technique while moving at pace;</p> <p>I can support a teammate in possession of the ball to be able to receive a pass;</p> <p>I can confidently use the sidestep to get around a passive defender at pace and perform this skill with success;</p> <p>I can explain and demonstrate the rules of tagging with confidence and supports others in achieving this;</p> |

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|                       |   |   | <p>Explore balancing with a partner:<br/>facing, beside, behind and on different levels</p> <p>Move in and out of balance fluently</p> <p>Use a variety of rolling actions to travel on the floor and along apparatus</p> <p>Travel with a partner; move away from and together on the floor and on apparatus</p> <p>Travel at different speeds e.g. move slowly into a balance, travel quickly before jumping</p> <p>Travel in different pathways on the floor and using apparatus, explore different entry and exit points other than travelling in a straight line on apparatus</p> <p>Explore leaping forward in stag jump, taking off from one foot and landing on the other (on floor and along bench controlling take-off and landing)</p> <p>Add a quarter or half turn into a jump before landing</p> <p>Make a twisted shape in the air and control landing by keeping body upright throughout the twisting action</p> | <p>I can avoid being tagged in a variety of ways, including passing the ball to a teammate, sidestepping and dodging a defender and using the space effectively;</p> <p>I can confidently intercept the ball to win possession for their team and set up an attack;</p> <p>I can make appropriate and informed tactical decisions in both defence and attack and support their teammates in also making these decisions;</p> <p>I can consistently and confidently use a range of attacking and defending skills to contribute to the success of their team;</p> <p>I can show knowledge of the rules of tag rugby and confidently explain them to help others with their understanding of them too;</p> <p>I can identify and describe the effectiveness of their own and others performance and give suggestions for improvement.</p> |
| <b>Key Vocabulary</b> | Balance, move, co-ordination , share, take turns, jump, land, seated balance, throw, catch, partner | Agility, balance, coordination, speed, stamina, control, focus, team work, jump, land, move, travel | Travel, speed, dynamic, level, movement, control, agility, balance, coordination, turn, jump, land,  | Reaction, response, personal best, improve, evaluate, control, consistency, throw, motion, bounce, coach, attack, defend, possession, tactics, competitive, challenge , sequence, height, change, speed, dance, sequence,   |

|          | EYFS   | Year 1 and 2  | Year 3 and 4  | Year 5 and 6                                  |
|----------|--|---|---|---|
| Summer 1 | The Great Outdoors<br>Fun at the Seaside               | The Unsinkable Ship?                                  | What did the Greeks ever do for us?                   | Stone Age - Carving the way forward?          |
|          | Physical (EYFS)<br>Coordination: Sending and Receiving | Health and Fitness (Y1 / 2 )<br>Agility: Ball chasing | Health and Fitness ( Y3 / 4)<br>Agility: Ball chasing | Health and Fitness<br>Static Balance: One leg |

|                                       | <b>Agility: Reaction / Response</b>   | <b>Static balance: floor work</b>  | <b>Static balance: stance</b>   | <b>Coordination: footwork</b>   |
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| <b>National Curriculum Objectives</b> | <p><b>Development Matters</b></p> <p>To become an <b>Amazing Athlete</b> who can show strength, balance and co-ordination when playing, move confidently and safely in a variety of different ways, use a range of equipment.</p> | <p>Pupils should develop fundamental movement skills, become increasingly competent and confident, and access a broad range of opportunities to extend the agility, balance and coordination individually and with others.</p> <p>They should be able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should master basic movements including running, jumping, throwing and catching.</p> <p>Participate in team games, developing simple tactics for attacking and defending</p> | <p>Pupils should continue to apply and develop a different range of skills and to use them in different ways.</p> <p>They should enjoy communicating and collaborating with each other.</p> <p>Use running, jumping, throwing and catching in isolation and combination.</p>  | <p>Pupils should play competitive games and apply basic skills such as attacking and defending</p> <p>XC science – recognise the impact of diet and exercise on the way their bodies function</p>   |
| <b>Key Knowledge</b>                  | <p>EXS: I can move confidently in different ways</p> <p>EXC: I can perform a small range of skills and link two movements together</p> <p>EXC: I can perform a single skill or movement with some control</p>                     | <p>I know why I need to keep fit and healthy</p> <p>I know some different ways to keep myself healthy</p> <p>I know what happens to my body when I exercise.</p> <p>I know how to keep myself safe when exercising</p> <p>I know what happens to my body when I exercise</p> <p>I know why we have to warm up and cool down.</p> <p>I can name some different balances.</p>  | <p>I know why it is important to warm up and cool down</p> <p>I know different ways of warming up and cooling down</p> <p>I know the affect that exercise has on my body</p> <p>I know why it is important to work as a team and what makes a team effective.</p> <p>I know how to use equipment safely</p> <p>I know what happens to my body when I exercise</p> <p>I know how to lead a healthy lifestyle</p> | <p>I know why it is important to keep fit and healthy</p> <p>I know different ways to keep myself and others fit and healthy</p> <p>I know how different exercises affect our bodies and their muscles</p> <p>I know why it is important to warm up and cool down and I know the affect this has on our body.</p> <p>I know that different sports need different tactics in order to score points.</p> <p>I know different ways in which attacking and defending can help in different games.</p> |
| <b>Key Skills and</b>                 | <p>Warm Up</p> <p>Skill</p> <p>Application of Skill</p> <p>Review</p>   | <p>I am aware of the changes to the way I feel when I exercise.</p> <p>I am aware of why exercise is important for good health I can say how my body</p>   | <p>I can describe how and why my body changes during and after exercise. I can explain why we need to warm up and cool down.</p>  | <p>I can describe the basic fitness components and explain how often and how long I should exercise to be healthy.</p>  |

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| <b>Sequence of Learning</b> |   | feels before, during and after exercise. I use equipment appropriately and move and land safely.  |  | I can record and monitor how hard I am working.   |
| <b>Key Vocabulary</b>       | Balance, move, co-ordination , share, take turns, jump, land, seated balance, throw, catch, partner | Body, muscles, heart, heart rate, faster, slower, warm up, cool down, relay race, combination, movement, pattern, bounce, support, balance, Position, movement, roll, push, chase, speed, control, support, front support, back support, bounce | Warm up, cool down, muscles, injury, heart rate, oxygen, blood , position, movement, throw, roll, direction, accurate, strike, push, control, challenge, team work, cooperation. | Health, fitness, cardiovascular, diet, warm up, cool down, muscles, heart rate, throw, catch, aim, dodge, tactic, attack, defend, rules |

|                                     | EYFS   | Year 1 and 2  | Year 3 and 4  | Year 5 and 6  |
|-------------------------------------|--|---|---|---|
| Summer 2                            | The Great Outdoors<br>Fun at the Seaside   | My Ocean, Your Ocean, Our Ocean   | Protect Our World: Earth Matters  | Guardians of the Rainforest   |
|                                     | Health and Fitness (EYFS)<br>Agility: Ball Chasing<br>Static Balance: Floor Work   | Athletics   | Athletics   | Athletics   |
| National Curriculum Objectives      | <u>Development Matters</u><br>To become an <b>Amazing Athlete</b> who can show strength, balance and co-ordination when playing, move confidently and safely in a variety of different ways, use a range of equipment. | Master basic movements including running, jumping, throwing and catching as well as developing agility, balance and coordination and begin to apply these to a range of activities.   | Pupils should understand how to improve in physical activities and sports and learn how to evaluate and recognise their own success.<br>Pupils should be taught:<br>To use running, jumping, throwing and catching in isolation and in combination. Compare their performance to previous ones and demonstrate improvement to meet their personal best. | Pupils should understand how to improve in physical activities and sports and learn how to evaluate and recognise their own success.<br>Pupils should be taught:<br>To use running, jumping, throwing and catching in isolation and in combination. Compare their performance to previous ones and demonstrate improvement to meet their personal best. |
| Key Knowledge                       | EXS: I am aware of the changes to the way I feel when I exercise<br><br>EXC: I am aware of why exercise is important for good health   | I know how to run differently at different speeds<br>I know different ways to throw an object<br>I know different ways to jump and land   | I know there are different disciplines that make up athletics.<br>I know some famous British athletes and can talk about their successes.<br>I know there are different ways to run, jump and throw and can explain.<br>I know that in order to be my best I need to practice and be resilient.   | I know there are different disciplines that make up athletics.<br>I know some famous British athletes and can talk about their successes.<br>I know there are different ways to run, jump and throw and can explain.<br>I know that in order to be my best I need to practice and be resilient.   |
| Key Skills and Sequence of Learning | Warm Up<br>Skill<br>Application of Skill<br>Review   | Run for 1 minute<br>Show differences in running at speed and jogging<br>Use different techniques to meet challenges<br>Describe different ways of running<br>Perform the 5 basic jumps (2-2, 2-1, 1-2, 1-1 same foot, 1 to 1 landing on other foot) | I can explain why I need to warm up and cool down<br>I can run smoothly at different speeds<br>I can sustain and pace myself over longer distances<br>I can watch a describe different aspects of running ( what the arms and legs are doing)   | I can explain why warming up affects performance<br>I can set realistic targets for myself<br>I can identify parts of my performance that need to be improved<br>I can sustain pace when running over longer distances ( 2mins)<br>I can perform relay change overs   |

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|                         |  | <p>Perform combinations of the above</p> <p>Show control at take-off and landing</p> <p>Describe different ways of jumping</p> <p>Explain what is successful or how to improve</p> <p>Throw into targets</p> <p>Perform a range of throwing actions e.g. rolling, underarm, overarm</p> <p>Describe different ways of throwing</p> <p>Explain what is successful or how to improve</p> | <p>With help I can set myself targets for long and short distance running.</p> <p>I can perform combinations of jumps</p> <p>I can choose different styles of jumping</p> <p>I can watch and describe specific aspects of jumping</p> <p>I can explore different styles of throwing – pulling, pushing and slinging ( to prepare for javelin, shot out and discus)</p> <p>I can throw with greater control</p> <p>I can consistently hit a target with a range of implements</p> <p>I can watch and describe specific aspects of throwing</p> | <p>I can demonstrate a range of jumps showing power, control and consistency at both take off and landing</p> <p>I can throw with greater accuracy, control and efficiency of movement using pulling, pushing and slinging actions.</p>                             |
| <b>Key Vocabulary</b>   | Balance, move, co-ordination , share, take turns, jump, land, seated balance, throw, catch, partner, exercise, good health | Run, jog, speed, throw, roll, pass, jump, land, control, safe  | Athletics, athlete, run, sprint, long distance, pace, technique, jump long jump, power, control, height, accuracy, pull, push, sling, throw, javelin, shot put, discus, warm up, cool down, muscles, heart, stamina, performance, target, improve, evaluate, relay,   | Athletics, athlete, run, sprint, long distance, pace, technique, jump long jump, power, control, height, accuracy, pull, push, sling, throw, javelin, shot put, discus, warm up, cool down, muscles, heart, stamina, performance, target, improve, evaluate, relay, |
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