



Term	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Autumn Unit and key vocab</b>	<p><b>Aut 1 Locomotion</b> Walking and Jumping <b>Vocabulary:</b> defender, change of direction, space, speed, walking, marching, tag.</p> <p><b>Aut 2 Ball Skills Hands 1</b> <b>Vocabulary:</b> space, control, defender, bouncing, rolling, pushing.</p>	<p><b>Aut 1 Locomotion: Running</b> <b>Vocabulary:</b> attacker, defender, space, speed, acceleration, tagging, tag.</p> <p><b>Aut 2 Ball Skills Hands 1</b> <b>Vocabulary:</b> possession, space, control, attacker, dribbling, accuracy, power.</p>	<p><b>Aut 1 Locomotion: Dodging</b> <b>Vocabulary:</b> attacker, defender, space, dodge, tagging, tag.</p> <p><b>Aut 2 Ball Skills Hands 1</b> <b>Vocabulary:</b> attacker, defender, opponent, team, dribbling, chest pass.</p>	<p><b>Aut 1 Invasion Basketball</b> <b>Vocabulary:</b> attacker, defender, dribbling, possession, triple threat, chest pass.</p> <p><b>Aut 2 Invasion Handball</b> <b>Vocabulary:</b> attacker, defender, space, possession, shoulder pass.</p>	<p><b>Aut 1 Invasion: Basketball</b> <b>Vocabulary:</b> possession, marking, space, bounce pass, pivot.</p> <p><b>Aut 2 Invasion Handball</b> <b>Vocabulary:</b> attacker, defender, transition, marking, free pass/throw, intercepting, shooting.</p>	<p><b>Aut 1 Invasion: Basketball</b> <b>Vocabulary:</b> tactics, transition, marking, rebound, travelling, double dribble.</p> <p><b>Aut 2 Invasion: Netball</b> <b>Vocabulary:</b> tactics, transition, possession, marking, shoulder pass, bounce pass.</p>	<p><b>Aut 1 Invasion Basketball</b> <b>Vocabulary:</b> tactics, transition, counter attack, high press, backcourt violation, man-to-man marking.</p> <p><b>Aut 2 Invasion: Netball</b> <b>Vocabulary:</b> tactics, transition, umpire, netball positions, marking.</p>
<b>Autumn Core Concepts</b>	<p><b>Aut 1 Locomotion</b> The focus of learning is to:  Explore walking using different body parts in different directions, at different levels and at different speeds.</p>	<p><b>Aut 1 Locomotion: Running</b> The focus of the learning is to:  Explore running using different body parts and different techniques and</p>	<p><b>Aut 1 Locomotion: Dodging</b>  The focus of the learning is:  To explore dodging and learn how to dodge effectively.</p>	<p><b>Aut 1 Invasion Basketball</b> The focus of the learning is:  To introduce dribbling in order to keep control and possession of the ball.</p>	<p><b>Aut 1 Invasion Basketball</b> The focus of the learning is:  To refine dribbling in order to keep control and possession of the ball.</p>	<p><b>Aut 1 Invasion: Basketball</b>  The focus of the learning is:  To refine dribbling and passing skills, combining them to create an attack</p>	<p><b>Aut 1 Invasion: Basketball</b>  The focus of the learning is to:  Consolidate children's ability to use passing, dribbling and</p>

<p>Explore how we walk using our head, arms and feet, applying an effective walking technique.</p> <p>Experience sustained walking following a route and instructions.</p> <p>Apply their learning about walking developing into marching.</p> <p>Apply their understanding of walking, applying it into a game.</p> <p><b>Aut 2 Ball Skills Hands 1</b></p> <p>The focus of the learning is to:</p> <p>Explore different ways of using our hands to move with a ball, keeping control. Explore different ways of pushing, rolling, bouncing a ball with a partner.</p> <p>Learn the meaning of the word control and start to understand why it is important to keep the ball close to them.</p> <p>Continue to explore and develop different ways of bouncing a ball whilst moving into a space.</p> <p>Work with a partner and begin to understand why it is important to be part of a team.</p> <p>Learn the meaning of the word defender and what this means when playing games.</p>	<p>begin to understand how to run efficiently.</p> <p>Develop their running technique applying it into a game.</p> <p>Apply knowledge of how to run and where to run, while exploring running at different speeds.</p> <p>Apply the correct technique of running as fast as we can in a racing context.</p> <p>Apply understanding and application of running over a longer duration and as part of a team.</p> <p>Apply their understanding of running, applying it into a competitive game.</p> <p><b>Aut 2 Ball Skills Hands 1</b></p> <p>The focus of the learning is to:</p> <p>Develop bouncing.</p> <p>Understand why we need to keep ball away from defender.</p> <p>Learn different ways of sending (passing) ball to partner.</p> <p>Learn different ways of sending ball using hands.</p> <p>Learn why and how we aim when sending a ball.</p> <p>Introduce sending with control.</p> <p>Introduce aiming with accuracy.</p>	<p>Develop dodging technique and apply this into games.</p> <p>Develop an understanding of why it is important to dodge in games.</p> <p>Apply knowledge of how, where and why to dodge into game situations including when working as a team and into a level 1 competition.</p> <p>Learn the roles of attacking and defending and start to understand when we attack and when we defend.</p> <p><b>Aut 2 Ball Skills Hands 1</b></p> <p>The focus of the learning is to:</p> <p>Recap prior learning from Y1.</p> <p>Develop dribbling in order to keep control and possession of the ball.</p> <p>Develop passing and receiving in order to keep possession of the ball.</p> <p>Combine dribbling, passing and receiving in order to keep possession of the ball.</p> <p>Develop dribbling in order to keep possession and score a point.</p> <p>Develop passing and receiving in order to keep possession and score a point.</p>	<p>To concentrate on attackers when they are dribbling focus on ball control and changing direction when dribbling.</p> <p>To introduce passing and receiving in order to keep possession of the ball.</p> <p>To concentrate on the attacking players using a range of passes (chest and bounce) to keep possession.</p> <p>To use prior knowledge and understanding of passing and dribbling, to create space whilst keeping possession, developing this concept into mini games</p> <p>To develop passing, moving and dribbling building up into mini games where children explore the transition between attack and defence.</p> <p>To introduce children to shooting. Children will understand not just how they shoot but where they shoot from on the court in order to increase their chances of scoring.</p> <p>To bring together learning into a tournament.</p> <p><b>Aut 2 Invasion Handball</b></p> <p>The focus of the learning is to:</p> <p>Introduce passing and receiving in order to keep possession of the ball.</p> <p>Use passing and moving skills (creating space) to keep possession, developing</p>	<p>To know how to dribble the ball keeping possession to beat an opponent.</p> <p>To apply their passing (bounce and chest) and moving skills to keep possession, developing this concept into mini game situations.</p> <p>To develop passing and dribbling to create space, building up into mini games where children explore the transition between attack and defence.</p> <p>To apply prior learning of passing and dribbling to create an attack that results in a shooting opportunity.</p> <p>To understand not just how to shoot but where to shoot from and why.</p> <p>To understand the concept of defending (marking) and how this can be applied during a game to prevent attacking opportunities.</p> <p>To take part in a Level 1 tournament.</p> <p><b>Aut 2 Invasion Handball</b></p> <p>The focus of the learning is to:</p> <p>Apply passing and moving skills to keep possession, developing this concept into mini game situations.</p> <p>Develop passing and creating space, explore transition between attack and defence, working out simple tactics for creating space and keeping possession.</p>	<p>that results in shooting opportunity.</p> <p>To show an understanding of defending (marking) and how this is applied during a game to prevent attacking opportunities.</p> <p>To develop shooting, apply in game situations.</p> <p>To refine attacking skills.</p> <p>To refine defending skills.</p> <p>To take part in a tournament.</p> <p><b>Aut 2 Invasion Netball</b></p> <p>The focus of the learning is to:</p> <p>Develop passing and moving skills and applying them in games situations.</p> <p>Apply understanding of rules of game by officiating and playing in mini games.</p> <p>To understand role changes and they become a defender as soon as they lose possession of the ball.</p> <p>Introduce Stinger netball, increasing playing space and allows development of understanding of attacking and defending positions.</p> <p>Explore other passing styles.</p> <p>Take part in level 1 tournament.</p>	<p>moving skills to keep possession and score.</p> <p>Understand the rules of the game and how they can apply this knowledge to play in mini games.</p> <p>Understand that they are defending as soon as they lose possession of the ball.</p> <p>Understand attacking tactics applying them in game situations.</p> <p>Consolidate understanding of defensive tactics, applying them in game situations.</p> <p><b>Aut 2 Invasion: Netball</b></p> <p>The focus of the learning is to:</p> <p>Consolidate ability to use passing and moving skills to keep possession and score.</p> <p>Understand rules of game and applying this to mini games.</p> <p>Understand that we are defending as soon as we lose possession of the ball. Understand attacking and defending tactics applying them to Stinger netball games.</p> <p>To take part in a tournament.</p>
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<p><b>Spring Unit and key vocab</b> * see below re gymnastics</p>	<p><b>Spring 1: Gymnastics: High, Low, Over, Under</b> <b>Vocabulary:</b> Champion gymnastics, shapes, high, low, over, under, apparatus, transition.</p> <p><b>Spring 2: Ball Skills Hands 2</b> <b>Vocabulary:</b> control, accuracy, aiming, distance, power, throwing, catching, rolling, stopping.</p>	<p><b>Spring 1: Gymnastics: High, Low, Over, Under</b> <b>Vocabulary:</b> Champion gymnastics, shapes, high, low, over, under, apparatus, transition.</p> <p><b>Spring 2: Ball Skills Hands 2</b> <b>Vocabulary:</b> batter, fielder, opponent, aiming, accuracy, throwing, catching, rolling.</p>	<p><b>Spring 1: Gymnastics: High, Low, Over, Under</b> <b>Vocabulary:</b> Champion gymnastics, shapes, high, low, over, under, apparatus, transition.</p> <p><b>Spring 2: Ball Skills Hands 2:</b> <b>Vocabulary:</b> attacker, defender, batting, fielder, space, throwing, catching,</p>	<p><b>Spring 1: Gymnastics: Symmetry &amp; Asymmetry</b> <b>Vocabulary:</b> excellent gymnastics, linking, flow, interesting, extension, symmetrical, asymmetrical</p> <p><b>Spring 2: Invasion, Tag Rugby</b> <b>Vocabulary:</b> attacker, defender, possession, dodge, try, tagging, tag, ball carrier.</p>	<p><b>Spring 1: Gymnastics: Symmetry &amp; Asymmetry</b> <b>Vocabulary:</b> excellent gymnastics, linking, flow, interesting, extension, symmetrical, asymmetrical</p> <p><b>Spring 2: Invasion, Tag Rugby</b> <b>Vocabulary:</b> space, attacker, defender, forward pass, offside.</p>	<p><b>Spring 1: Gymnastics: Symmetry &amp; Asymmetry</b> <b>Vocabulary:</b> excellent gymnastics, linking, flow, interesting, extension, symmetrical, asymmetrical</p> <p><b>Spring 2: Invasion: Hockey</b> <b>Vocabulary:</b> tactics, marking, attack, counter attack, man-to-man marking, goal side.</p>	<p><b>Spring 1: Gymnastics: Symmetry &amp; Asymmetry</b> <b>Vocabulary:</b> excellent gymnastics, linking, flow, interesting, extension, symmetrical, asymmetrical</p> <p><b>Spring 2: Invasion: Hockey</b> <b>Vocabulary:</b> tactics, attack, defending, counter attack, free hit.</p>

<p><b>Spring Core Concepts</b> * see below re gymnastics</p>	<p><b>Spring 1: Gymnastics: High, Low, Over, Under</b> The focus of learning is to:</p> <p>Introduce, 'champion gymnastics' by moving in a high way and explore making high and low shapes.</p> <p>Explore how to move safely using apparatus.</p> <p>Explore movements and shapes in high/low/over/under ways on the apparatus.</p> <p>Self-select where to work, exploring what movements and shapes to make and starting to identify features of other children's work when questioned.</p> <p><b>Spring 2: Ball Skills Hands 2</b></p> <p>The focus of the learning is to: Explore different ways of throwing a beanbag (underarm and overarm).</p> <p>Start to learn why we need to aim when we are throwing.</p> <p>Explore how they can use their bodies to throw with greater distance.</p> <p>Explore different ways of rolling a ball using our hands.</p> <p>Learn why we need to be accurate when rolling a ball towards target.</p> <p>Explore different ways of stopping the ball using hands.</p>	<p><b>Spring 1: Gymnastics: High, Low, Over, Under</b> The focus of learning is to:</p> <p>Introduce, 'champion gymnastics' by moving in a high way and explore making high and low shapes.</p> <p>Explore how to move safely using apparatus.</p> <p>Explore movements and shapes in high/low/over/under ways on the apparatus.</p> <p>Self-select where to work, exploring what movements and shapes to make and starting to identify features of other children's work when questioned.</p> <p><b>Spring 2: Ball Skills Hands 2</b></p> <p>The focus of the learning is to:</p> <p>Introduce throwing underarm.</p> <p>Work in a team and apply underarm throw in a competitive situation.</p> <p>Explore different ways of stopping a ball using our hands.</p> <p>Accurately roll a ball towards a target.</p>	<p><b>Spring 1: Gymnastics: High, Low, Over, Under</b> The focus of learning is to:</p> <p>Introduce, 'champion gymnastics' by moving in a high way and explore making high and low shapes.</p> <p>Explore how to move safely using apparatus.</p> <p>Explore movements and shapes in high/low/over/under ways on the apparatus.</p> <p>Self-select where to work, exploring what movements and shapes to make and starting to identify features of other children's work when questioned.</p> <p><b>Spring 2: Ball Skills Hands 2</b></p> <p>The focus of the learning is to: Develop children's execution of an underarm throw and to extend their understanding of why we need to be accurate when we throw.</p> <p>Children to work in a team applying their understanding of underarm throwing and the basic principles of attack vs defence to win a game.</p> <p>Apply understanding of underarm throwing to beat an opponent.</p>	<p><b>Spring 1: Gymnastics: Symmetry &amp; Asymmetry</b> The focus of the learning is to:</p> <p>Apply the concept of 'excellent gymnastics'. The class will focus on exploring movements and balances in a symmetrical and asymmetrical way.</p> <p>Re-create children's symmetrical balances on apparatus and look at how they can begin to move out of them, forming the start of a sequence.</p> <p>Starting with symmetrical balances on apparatus, moving out of them, travelling to a new piece of apparatus and completing the start and middle section of a sequence.</p> <p>Children perform their completed sequences.</p> <p><b>Spring 2: Invasion, Tag Rugby</b></p> <p>The focus of the learning is to:</p> <p>Introduce moving with the ball, passing and receiving in order to keep possession of the ball.</p> <p>Introduce tagging. How attackers create space, creating opportunities for the ball carrier to pass if they are tagged.</p> <p>Develop passing and moving forwards to score a try.</p>	<p><b>Spring 1: Gymnastics: Symmetry &amp; Asymmetry</b> The focus of the learning is to:</p> <p>Apply the concept of 'excellent gymnastics'. The class will focus on exploring movements and balances in a symmetrical and asymmetrical way.</p> <p>Re-create children's symmetrical balances on apparatus and look at how they can begin to move out of them, forming the start of a sequence.</p> <p>Starting with symmetrical balances on apparatus, moving out of them, travelling to a new piece of apparatus and completing the start and middle section of a sequence.</p> <p>Children perform their completed sequences.</p> <p><b>Spring 2: Invasion, Tag Rugby</b></p> <p>The focus of the learning is to:</p> <p>Develop passing and moving to create space to beat an opponent and score a try.</p> <p>Extend understanding and knowledge of passing and moving applying this into 3v3 mini games.</p> <p>Develop tagging and different ways the defending team can prevent attackers from scoring.</p> <p>Apply understanding and knowledge into mini games.</p>	<p><b>Spring 1: Gymnastics: Symmetry &amp; Asymmetry</b> The focus of the learning is to:</p> <p>Apply the concept of 'excellent gymnastics'. The class will focus on exploring movements and balances in a symmetrical and asymmetrical way.</p> <p>Re-create children's symmetrical balances on apparatus and look at how they can begin to move out of them, forming the start of a sequence.</p> <p>Starting with symmetrical balances on apparatus, moving out of them, travelling to a new piece of apparatus and completing the start and middle section of a sequence.</p> <p>Children perform their completed sequences.</p> <p><b>Spring 2: Invasion: Hockey</b></p> <p>The focus of the learning is to: Refine dribbling and passing skills, combining them to create an attack that results in shooting opportunity.</p> <p>Understand defending (marking, tackling and blocking) and how this is applied to prevent attacking opportunities.</p> <p>Refine shooting, applying in games situations.</p> <p>Refine attacking skills.</p> <p>Refine defending skills</p>	<p><b>Spring 1: Gymnastics: Symmetry &amp; Asymmetry</b> The focus of the learning is to:</p> <p>Apply the concept of 'excellent gymnastics'. The class will focus on exploring movements and balances in a symmetrical and asymmetrical way.</p> <p>Re-create children's symmetrical balances on apparatus and look at how they can begin to move out of them, forming the start of a sequence.</p> <p>Starting with symmetrical balances on apparatus, moving out of them, travelling to a new piece of apparatus and completing the start and middle section of a sequence.</p> <p>Children perform their completed sequences.</p> <p><b>Spring 2: Invasion: Hockey</b></p> <p>The focus of the learning is to: Use passing dribbling and moving skills to keep possession and score.</p> <p>Understand rules of game and apply in mini games.</p> <p>Understand that they are defending as soon as they lose possession of the ball.</p> <p>Understand attacking tactics, apply in game situations.</p>
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	<p>Catching beanbag and a small ball.</p> <p>Develop understanding of why we need to catch a ball and beanbag.</p>		<p>Introduce overarm throwing, applying understanding of overarm throwing to win a game.</p> <p>Bring together suggested sequence of learning into mini games.</p>	<p>Combine passing and moving to create attacking opportunities to score a try.</p> <p>Bring together learning into a level 1 tournament.</p>	<p>Combine passing and moving to develop ways of creating space to beat an opponent to score a try.</p> <p>Take part in Level 1 tournament.</p>	<p>Take part in tournament.</p> <p>Take part in tournament.</p>	<p>Consolidate understanding of defensive tactics and apply in game situations.</p> <p>Take part in tournament.</p>
<p><b>Summer Unit and key vocab</b></p>	<p><b>Summer 1: Ball Skills Feet</b></p> <p><b>Vocabulary:</b> attacker, defender, space, opponent, dribbling, control.</p> <p><b>Summer 2: Games For Understanding</b></p> <p><b>Vocabulary:</b> attacker, defender, space, rules, tagging, tag, sharing.</p>	<p><b>Summer 1: Locomotion; Jumping</b></p> <p><b>Vocabulary:</b> jumping, distance, space, attacker, defender, skipping, landing.</p> <p><b>Summer 2: Attack V Defence: Games For Understanding</b></p> <p><b>Vocabulary:</b> Attacker, defender, space, rules, tactics, team.</p>	<p><b>Summer 1: Locomotion; Jumping</b></p> <p><b>Vocabulary:</b> jumping, distance, space, attacker, defender, speed, landing.</p> <p><b>Summer 2: Attack V Defence: Games For Understanding</b></p> <p><b>Vocabulary:</b> attacker, defender, space, tactics, transition, team.</p>	<p><b>Summer 1: Net/Wall; Tennis</b></p> <p><b>Vocabulary:</b> outwit, space, return, recover, baseline, forehand, rally, out.</p> <p><b>Summer 2: Athletics</b></p> <p><b>Vocabulary:</b> tactics, speed, acceleration, distance, accuracy, relay, change over.</p>	<p><b>Summer 1: Net/Wall; Tennis</b></p> <p><b>Vocabulary:</b> outwit, space, accuracy, power, baseline, forehand, backhand, rally, out.</p> <p><b>Summer 2: Athletics</b></p> <p><b>Vocabulary:</b> tactics, speed, distance, pace, power, stride pattern.</p>	<p><b>Summer 1: Net/Wall; Tennis</b></p> <p><b>Vocabulary:</b> tactics, outwit, space, accuracy, forehand, backhand, volley, serve.</p> <p><b>Summer 2: Athletics</b></p> <p><b>Vocabulary:</b> tactics, speed, distance, evaluation, change over, personal best, lap.</p>	<p><b>Summer 1: Net/Wall; Tennis</b></p> <p><b>Vocabulary:</b> tactics, backhand, forehand, space, outwit, volley, doubles, serve.</p> <p><b>Summer 2: Athletics</b></p> <p><b>Vocabulary:</b> tactics, teamwork, speed, distance, evaluation, false start, events.</p>
<p><b>Summer Core Concepts</b></p>	<p><b>Summer 1: Ball Skills Feet</b></p> <p>The focus of the learning is to:</p> <p>Explore different ways of using our feet to move with a ball.</p> <p>Explore what happens when they kick a ball using different parts of their feet. Begin to understand how we control a ball and why it's important to keep the ball close to them.</p> <p>Develop dribbling using feet to move with a ball.</p> <p>Understand where to dribble and why.</p> <p>Develop kicking and dribbling skills during competitions</p>	<p><b>Summer 1: Locomotion; Jumping</b></p> <p>The focus of the learning is to:</p> <p>Jump in different directions, at different speeds and levels.</p> <p>Learn how to jump efficiently.</p> <p>Explore how jumping affects our bodies.</p> <p>Explore skipping.</p> <p>Apply understanding of jumping and skipping into a game.</p> <p>Bring together learning into a competition.</p>	<p><b>Summer 1: Locomotion; Jumping</b></p> <p>The focus of the learning is to:</p> <p>Consolidate children's jumping and to apply an effective jumping technique.</p> <p>Consolidate learning of how, where and why we jump in a game.</p> <p>Apply knowledge of how to jump and how to jump in combination using their own ideas for linking jumps.</p> <p>Develop application of jumping.</p>	<p><b>Summer 1: Net/Wall; Tennis</b></p> <p>The focus of the learning is to:</p> <p>Introduce how we win a game of tennis, thinking about where and why we throw the ball on the court.</p> <p>Apply learning of different ways we can win a point into mini games.</p> <p>Introduce rackets.</p> <p>Introduce forehand shot.</p> <p>Bring learning together into a level 1 tournament.</p>	<p><b>Summer 1: Net/Wall; Tennis</b></p> <p>The focus of the learning is to:</p> <p>Develop understanding of how we can win a game of tennis.</p> <p>Develop racket control.</p> <p>Introduce backhand shot, develop use of forehand and backhand shots applying these in game situations.</p> <p>Develop ability to use a racket by considering tactical play (creating space) to win a point.</p> <p>Take part in Level 1 tournament.</p>	<p><b>Summer 1: Net/Wall; Tennis</b></p> <p>The focus of the learning is to:</p> <p>Learn how we can win a game of tennis using a racket.</p> <p>Develop racket technique, exploring a new shot, the volley.</p> <p>Develop volley, thinking about where we hit the ball and why we are hitting it there.</p> <p>Look at how players can control game from the beginning (serve) by thinking about how and where to serve.</p>	<p><b>Summer 1: Net/Wall; Tennis</b></p> <p>The focus of the learning is to:</p> <p>Develop understanding of how we can win a game of doubles tennis.</p> <p>Develop ability to think tactically about which shot to play during a game.</p> <p>Refine children's ability to think tactically in game considering which shot to play.</p> <p>Consolidate game play considering when where and why children are playing a shot to win a point.</p>

<p>Collaborate and work together with partner and in small groups.</p> <p><b>Summer 2: Games For Understanding</b> The focus of the learning is to: Understand why it is important to take turns when playing a game.</p> <p>Understand why we need to keep the score during a game.</p> <p>Understand why we need to follow the rules during a game.</p> <p>Understand why games have rules, understand the consequences if rules of game are not followed.</p> <p>Learn different ways of avoiding a defender.</p> <p>Explore simple principles (evasive skills) to avoid being tagged.</p> <p>Understand consequences if they are tagged in a game.</p> <p>Explore different ways of preventing attacker from scoring a point.</p> <p>Explore simple principles to prevent attackers from scoring.</p> <p>Understand consequences if they do not tag an attacker in a game.</p> <p>Bring together suggested sequence of learning into mini games.</p> <p>Apply understanding of attacking and defending and</p>	<p><b>Summer 2: Attack V Defence: Games For Understanding</b></p> <p>The focus of the learning is to: Understand the basic principles of attack.</p> <p>Apply simple attacking principles into a game.</p> <p>Understand the principles of defence.</p> <p>Apply defending principles into a game.</p> <p>Consolidate children's knowledge of how, where and why to attack in a game.</p> <p>Consolidate children's knowledge of how, where and why to defend in a game.</p>	<p>Develop application of linking jumps together.</p> <p><b>Summer 2: Attack V Defence: Games For Understanding</b></p> <p>The focus of the learning is to: Create and understand simple attacking principles, applying them as a team into a game.</p> <p>Create and understand simple defending principles, applying them as a team into a game.</p> <p>Understand the transition from defence to attack.</p> <p>Refine their understanding of what 'attacking' or 'defending' means and when, where and why we attack/defend as a team during a game.</p> <p>Apply knowledge and understanding of attacking and defending, into mini games.</p> <p>Create and understand simple defending tactics applying them as a team into a game.</p>	<p><b>Summer 2: Athletics</b></p> <p>The focus of the learning is to: Explore how we can use our bodies to make us run as fast as possible.</p> <p>Develop an understanding of how and why we need to accelerate at the start of a race.</p> <p>Apply understanding and application of running for speed, when running as part of a team.</p> <p>Explore the differences between throwing for accuracy and throwing for distance.</p> <p>Explore how we can use our bodies to jump as far as possible.</p>	<p><b>Summer 2: Athletics</b> The focus of the learning is to: Develop their own sprinting technique.</p> <p>Develop application of stride length during middle third of a race.</p> <p>Explore pacing and running for distance.</p> <p>Develop understanding of throwing for distance.</p> <p>Explore how we can use our bodies to jump as far as possible, using combination of jumps in particular hop skip and jump.</p>	<p>Learn how game changes when we play doubles.</p> <p>Take part in tournament.</p> <p><b>Summer 2: Athletics</b> The focus of the learning is to: Develop children's understanding of how to finish a sprinting race, maintaining their speed until they cross the line.</p> <p>Consolidate knowledge and understanding and ability to sprint effectively.</p> <p>Develop knowledge and understanding and ability to sprint setting their own personal best.</p> <p>Consolidate running as part of a team.</p> <p>Develop understanding of throwing for distance.</p> <p>Explore and develop understanding of how to hurdle safely applying the correct technique.</p>	<p>Take part in a tournament.</p> <p><b>Summer 2: Athletics</b> The focus of the learning is to: The focus of the learning is to bring together the suggested sequence of jumping, throwing and running into a mini athletics competition.</p>
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	applying it in a competitive game.						
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\* Gymnastics: As this is a new unit, Reception, Y1 and Y2 will be taught the Reception objectives. Y3,4,5 and 6 will be taught the Y3 objectives.

Lesson content and objectives will be adjusted once children's skills have been assessed.

**INTENT/WHY?**

The teaching of P.E. at St. Mary's enables children to learn how to participate in a range of sports. They learn both the skills and rules required for various types of sport. They understand the importance of following rules and how to work as part of a team. The teaching of PE enables children to keep themselves healthy both physically and mentally.

**LINKS TO? (Cross curricular History, Geography and Science links, PSHE, Values etc)**

<b>Whole Year</b>	Science: Using our Senses: The Human Body DT: Cooking and Nutrition Making fruit salad + healthy eating PSHE: Healthy Me PSHE: Changing Me Mayday	Science: Growing Up Science: Keeping Healthy PSHE: Changing Me PSHE: Healthy Me Mayday	Science: Amazing Bodies PSHE: Changing Me PSHE: Healthy Me DT: making a salad	PSHE: Changing Me PSHE: Healthy Me Science: Digestion DT: making soup Residential trip to Lincolnsfields	Science: Body Pump DT: making food for a healthy heart Residential trip	Science: Body health Residential trip
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