



Children will be taught to:

- Children should be taught to perform dances using simple movement patterns.
- Use movement imaginatively, responding to stimuli, including music and performing basic skills
- Change rhythm, speed, level and direction of their movements
- Create and perform dances using simple movement patterns, including those from different times and cultures
- Express and communicate ideas and feelings

Safety

- Remove all jewellery including earrings.
- Long hair must be tied back.
- Wear suitable footwear.
- Use correct techniques.
- Complete a warm-up and cool-down.

Things to think about:

- Use all the space around you.
- Use clear creative and emotive body language.
- Do your audience know the story of your dance?
- Can you find the rhythm of music

Inspiring Athlete

Diversity



Key Vocabulary

Speed	The rate at which someone moves.
Routine	When lots of shapes and movements join together to make a dance.
Balance	To stay still and steady in a position or shape.
Control	To dance without losing your balance, change the speed and direction you move.
Direction	The way you move: Forwards, backwards, sideways, up and down.
Mood	How a character or person feels.
Facial expression	Using your face to show how you feel: Happy, sad, upset, angry.
Interpretation	When somebody explains and demonstrates their understanding of an image, piece of writing or music.
Fluency	To be able to move with ease and gracefulness.
Phase	A section of a dance routine.
Timing	Moving to the beat or rhythm within a piece of music.
Theme	The topic of the dance or story such as: adventure, horror, cultural, futuristic.
Motif	A short phrase of movements.
Gesture	Movements of the body to show how you feel.
Stamina	The ability to take part in physical activity over a period of time.

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Physical Education

Unit: Striking and Fielding



Children will be taught to:

- Pupils should be taught to strike a ball off a tee
- To throw using underarm or overarm
- To field a ball and return to an area within a skill game
- Follow rules of a game
- Stop moving when the 'bowler' has the ball
- Play as a fielder and pass the ball back to the bowler to make the runner stop

Safety

- Remove all jewellery including earrings.
- Long hair must be tied back.
- Wear suitable footwear.
- Use correct techniques.
- Complete a warm-up and cool-down.

Things to think about:

- Remember to move into the batting to give it more power.
- When catching cup your hands or move closer to the ground.
- Think about the direction you could hit and throw the ball.

Key Vocabulary

Overarm throw	An object throw from the shoulder and then forced forward. This throw is great for longer distances.
Underarm throw	Using an object to throw over a short distance accurately. It involves the transference of weight forwards as the straight- throwing arm swings through from the back to the front to release the object at hip height.
Field	Attempting to return the ball or object before the striking team complete a run between 2 markers.
Strike	Hitting a ball or object into an open space in the playing area.

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Jofra Archer



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Physical Education

Unit: Net and Wall



Children will be taught to:

- Pupils should be taught participate in individual based skills, working in pairs,
- Develop simple tactics for rallying against a partner
- To begin to understand the principle of playing an attacking stroke/shot within games such as dodgeball and big ball tennis
- Play a variety of games to score
- Start to apply basic tactics

Safety

- Remove all jewellery including earrings.
- Long hair must be tied back.
- Wear suitable footwear.
- Use correct techniques.
- Complete a warm-up and cool-down.

Things to think about:

- To pass to team mates using the correct part passes learnt.
- Try and get a rally going.
- Use spatial awareness to watch out for other players on the court if playing pairs.

Key Vocabulary

Balance	To stay still and steady in a position or shape.
Control	To perform movements and skills without losing your balance, change the speed and direction you move.
Rally	When players hit the ball over the net consecutively to each other.
Serve	The player starts a game by hitting the ball over the net into the serve box.
Racquet	The piece of equipment used to strike the ball.
Backhand	When the player strikes the ball using the back of their racquet and from across their body.

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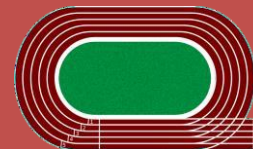
Andy Murray



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Children will be taught to:

To demonstrate running, jumping, throwing and catching in isolation and in combination

To move with control, agility and confidence

Apply different types of movements linked to running to ensure it is embedded

Jump with control both 1 footed and two footed

Throw different objects in a variety of ways

Complete an obstacle course with control and agility

Safety

- Remove all jewellery including earrings.
- Long hair must be tied back.
- Wear suitable footwear.
- Use correct techniques.
- Complete a warm-up and cool-down.

Things to think about:

- Use correct techniques you have been shown.
- Where should your hand and arm be ready for the relay hand over.
- Gradual improvements by introducing techniques to a standing long jump.

Key Vocabulary

Balance	To stay still and steady in a position or shape.
Throw	Propel (something) with force through the air by a movement of the arm and hand.
Run	To move at a speed faster than a walk, never having both or all the feet on the ground at the same time.
Jump	Push oneself off a surface and into the air by using the muscles in one's legs and feet.
Sprint	Run at full speed over a short distance.
Target	An aim.

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Usain Bolt



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Children will be taught to:

- Explain how they can make informed choices about healthy, active lifestyles both in school and beyond
- Participate in competitive and cooperative physical activities
- Apply tactics and creative ideas to tasks
- Orientate a simple map using features of the area and using a control marker.
- Continue to apply and develop a broader range of skills. Enjoy communicating, collaborating and competing with each other and how to improve
- Work cooperatively with a small team or partner to navigate a course.

Safety

- Remove all jewellery including earrings.
- Long hair must be tied back.
- Wear suitable footwear.
- Use correct techniques.
- Complete a warm-up and cool-down.

Things to think about:

- Orientate a simple map using the control marker.
- Plan a safe route visiting all markers.
- Communicate with your team mates.

Key Vocabulary

Control Card	This is the card carried by each team to identify what they find at each marker.
Control marker	The stations scattered throughout a course that each team should visit.
Orientating the map.	This is setting the map so it is held the right way round. You can find your location on the map using features.
Stamina	The ability to perform physical activity for a sustained period of time.
Grid reference/ Coordinates	Using the markers and grids on the map to identify locations of control markers.
Teamwork	Communicating and working with others to establish a goal.
Key	A set of symbols that marks human and physical features on a map.
Route	The direction they aim to go in order to visit each control marker.
Tactics	The plan and approach taken to try to win the competition.



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Physical Education

Unit: Invasion Games



Children will be taught to:

- Perform some dribbling skills with hands, feet and a stick using space
- Pass a ball accurately (hands & feet) over longer distances to a team mate
- Combine stopping, receiving, sending and passing in multiple forms to other players
- Make simple decisions about when /where to move in game to receive a ball

Safety

- Remove all jewellery including earrings.
- Long hair must be tied back.
- Wear suitable footwear.
- Use correct techniques.
- Complete a warm-up and cool-down.

Things to think about:

- When catching reach for the ball with straight arms.
- When passing hold the ball with two hands and step forward into the pass.

Inspiring Athlete

Owen Farrell



Key Vocabulary

Balance	To stay still and steady in a position or shape.
Control	To perform movements and skills without losing your balance, change the speed and direction you move.
Attack	Movement made towards the opposition's goal within a game to score points.
Defend	Movements made to protect the home team's goal, preventing the opposition from scoring.
Defence	The positions, whose job it is to stop the opposition from scoring.
Weave	When dribbling be able to move in a side to side motion.
Receive	When the ball is passed to a player. They are able to stop it and move on with it.
Accuracy	Being able to make passes and shots making sure they get to the location the player is aiming for.
Passing	Sending the ball to another member of your team.
Sending	When you send the ball to a location through shooting and passing.

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Physical Education

Unit: Gymnastics



Children will be taught to:

- Explain the importance moving with control and awareness of space
- Move with some control and awareness of space
- Create a sequence using 3 or more linked actions combined with basic and intermediate balances
- Show contrasts on use of body and shape (such as small, tall, straight, curved)
- Balance on different points of the body, holding a still position
- Climb and travel safely on equipment
- Jump in a range of different of ways, showing control and balance on landing

Safety

- Remove all jewellery including earrings.
- Long hair must be tied back.
- Wear suitable footwear.
- Use correct techniques.
- Complete a warm-up and cool-down.

Things to think about:

- Use all the space to perform.
- Use the safe technique you have been taught.
- Perform movements and balances with control

Inspiring Athlete

Max Whitlock



Key Vocabulary

Sequence	The order of movements within a routine.
Routine	When lots of shapes and movements join together to make a dance.
Balance	To stay still and steady in a position or shape.
Control	To dance without losing your balance, change the speed and direction you move.
Direction	The way you move: Forwards, backwards, sideways, up and down.
Body Shape	Shapes created through the position of the body.
Technique	The safe method performers have been taught to perform a skill such as a forward roll.
Travelling	How the performer decides to move within a routine on hands and feet.
Fluency	To be able to move with ease and gracefulness.
Element	A gymnastic skills such as a forward roll or balance.
Point balances	When a balance is performed on a number of points of the body.
Canon	Performing the same movements and physical actions at the same time.
Body tension	Tensing muscles to create a stable shape.
Safety	Making sure the environment around and techniques are performed properly.
Counter balance	A balance where two performers take each others weight by pushing against each other.

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Physical Education

Key Fundamentals

Agility

Children will be taught to:

- Find space when asked and stay in a space during activity.
- Move in different directions & different ways independently whilst avoiding obstacles. Speed can be altered for different tasks when appropriate.

Balance

Children will be taught to:

- Hold some static balances and send & receive objects whilst holding that balance.
- Safely move across a bench / smaller area without error.

Coordination

Children will be taught to:

- Catch an object when rolled / thrown towards them and send the object back to another person.
- Take part in sending & receiving with a partner.

Agility

The ability to change the direction of the body in an efficient and effective manner..

Balance

The ability to hold your body upright and steady without falling down

Dynamic Balance

The ability to maintain balance and control of the body whilst moving, such as hopping, jumping or running.

Static Balance

The ability to maintain control of a position whilst remaining stationary – for example, balancing on one leg or holding a headstand.

Coordination

The ability to move two or more body parts under control, smoothly and efficiently.



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