

Physical Education

Unit: Hockey



Children will be taught to:

- Travel with the ball keeping it under control when dribbling with increased consistency.
- Link movements such as dribbling, passing and shooting together fluently while on the move.
- Receive and stop the ball using different parts of the hockey stick.
- Make shots and passes with reasonable accuracy and consistency.
- Make tactical decisions within their performances and as a team.

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:

- Make sure you have good control of the ball.
- Keep the ball close to your stick at all times.
- Think about the position of your hands on the stick when dribbling, shooting and passing.

Inspiring Athlete

Nicola White



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.
Travelling	Movement across the pitch during game situations.
Attack	Movement made towards the opposition goal within a game to score points.
Defend	Movements made to protect the home teams 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.
Dribbling	Travelling within a game, keeping the ball close to your stick.
Passing	Sending the ball to another member of your team.
Send	When you send the ball to a location through shooting and passing.

THINK BIG

SHOW TEAM SPIRIT

DO THE RIGHT THING

Physical Education

Unit: Cricket



Children will be taught to:

- Understand the rules of cricket and use them fairly..
- Throw the ball accurately with control and consistency when fielding.
- Catch the ball consistently when fielding using a variety of techniques.
- Apply skills gained to field effectively within a game.
- Bowl overarm with accuracy and consistency.
- Hold the bat correctly and bat with accuracy.
- Begin to use directional batting as a tactic and tactical fielding.

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.

Inspiring Athlete

Jofra Archer



Key Vocabulary

Stump	Three vertical posts which support two smaller sticks on top, called balls. This is protected by the bowler and fielding team.
Bowl	When the bowler throws the ball overarm to the batter.
Bowler	The person who bowls the ball.
Batsman	The people hitting the ball on the green at the time.
Fielder	A person who is on the team which are bowling. Their job is to catch the ball and return it to the bowler quickly.
Accuracy	Being able to throw and bat the ball to a given target.
Stamina	The ability to perform physical activity for a sustained period of time.
Passing/ Pass	Sending the ball to another member of your team.
Foul	This is given when the bowler balls the ball to wide or or bowls the ball in the wrong place.
Strike	This is how frequently a batsman hits the ball.

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Children will be taught to:

- Understand basic rules of netball and positions
- Catch the ball and to keep feet grounded.
- Throw the ball at a given target using accuracy.
- Throw the balling using a chest pass, shoulder pass and bounce pass.
- Shoot from different distances and positions.
- Choose suitable tactics to defend, attack, pass and receive the ball when playing a game.
- Be able to evaluate their own and peers performances, identifying how to improve.

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

Helen Housby



Key Vocabulary

Receive	When the ball is passed to a player. They are able to catch it.
Accuracy	Being able to make passes and shots making sure they get to the location the player is aiming for.
Stamina	The ability to perform physical activity for a sustained period of time.
Passing/ Pass	Sending the ball to another member of your team.
Chest Pass	To pass the ball using two hands from chest height.
Bounce Pass	To pass the ball to a team mate using one bounce.
Overhead Pass	To pass the ball using two hands from a position above the head.
Send	When you send the ball to a location through shooting and passing.
Pivot	When you receive the ball you plan the first foot you land on. You are allowed to rotate using this foot when passing the ball on.
Obstruction	When a player stands too close and prevents the opposition from passing and shooting.
Attack	Movement made towards the opposition's scoring area within a game to score points.
Defend	Movements made to protect the home team's scoring area, preventing the opposition from scoring.

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Children will be taught to:

- Understand basic rules of tennis.
- Consolidate throwing actions and practice catching.
- Strike a tennis ball using their hand or small racquet.
- Strike a ball with some control and accuracy.
- Apply tactical skill and thinking to small games.
- Perform a forehand shot.
- Hold the tennis racquet with the correct grip.

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 think about which technique is better – forehand or backhand.
- Try and get a rally going.
- Use spatial awareness to watch out for other players on the court if playing pairs.

Inspiring Athlete
Andy Murray



Key Vocabulary

Balance	To keep steady on their feet while moving and performing skills.
Control	To perform movements and skills without losing your balance, change the speed and direction you move.
Technique	The safe method performers have been taught to perform a skill such as serving and forehand.
Travelling	When a player moves across the court.
Fluency	To be able to move and perform skills with ease.
Spatial Awareness	Being aware of the court area.
Accuracy	Being able to strike the tennis ball and get it to a targeted area.
Stamina	The ability to perform physical activity for a sustained period of time.
Forehand	When the player strikes the ball forward using the front of their racquet.
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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SHOW TEAM SPIRIT

DO THE RIGHT THING



Children will be taught to:

- Understand basic rules of tennis.
- Consolidate throwing actions and practice catching.
- Strike a tennis ball using their hand or small racquet.
- Strike a ball with some control and accuracy.
- Apply tactical skill and thinking to small games.
- Perform a forehand shot.
- Hold the tennis racquet with the correct grip.

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 of your foot.
- To use dodging to outwit the defenders.
- Use spatial awareness to watch out for other players on the pitch.

Key Vocabulary

Receive	When the ball is passed to a player. They are able to catch it.
Accuracy	Being able to make a pass directly to another team mates feet.
Stamina	The ability to perform physical activity for a sustained period of time.
Passing/ Pass	Sending the ball to another member of your team.
Send	When you send the ball to a location through shooting and passing.
Attack	Movement made towards the oppositions scoring area within a game to score points.
Defend	Movements made to protect the home teams scoring area, preventing the opposition from scoring.
Foot	The body part you use to to ball from A to B.

Inspiring Athlete
Raheem Sterling



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Children will be taught to:

- Understand and identify the basic rules of basketball.
- Consolidate throwing actions and practice catching.
- By able to dribble with the ball performing a variety of movement patterns.
- Aim for the background and try and shoot a basket.
- Apply tactical skill and thinking to small games.
- Perform a variety of defensive techniques to gain possession of the 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:

- To pass to team mates using the correct part of your foot.
- To use dodging to outwit the defenders.
- Able to dribble with the ball and identify spaces where to go.

Inspiring Athlete Drew Sullivan



Key Vocabulary

Backboard	The rectangular piece of wood or fiberglass that the rim attaches to.
Blocked Shot	When a defensive basketball player makes contact with the basketball while another player is shooting the ball.
Stamina	The ability to perform physical activity for a sustained period of time.
Passing/ Pass	Sending the ball to another member of your team.
Rebound	When a basketball player grabs a ball that is coming off the rim or backboard after a shot attempt; see offensive rebound and defensive rebound.
Dribbling	The act of bouncing the basketball continuously.
Defence	The act of preventing the offense from scoring; the basketball team without the ball.
Travelling	When the ball handler takes too many steps without dribbling; also called walking.
Chest Pass	The basketball is passed directly from the passer's chest to the receiver's chest. This has the advantage that it takes the least time to complete, as the passer tries to pass as directly straight as possible.

JUST PLAY.
HAVE FUN.
ENJOY THE
GAME.

-MICHAEL
JORDAN

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Children will be taught to:

- Perform safe self-rescue in different water based situations
- To swim competently, confidently and proficiently over a distance of **at least** 25 metres
- To use a range of strokes effectively, for example, front crawl, backstroke and breaststroke.

Safety

- Remove all jewellery including earrings.
- Long hair must be tied back.
- Wear suitable footwear.
- Wear goggle if it is needed.
- Use correct techniques.

Things to think about:

- Arm technique
- Leg technique.
- Breathing

Inspiring Athlete

Jazz Carlin



Key Vocabulary

Water Safety	Children learn how to swim and be taught how to stay safe in and around water.
Breaststroke	Swim with your chest facing down and push your arms ahead under the water and then pull yourself forwards while doing the frog kick.
Front Crawl	A swimming stroke; arms are moved alternately overhead accompanied by a flutter kick.
Backstroke	Arms rotating backwards instead of forwards and feet kicking.
Noddle	Useful when learning to swim, for floating, for rescue reaching, in various forms of water play, and for aquatic exercise.
Freestyle	In this style you swim face-down and circle your arms forwards through the air and backwards through the water while doing the flutter kick.
Butterfly	Rotate both arms forward just above the water and then use them to pull your body through the water while lifting your chest and head into the air. At the same time you propel your body forward with a rhythmic leg movement called the dolphin kick.

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Children will be taught to:

- Create routines with up to 8 elements: change of direction, rolling actions, travelling, counter balances, counter tension balances, jumps and clear body shape.
- Choose appropriate skills to suit the performance.
- Link movements in a routine together smoothly, with precision and accuracy.
- Apply routines to a range of equipment, moving at different heights.

Safety

- Remove all jewellery including earrings.
- Long hair must be tied back.
- Remove shoes and socks.
- 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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Children will be taught to:

- Copy and repeat routines in short phrases and perform with confidence.
- Create short sequence of movements showing imagination and creativity, linking phrases smoothly.
- Explore and perform actions creatively in response to music stimulus.
- Demonstrate the ability to move fluently with variation in speed, height and direction.
- Create and perform routines for different dance styles.
- Analyse others performances and their own, identifying strengths and areas of their performance they would improve.

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 Group 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.

THINK BIG

SHOW TEAM SPIRIT

DO THE RIGHT THING

Physical Education

Unit: Tag Rugby



Children will be taught to:

- Understand basic rules of tag rugby and use them fairly.
- Pass the ball backwards with some control and Be aware of
- Pass to teammates at appropriate times.
- Maintain possession in small sided games.
- Lead when appropriate and respect team mates.
- Perform a try.
- Understand attack and defend positions in a small sided game.
- Be able to evaluate their own and peers performances, identifying how to improve.

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 behind you.
- To use dodging to outwit the defenders.
- Use spatial awareness to watch out for other players on the pitch.

Inspiring Athlete

Owen Farrell



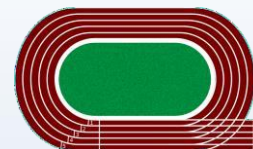
Key Vocabulary

Receive	When the ball is passed to a player. They are able to catch it.
Accuracy	Being able to make passes and tags making sure they get to the location the player is aiming for.
Stamina	The ability to perform physical activity for a sustained period of time.
Passing/ Pass	Sending the ball backwards to another player in the team.
Send	When you send the ball to a location through passing.
Obstruction	When a player stands too close and prevents the opposition from passing.
Tag	When a player removes a player's tag from their belt. The tagged player must replace their tag.
Try	When a player places the ball down on the floor in the opposition's scoring area.
Attack	Movement made towards the opposition's scoring area within a game to score a try.
Defend	Movements made to protect the home team's scoring area, preventing the opposition from scoring.

THINK BIG

SHOW TEAM SPIRIT

DO THE RIGHT THING



Children will be taught to:

- Perform different techniques for throwing over a distance.
- Throw with accuracy to hit a target within javelin and shot put.
- Perform a fluent sprinting start technique and link smoothly to a running motion.
- Perform the hand over of a baton within a relay competition fluently.
- Perform a range of jumping techniques for standing long jump and speed bounce.
- Develop the technique to perform a triple jump.
- Discuss ways to improve technique and performance.

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.
- Practice each section of the triple jump from a stand still first.

Inspiring Athlete

Usain Bolt



Key Vocabulary

Balance	To keep steady on their feet while moving and performing skills.
Control	Changing the speed and direction you move and keeping balanced whilst doing it.
Technique	The safe method performers have been taught to perform a skill such as javelin and standing long jump.
Fluency	To be able to move and perform skills with ease.
Spatial Awareness	Being aware of other players on the pitch. Moving without causing collision.
Accuracy	Being able to make passes and tags making sure they get to the location the player is aiming for.
Stamina	The ability to perform physical activity for a sustained period of time.
Baton	A short tube passed between runner in a relay.
Relay	A race where teams of runners pass a baton to each member of their team.
Pace/Speed	The speed at which someone moves.
Sprint	Usually your top speed to run as fast as you can to get from A to B.
Throw	Picking something up and giving it force to travel through the air and land in a different location.

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DO THE RIGHT THING



Children will be taught to:

- Orientate a map using features of the area and using a control marker.
- Plan effectively to visit as many control markers in a given time
- Plan effectively, taking safety and danger into account .
- Work cooperatively with a small team or partner to navigate a course.
- Communicate clearly to solve problems.

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 the 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 the visit each control marker.
Tactics	The plan and approach taken to try to win the competition.

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