

**Marriott Primary School
P.E. Curriculum**

At Marriott we provide a P.E. curriculum that leads to confident, independent learners, who have a passion for learning and physical activity and are able to apply their skills and knowledge to a number of different situations. We ensure that our curriculum develops the children's knowledge, skills and understanding so that they can perform a range of physical activities with increasing competence and confidence. In P.E., we also develop the selecting and analysing of strategies, problem solving and positive attitudes towards a healthy lifestyle. We enable our children to make informed choices about participation in physical activity throughout their lives and help to promote a lifelong love of exercise and activity.

At Marriott in P.E., on entry to EYFS, the main barriers for children are a lack of life experiences and exposure to physical activity. Many children will never have visited a park or ridden a bike prior to beginning school. During observations with children, it is clear that many share this lack of experience as many children are not aware of how to use outdoor play equipment or even play with resources such as rackets and balls. When asking children key questions, they lack the ability to relate any new experience to previous learning. Many of our parents do not have a positive outlook towards physical activity or healthy lifestyles and as such many of the children share this attitude. The strength that the pupils demonstrate on entry to EYFS is that our EAL children have a wider understanding of the world. By the end of Year 6, the school strives to instil within the children a sense of wonder, enthusiasm for learning and a passion for a healthy lifestyle and love of physical activity. We want the children to understand how simple changes and a love of physical activity can benefit themselves and their families for years to come.

Our 5 key themes at Marriott are:

Conflict	Inequality	Significance	Playing My Part	Success
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P.E. progression of Skills EYFS

Autumn 1- All About Me/Superheroes	
Autumn 2- Celebrations & Sensational Seasons	

Spring 1 – Space	
Spring 2- Animals all around us	
Summer 1- Magic and Mystery: Traditional Tales	
Summer 2- What animals would we meet in the jungle?	

P.E. Progression of skills Year 1

Autumn 1- Fundamental movement		Sending and Receiving	The 2 key pieces of knowledge or concepts/vocabulary the children must know by the end of this topic
Focus Themes: Success Playing my part			
SAQ	<p>To be able to move through the SAQ ladders, leading with both legs.</p> <p>To be able to take turns through the SAQ Ladders.</p> <p>To be able to move through the SAQ ladders, leading with both legs forwards and sideways.</p> <p>To be able to move through the SAQ ladders & hurdles, leading with both legs forwards and sideways.</p> <p>To be able to take turns through hurdles.</p> <p>To be able to jump through the SAQ ladders & hurdles, using different movement patterns.</p> <p>To be able using different movement patterns through the hurdles and ladders.</p> <p>To be able using different movement patterns through the hurdles, cones and ladders.</p> <p>To develop reaction times.</p>		<p>Vocabulary:</p> <p>Key Facts/ Concepts:</p>

<p>Sending and Receiving</p>	<p>To develop movement for a warm up so students are able to travel in different ways. To be able to travel showing agility. To be able to send & receive a beanbag. To be able to send a beanbag to a target. To be able to send & receive a ball. To be able to send and receive whilst moving. To be able to send & receive a ball with a partner. To be able to roll and receive a rolled ball. To be able to send & receive the ball using a bounce.</p>	
<p>Autumn 2- Dance Sending and Receiving</p>		<p>Vocabulary: target, catch, rhythm Key Facts/ Concepts:</p>
<p>Focus Themes: Inequality Playing my part</p>		
<p>Sending and Receiving</p>	<p>To be able to send & receive a ball with a partner. To be able to dribble the ball. To be able to send & receive a rugby ball with a partner. To be able to work with a partner in a small sided game. To be able to dribble a ball with a hockey stick To be able to use a hockey stick safely. To be able to send and receive a ball in hockey. To be able to dribble a football. To be able to send and receive a ball in football. To be able to work with a partner to score in a 2v2 game.</p>	
<p>Dance</p>	<p>To be able to move in a variety of ways, linked to animal movements. To be able to work in unison with your partner To be able to move in a variety of ways, linked to animal movements. To be able to work in unison with your partner.</p>	

	<p>To be able to move in a variety of ways, linked to animal movements.</p> <p>To be able to perform a sequence of movements with a partner.</p> <p>To be able to move in a variety of ways, linked to animal movements.</p> <p>To be able to perform with partner a sequence to the class.</p>	
Spring 1- Gymnastics	New Age Kurling	Vocabulary: Key Facts/ Concepts:
Focus Themes: Inequality	Conflict	
Gymnastics	<p>To be able to perform shapes in different ways.</p> <p>Students are able to work safely in the lesson.</p> <p>To be able to perform shapes in different ways.</p> <p>Students are able to roll in different ways.</p> <p>To be able to perform shapes on small apparatus.</p> <p>Students develop their forward roll.</p> <p>To be able to perform shapes on small apparatus.</p> <p>Students develop a sequence of movements.</p> <p>To be able to perform shapes on large apparatus.</p> <p>Students develop knowledge on health and safety procedures using the large apparatus.</p> <p>To be able to perform shapes on large apparatus.</p> <p>Students develop knowledge on health and safety procedures using the large apparatus.</p>	
New Age Kurling	<p>To develop a basic understanding of New Age Kurling.</p> <p>To understand how to vary the power in shots.</p> <p>To develop a basic understanding of New Age Kurling.</p> <p>To be able to direct the stone towards a target.</p> <p>To be able to direct the stone towards an ever decreasing circle.</p> <p>To be able to direct the stone towards different sized targets.</p>	<p><u>New Age Kurling:</u></p> <p>New age kurling stone</p> <p>Stone pusher</p> <p>Shot</p>

Focus Themes: Conflict	Playing my part	Cricket Throw Catch Cricket bat Key Facts/ Concepts: Cricket How to hold a cricket bat
Striking and Fielding	Students are able to throw and catch the ball itself. Students are able to throw and catch with a partner. Students are able to bowl underarm towards a target. Students are able to work as a team to field a ball. Students are able to hit the ball in different directions using a cricket bat. Students are able to work as a team to stop the batsman from scoring runs.	
Summer 2- Athletics	Racket Skills	Vocabulary: Key Facts/ Concepts:
Focus Themes: Success	Playing my part	

Year 2

Autumn 1- SAQ	Sending and Receiving	The 4 key pieces of knowledge or concepts/vocabulary the children must know by the end of this topic
Focus Themes: Success	Playing my part	
SAQ	To be able to move through the SAQ ladders, leading with both legs. To be able to take turns through the SAQ Ladders. To be able to move through the SAQ ladders, leading with both legs forwards and sideways. To be able to move through the SAQ ladders & hurdles, leading with both legs forwards and sideways. To be able to take turns through hurdles.	Vocabulary: Key Facts/ Concepts:

Spring 1 – Dance and Gymnastics		New Age Kurling	Vocabulary: Key Facts/ Concepts: <u>New Age Kurling:</u> Target Tunnel Opponent Decreasing Increase the power behind the kurling stone by pushing it harder. The centre of the mat is worth more points.
Focus Themes: Inequality		Conflict	
New Age Kurling	To develop a basic understanding of New Age Kurling. To understand how to vary the power in shots. To develop a basic understanding of New Age Kurling. To be able to direct the stone towards a target. To be able to direct the stone towards an ever decreasing circle. To be able to direct the stone towards different sized targets. To be able to work with a partner. To be able to direct the stone under the tunnel. To be able to work with a partner. To be able to work with a partner to beat opponent in games.		
Spring 2 – Gymnastics		Outdoor Education	Vocabulary: Key Facts/ Concepts:
Focus Themes: Success		Significance	
Gymnastics	To be able to perform shapes in different ways. Students are able to work safely in the lesson. To be able to perform shapes in different ways. Students are able to roll in different ways. To be able to perform shapes on small apparatus. Students develop their forward roll. To be able to perform shapes on small apparatus. Students develop a sequence of movements. To be able to perform shapes on large apparatus. Students develop knowledge on health and safety procedures using the large apparatus. To be able to perform shapes on large apparatus. Students develop knowledge on health and safety procedures using the large apparatus.		
Outdoor Education			

	<p>To be able to work with a group (in 4s) to solve the problem.</p> <p>To be able to find places in the playground, using the photographs.</p> <p>Work with a partner to solve the problem.</p>	
Summer 1- Athletics	Striking and Fielding	Vocabulary: Striking and Fielding: Bowl Underarm Batsman Run Key Facts/ Concepts: Striking and Fielding: How to throw a ball underarm
Focus Themes: Conflict	Playing my part	
Striking and Fielding	<p>Students are able to throw and catch with a partner over different distances.</p> <p>Students are able to bowl underarm towards a target.</p> <p>Students are able to work as a team to field a ball.</p> <p>Students are able to hit the ball in different directions.</p> <p>Students are able to hit the ball in different directions using a cricket bat.</p> <p>Students are able to work as a team to stop the batsman from scoring runs.</p> <p>Students bowl the ball to the batsman.</p>	
Summer 2- Swimming	Racket Skills	Vocabulary: Key Facts/ Concepts:
Focus Themes: Inequality	Playing my part	

Year 3

Autumn 1- Ball skills (Netball) SAQ	The 6 key pieces of knowledge or concepts/vocabulary the children must know by the end of this topic
Focus Themes: Conflict	

<p>Movement Develop and Apply Skills and Techniques Analysis and Evaluation Health and Fitness Preparation for Life and Participation</p>	<p><u>Netball</u></p> <p><u>SAQ</u> To be able to take turns through the SAQ Ladders. To be able to move through the SAQ ladders, leading with both legs. To be able to move through the SAQ ladders forwards and sideways, leading with both legs. To be able to move through the SAQ ladders & hurdles, leading with both legs forwards and sideways. To be able to jump through the SAQ Ladders and over the hurdles. To be able to jump through the SAQ ladders & hurdles, using different movement patterns. To be able to react quickly to commands. To be able to combine different movements through the ladders and hurdles. To be able to use different movement patters through the hurdles, cones and ladders. To develop reaction times.</p>	<p><u>Netball</u> Vocabulary:</p> <p>Key Facts/ Concepts:</p> <p><u>SAQ</u> Vocabulary:</p> <p>Key Facts/ Concepts:</p> <ul style="list-style-type: none"> You must wait your turn and follow instructions. To keep balance, use the head, arms, centre of gravity and core strength. Keep the head up so you do not overbalance. Move through the ladders leading with both legs, forwards and sideways. Move on the balls of your feet to increase speed of movement. Listen and watch demonstrations carefully to be able to reproduce the skill.
<p>Autumn 2- Dance</p>	<p>Tag Rugby</p>	<p>Vocabulary:</p>
<p>Focus Themes: Inequality</p>	<p>Playing my part</p>	<p>Key Facts/ Concepts:</p>
<p>Movement</p>	<p>Tag Rugby To be able to run with a rugby ball.</p>	<p>Key Facts/ Concepts:</p>

<p>Develop and Apply Skills and Techniques Analysis and Evaluation Health and Fitness Preparation for Life and Participation</p>	<p>To be able to off-load the ball to another player. To be able to ground and gather the rugby ball. To be able to off-load the ball to a moving player. To be able to turn after gathering the rugby ball. To be able to use different footwork when moving. To be able to pass the ball and receive the ball with other players. To be able to work cooperatively with a partner. To be able to pass the ball and receive the ball under pressure. To be able to move into space to receive a pass. To be able to work as a team to play a game of tag rugby.</p>	
<p>Spring 1- Gymnastics Orienteering</p>		<p>Vocabulary:</p>
<p>Focus Themes: Inequality Significance</p>		<p>Key Facts/ Concepts:</p>
<p>Movement Develop and Apply Skills and Techniques Analysis and Evaluation Health and Fitness Preparation for Life and Participation</p>	<p>Orienteering To be able to read a basic map and orientate the body and map accordingly. To be able to identify map symbols and match them with their correct names. To be able to orientate a map and find the markers on the map. To be able to identify where in the playground a photo is from and find the marker at that place. To be able to identify the place on the map so that the students can answer the questions. To be able to identify a place on the map so that the students can find a marker. To be able to record the information on the marker and then perform the instruction.</p>	<p><u>Gymnastics:</u> Flight/jumping Trestle table Five foot patterns – 2 feet to 2 feet, 2 feet to 1 foot, 1 foot to 2 feet, 1 foot to one foot (hop), 1 foot to 1 foot (leap). Sideways rolls – straight: Lay on the floor straight and roll along the floor. Sideways roll – tucked: hold head and knees in towards the body. Roll along the floor. Teddy bear roll – Sit in a straddle position. Roll onto side, still holding legs. Roll onto back, onto other side and then back to seated position in straddle.</p>
<p>Spring 2 – Tennis Tri-Golf</p>		<p>Vocabulary:</p>

Focus Themes: Playing my part		Success	racket Key Facts/ Concepts:
Movement Develop and Apply Skills and Techniques Analysis and Evaluation Health and Fitness Preparation for Life and Participation			
Summer 1- Athletics			Vocabulary: Key Facts/ Concepts:
Focus Themes: Inequality		Success	
Movement Develop and Apply Skills and Techniques Analysis and Evaluation Health and Fitness Preparation for Life and Participation			
Summer 2- Cricket			Vocabulary: Cricket: Stationary Field Wicketkeeper Bases Key Facts/ Concepts: Cricket How to field a ball
Focus Themes: Playing my part		Conflict	
Movement Develop and Apply Skills and Techniques Analysis and Evaluation Health and Fitness Preparation for Life and Participation	Cricket Students are able to roll, throw and catch with a group over different distances. Students are able to bowl underarm towards a target. Students are able to work as a team to field a ball. Students are able to hit the ball in different directions. Students are able to hit a stationary ball. Students are able to work as a team to score runs.		

Students are able to work as a team to field the ball.
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Year 4

Autumn 1- Ball skills (Basketball)	Football	The 8 key pieces of knowledge or concepts/vocabulary the children must know by the end of this topic
Focus Themes: Success	Conflict	
<p>Movement Develop and Apply Skills and Techniques Analysis and Evaluation Health and Fitness Preparation for Life and Participation</p>	<p><u>Basketball</u> To develop ball handling and familiarisation skills. To be able to stop when moving with the ball. To perform a 1,2 stop and a jump stop landing. To perform a bounce pass and a chest pass. Students work together as part of a group to complete the activities and with a partner in a game. To be able to dribble with both hands during the relays. To be able to aim for the basket when shooting.</p>	<p><u>Basketball</u> Vocabulary:</p> <p>Key Facts/ Concepts:</p> <ul style="list-style-type: none"> • To dribble use a curved shape with the hand, push the ball down with the finger tips (no slapping with the palm of the hand). • A jump stop is to land with 2 feet at the same time; a 1, 2 landing is to land one foot then the other. • A pivot is used by a player to face a different direction to pass the ball without breaking the footwork rule. • Chest pass – a fast pass played from the players chest to their team mate’s chest. • Bounce Pass - a pass that is bounced on the floor in between the passer and

Football

To demonstrate ball familiarisation skills showing control.

To develop dribbling skills showing control.

To be able to perform different turns with the ball.

To be able to pass the ball to a partner with some accuracy.

To be able to pass and receive the ball on the move with some accuracy.

To develop passing and receiving the ball with pressure from a defender.

To communicate with team mates by talking and gesturing with signals.

To develop passing and moving towards the goal in order to shoot.

receiver, used when a player is being marked closely.

- Double dribble - Once you are dribbling you cannot stop with the ball and start dribbling again you have to pass it or shoot.
- An arm can be used to block a defender.
- Players should dribble and pass the ball between themselves and their team mates to then score by dropping the ball in the hoop.

Football

Vocabulary: Dribble, Pass, Turn, Control, Drag Back, Cruyff Turn, Pass and Move, Communicate, Defender, Attacker.

Key Facts/ Concepts:

- Use the inside of the foot to keep control when dribbling the ball.
- Look up when you are dribbling the ball so you can see other players.
- Stop the ball with your foot at an angle so the ball does not go underneath.

	<p>To work as part of a team to try and gain success.</p>	<ul style="list-style-type: none"> • To turn with the ball, you can use the Drag Back and Cruyff Turn. • To pass the ball accurately step the weaker foot beside the ball and kick using the inside of the dominant foot. • When passing on the move you should pass in front of the player so that they can run onto the ball. • You should move into an open space to receive the ball from a team mate. • You need to work as part of a team communicating by speaking and signalling to move towards the goal to score.
<p>Autumn 2- Dance Team building SAQ</p>		<p>Vocabulary:</p>
<p>Focus Themes: Inequality Playing my part</p>		<p>Key Facts/ Concepts:</p>
<p>Movement Develop and Apply Skills and Techniques Analysis and Evaluation Health and Fitness Preparation for Life and Participation</p>		<ul style="list-style-type: none"> • Begin to show flexibility, strength, technique, control and balance e.g. through athletics, gymnastics and other activities. • Create a sequence both on their own and with a partner or in a group, thinking about changes in level, speed and timing. • Copy, share and create motifs with a partner or in small and larger groups. • Use dance to communicate an idea.

		<ul style="list-style-type: none"> • Perform the basic actions with greater control, fluency and coordination. • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. E.g. dance.
Spring 1- Gymnastics Hockey		Vocabulary: <u>Gymnastics:</u>
Focus Themes: Inequality Conflict		Symmetry Asymmetry Sequence Extended Solo
Movement Develop and Apply Skills and Techniques Analysis and Evaluation Health and Fitness Preparation for Life and Participation	Gymnastics	Key Facts/ Concepts: Gymnastics <ul style="list-style-type: none"> • Begin to show flexibility, strength, technique, control and balance • Jump on, off and across equipment. • Perform rolls with some accuracy and flair. • Perform ¼, ½ and full turns with accuracy. • Perform shaped jumps off apparatus with a degree of control.

Movement

Develop and Apply

Skills and Techniques

Analysis and Evaluation

Health and Fitness

Preparation for Life and Participation

Hockey

To be able to use a hockey stick safely; low and with 2 hands.

To be able to dribble the ball with control.

To be able to dribble the ball with some control and avoid other players.

To be able to pass and receive the ball on the open stick.

To be able to dribble the ball under pressure.

To be able to work with a partner in a small sided game (2v2/3v3)

- Use matching, mirroring shapes and balances.
- Create a sequence both on their own and with a partner or in a group, thinking about changes in level, speed and timing.
- Balance using different body parts showing control, creativity and flair.
- Use/link different ways of travelling, and demonstrate body tension effectively.
- Use apparatus safely.
- Be given a theme and produce their own sequence.
- Setup and put away equipment safely.

Hockey

Vocabulary:

Key Facts/ Concepts:

- You hold the stick flat side facing away from the body, left hand on the top and right hand two thirds of the way down the stick. (No left-handed hockey sticks.)
- Both hands must stay on the stick at all times and the hockey stick must not be raised above the waist to prevent head

		<p>injuries.</p> <ul style="list-style-type: none"> • Dribbling - ball in contact with the stick and in front of the feet, you can only contact the ball with the flat side of the stick. • You should bend your knees and keep your back up straight when dribbling the ball so that you can look around. • To stop the ball, you bring the flat side over the ball to face the ground. • To perform a push pass, you stand with your left foot in front of the right, the ball at your back foot and in contact with your stick. Slowly push the ball forwards towards your partner, keeping the stick low on the follow through. • Receiving the ball - stick low to the ground to increase the surface area and move the stick back (give) when the ball makes contact.
<p>Spring 2 – Tennis Tag Rugby</p>		<p>Vocabulary:</p>
<p>Focus Themes: Significance Conflict</p>		<p>Key Facts/ Concepts:</p>
<p>Movement Develop and Apply Skills and Techniques Analysis and Evaluation Health and Fitness Preparation for Life and Participation</p>	<p>Tag Rugby To be able to ground and gather the rugby ball. To be able to off-load the ball to another player. To be able to turn after gathering the rugby ball. To be able to use different footwork when moving. To be able to take a tag off other players. To be able to use different footwork to get past players. To be able to pass the ball and receive the ball under pressure.</p>	<p>Tag Rugby</p> <ul style="list-style-type: none"> • To some degree dodge and change direction to move away from an opponent. • Throw a ball both underarm and overarm (one handed or two) accurately to a static or moving

	<p>To be able to move into space to receive a pass. To be able to play to the rules of the game. To be able to move into space to receive a pass. To be able to work as a team to play a game of tag rugby.</p>	<p>object when under some degree of pressure.</p> <ul style="list-style-type: none"> • With some degree of accuracy kick a ball to a partner over different distances. • Gather a ball as quick as possible in a controlled manner. (attack the ball, pick up, throw) • Follow the rules of different games. • Play a game of 1 v 1 up to 5 v 5. • Start to understand when to pass the ball. • Move into a space. • Know and understand how to score. • Start to use their voice or hands to signal for a pass.
Summer 1- Athletics		Vocabulary:
Focus Themes: Success		
<p>Movement Develop and Apply Skills and Techniques Analysis and Evaluation Health and Fitness Preparation for Life and Participation</p>	Inequality	Key Facts/ Concepts:
Summer 2- Cricket		Vocabulary:

Focus Themes: Playing my part		Conflict	Cricket
<p>Movement</p> <p>Develop and Apply</p> <p>Skills and Techniques</p> <p>Analysis and Evaluation</p> <p>Health and Fitness</p> <p>Preparation for Life and Participation</p>	<p>Cricket</p> <p>Students are able to roll, throw overarm and underarm and catch with a group over different distances.</p> <p>Students are able to bowl underarm towards a target.</p> <p>Students are able to work as a team to field a ball.</p> <p>Students are able to make a decision on how to get the other team out.</p> <p>Students are able to hit a stationary ball.</p> <p>Students are able to hit a ball bowled to them.</p> <p>Students are able to work as a team to score runs.</p> <p>Students are able to work as a team to field the ball.</p>	<p>Cricket</p> <p>Overarm</p> <p>Stumps</p> <p>Bails</p> <p>Strategy</p> <p>Key Facts/ Concepts:</p> <p>Cricket</p> <ul style="list-style-type: none"> • Roll a ball (one handed or two) accurately to both a static or moving object when under some degree of pressure. • Throw a ball both underarm and overarm (one handed or two) accurately to a static or moving object when under some degree of pressure. • Keep a ball up in the air with hands (self-feed or with a partner). • With some degree of accuracy throw a ball to a partner over different distances. • Field a ball gathering the ball as quick as possible in a controlled manner. (attack the ball, pick up, throw) • Bowl underarm accurately and give overarm bowling a go. • Use an implement correctly to control an object and begin to use the 	

		<p>implement with control to send an object.</p> <ul style="list-style-type: none"> • Follow the rules of different games. • Play a game of 1 v 1 up to 3 v 3. • Move into a space. • Play shots to outwit an opponent. • Know and understand that scoring can happen in many different ways. • Start to use their voices to signal for a pass.
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Year 5

Autumn 1- Sportshall Athletics	Hi5 Netball	The 10 key pieces of knowledge or concepts/vocabulary the children must know by the end of this topic
Focus Themes: Inequality	Conflict	
<p>Movement</p> <p>Develop and Apply Skills and Techniques</p> <p>Analysis and Evaluation</p> <p>Health and Fitness</p> <p>Preparation for Life and Participation</p>	<p>Netball</p> <p>Students learn how to pass the ball using different passes.</p> <p>Students are able to stop with a 1,2 and jump stop landing.</p> <p>Students are able to pivot after landing with the ball.</p> <p>Students are able to run into space to receive the ball.</p> <p>Students understand why they have to indicate for the ball.</p> <p>Students are able to dodge into space away from a defender.</p> <p>Students sprint dodge from their opponent to receive the centre pass.</p> <p>Students are able to try and shoot in the net.</p> <p>Students are able to identify different positions on the court.</p> <p>Students are able to play a position in a game.</p>	<p>Vocabulary:</p> <p>Key Facts/ Concepts:</p>
Autumn 2- Football	Dance	

Focus Themes: Playing my part	Significance	
<p>Movement Develop and Apply Skills and Techniques Analysis and Evaluation Health and Fitness Preparation for Life and Participation</p>	<p>Football To perform own warm up in pairs developing leadership. To demonstrate ball familiarisation skills showing increased control. To develop dribbling skills showing increased control and speed. To be able to use different turns with the ball effectively to turn away from a defender. To be able to pass and receive the ball with increased accuracy. To be able to pass and receive the ball on the move opposed during a small sided adapted game. To develop passing and moving and drive towards the goal in order to shoot. To communicate and work as part of a team to try and gain success.</p> <p>Dance To be able to work with a partner to develop a meeting sequence. To be able to work with a partner to look at different methods of travelling they would use to travel the country. To be able to work with a partner to develop a short sequence from a place on their journey.</p>	<p>Football Vocabulary: Dribble, Pass, Control, Touch, Scan, Drag Back, Cruyff Turn, Give, Defender, Attacker, Intercept. Key Facts/ Concepts:</p> <ul style="list-style-type: none"> • To control the ball and keep it close when dribbling we can use different parts of the feet and quick touches. • Look up and scan when you are dribbling the ball so you can see other players. • You can use the Drag Back and Cruyff Turn to turn the ball away from a defender. • To pass the ball accurately step the weaker foot beside the ball and kick using the inside of the dominant foot. • Receive the ball by turning your foot sideways and as the ball approaches bringing the foot backwards (give). • When passing on the move you should pass the ball in front of the player so that they can run onto the ball. • When receiving the ball on the move take one touch to control the ball (give) and one touch to pass the ball off again to your partner. • To dribble with increased speed over a longer distance push the ball into

		<p>unopposed space and quickly run onto it.</p> <ul style="list-style-type: none"> • A defender can intercept the ball by stealing it as one player is passing to another. • You need to work as part of a team communicating by speaking and signalling to move towards the goal to score. <p><u>Dance</u> Vocabulary: Key Facts/ Concepts:</p>
Spring 1- Gymnastics	Orienteering	Vocabulary:
Focus Themes: Inequality	Significance	Key Facts/ Concepts:
<p>Movement Develop and Apply Skills and Techniques Analysis and Evaluation Health and Fitness Preparation for Life and Participation</p>	<p>Orienteering To be able to navigate to points on the school grounds marked on a map. To be able to follow routes on a map and add up the numbers they find on the map. To be able to navigate around a set orienteering course in number order. To be able to identify the place on the map, so that the students can answer the questions.</p>	<p><u>Gymnastics:</u> Fluent Flowing Vault Springboard</p> <p>How to perform a bridge safely – Start position by laying on ground. Bend knees and place feet flat on ground. Place hands by ears. Push up to extend arms and legs.</p>

		<ul style="list-style-type: none"> • Use reverse stick to stop the ball with the flat side if the ball is received on the left side of the body. • Use the reverse stick to pass to a player if they are on your right. • To tackle keep the stick low and only touch the ball not the stick. • Attackers need to dribble and pass the ball with control and accuracy and move into space to keep possession. • Defenders should close down the attackers by coming towards them and making it difficult for them to pass. • Players should communicate with each other by calling out for the ball when they are in space to move closer towards the goal.
Summer 1- Athletics		Vocabulary:
Focus Themes: Inequality Success		
Movement Develop and Apply Skills and Techniques Analysis and Evaluation Health and Fitness Preparation for Life and Participation		Key Facts/ Concepts:

Summer 2- Tennis Rounders		Vocabulary: Key Facts/ Concepts:
Focus Themes: Playing my part Conflict		
Movement Develop and Apply Skills and Techniques Analysis and Evaluation Health and Fitness Preparation for Life and Participation		

Year 6

Autumn 1- Sportshall Athletics Basketball		The 12 key pieces of knowledge or concepts/vocabulary the children must know by the end of this topic
Focus Themes: Inequality Playing my part		
Movement Develop and Apply Skills and Techniques Analysis and Evaluation Health and Fitness Preparation for Life and Participation	Basketball Students develop ball handling and familiarisation skills. Students are able to pivot after stopping. Students can pass the ball with accuracy. Students are able to cross over the ball. Students can cooperate in a group. Students are able to dribble the ball in a range of situations. Students can make decisions on how to be successful as a group. Students are able to shoot the ball. Students are able to perform a combination of skills before shooting the ball.	Vocabulary: Key Facts/ Concepts: <ul style="list-style-type: none"> To dribble use a curved shape with the hand, push the ball down with the finger tips (no slapping with the palm of the hand), one foot in front of the other – opposite foot to dribbling hand forward. A jump stop is to land with 2 feet at the same time. (Good as students can decide which foot they want to pivot on.)

		<ul style="list-style-type: none"> • A 1, 2 landing is to land one foot then the other. (We use this when we are moving at speed.) • Chest pass – a fast pass played from the players chest to their team mate’s chest. (An accurate pass used over short distances.) • Chest pass – a fast pass played from the players chest to their team mate’s chest, a fast accurate passed used over short distances. • Bounce Pass - a pass that is bounced on the floor in between the passer and receiver used to get the ball past a defender.
Autumn 2- Football	Dance	Vocabulary:
Focus Themes: Conflict	Significance	
Movement Develop and Apply Skills and Techniques Analysis and Evaluation Health and Fitness Preparation for Life and Participation	Dance To be able to work as part of a group to develop a short sequence. To be able to cooperate as part of a group to develop their sequence. To be able to perform a dance sequence to the class. To be able to use a stimulus to develop a short sequence. To be able to perform a dance which they have developed.	Key Facts/ Concepts: <ul style="list-style-type: none"> • If you dribble into space, you can draw a defender towards you before passing the ball to a team mate giving them more room to receive and play the ball.
Spring 1- Gymnastics	Team Building	Vocabulary:

Focus Themes: Inequality		Playing my part	Key Facts/ Concepts:
Movement Develop and Apply Skills and Techniques Analysis and Evaluation Health and Fitness Preparation for Life and Participation	Team Building To be able to work cooperatively with a partner. To be able to work cooperatively as part of a team. To be able to communicate within the group. To be able to communicate to make decisions. To be able to give clear instructions to others in your group. To be able to decide on a strategy to complete the challenge. To be able to communicate as part of a team.		
Spring 2 – Cricket		Hockey	Vocabulary:
Focus Themes: Playing my part		Conflict	
Movement Develop and Apply Skills and Techniques Analysis and Evaluation Health and Fitness Preparation for Life and Participation	Hockey To be able to use a hockey stick safely; low and with 2 hands. To be able to dribble and reverse stick dribble the ball and change direction with control. To be able to dribble and reverse stick dribble the ball with increased control and avoid other players. To be able to pass the ball on the open stick and receive on the open and reverse stick with increased accuracy. To be able to dribble and pass the ball under pressure. To be able to develop defensive skills. To be able to cooperate with your team to score (5v5)		Key Facts/ Concepts: <ul style="list-style-type: none"> • Hold the stick flat side facing away from the body, left hand on the top and right hand two thirds of the way down the stick. (No left-handed hockey sticks.) • Both hands must always stay on the stick and it must not be raised above the waist to prevent head injuries. • To use the reverse stick the left hand rotates the stick through the right to turn the stick upside down so the flat side of the stick can be used on the left-hand side of the body. • To reverse dribble the ball moves in a zigzag being pushed from side to side. • Use reverse stick to stop the ball with the flat side if the ball is received on the left side of the body.

		<ul style="list-style-type: none"> • Use the reverse stick to pass to a player if they are on your right. • To tackle keep the stick low and only touch the ball not the stick. • A dodge, change of speed and direction when dribbling can be used to move away from or beat an opponent. • Dribble towards the goal if there is space in front of you but if there is a defender in the way pass to a team mate in space. • A ball should be passed into the space in front of a player for them to run onto. • Keep the ball long enough to draw a defender towards you before you pass it to give your team mate more space when they receive the ball. • Players should communicate with each other by calling out for the ball when they are in space to move closer towards the goal.
Summer 1- Athletics		Vocabulary:
Focus Themes: Inequality	Success	
Movement Develop and Apply Skills and Techniques		Key Facts/ Concepts:

<p>Analysis and Evaluation Health and Fitness Preparation for Life and Participation</p>		
<p>Summer 2- Tennis Rounders</p>		<p>Vocabulary:</p>
<p>Focus Themes: Playing my part Conflict</p>		<p>Key Facts/ Concepts:</p>
<p>Movement Develop and Apply Skills and Techniques Analysis and Evaluation Health and Fitness Preparation for Life and Participation</p>		