

# PE Curriculum

## Reception – Year 6

## Overview of PE Content

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Nursery/ Reception	<b>Splay basic physical development - fundamental skills including coordination, balance and agility aimed at 3,4,5 year old</b>	<b>Splay Gymnastics - fundamental skills including coordination and balance aimed at 3,4,5 year old</b>	<b>Multiskills - Fundamentals of movement Agility balance and coordination.</b>	<b>Open activities, chasing and tagging.</b>	<b>Ball Skills Throwing and catching.</b>	<b>Athletics Running, jumping, catching.</b>
Year 1	Gymnastics (8 lesson)	Fundamentals (8 lessons)	Dance (8 lesson)	Athletics (8 lesson)	Sending and Receiving (8 lessons)	Ball Skills (8 lessons)
Year 2	Gymnastics (8 lesson)	Fundamentals (8 lessons)	Dance (8 lesson)	Athletics (8 lesson)	Striking and Fielding (8 lessons)	Ball Skills (8 lessons)
Year 3	Gymnastics (8 lesson)	Athletics (8 lesson)	Hockey (Y3/4 - 8 lesson)	Swimming	Swimming	Swimming
Year 4	Dance (8 lesson)	OAA (Y3/4 - lessons 1 to 6)	Athletics (8 lesson)	Football (Y3/4 - 8 lesson)	Rounders (Y3/4 – 8 lessons)	tennis (Y3/4 – 8 lessons)
Year 5	Gymnastics (8 lesson)	OAA (Y3/4 - lessons 7 & 8 plus Y5/6 lessons 1 to 3)	Athletics (8 lesson)	Cricket (Y3/4 – 8 lessons)	Rounders (Y5/6 – 8 lessons)	Hockey (Y5/6 - 8 lesson)

Year 6	Dance (8 lesson)	OAA (Y5/6 lessons 4 to 8)	Athletics (8 lesson)	Cricket (Y5/6 – 8 lessons)	Tag Rugby (Y5/6 - 8 lesson)	Tennis (Y5/6 – 8 lessons)
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## The Aims of the National Curriculum for PE

### Key stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns

### Key stage 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination (Athletics)
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best

### Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situation

## Additional Aims of Stanley Road

Be aware of significant sports people and sporting events

### Introduction

Each Year Group has six PE focus areas to cover over the academic year. The half term that these areas are covered is flexible and is at the discretion of the class teachers for the year group. Teachers should only cover blocks from their year group once per year. External coaches and staff should not repeat focus areas that have already been covered by the class. In most Year Groups the focus areas are not linked to one another but in KS1 and EYFS some areas will need to be completed in sequence i.e. Agility and balance will need to be developed before moving on to the Games focus. Most Year groups have several 'games' units which may need to be completed in a sequence due to the skills that are developed within the units.

## Reception

Focus of Study: Movement	Introduction
	This provides an introduction to different forms of movement and helps to develop children's control over their bodies. Teachers introduce the ideas of direction and size of movements. It also introduces ideas of gross motor control over objects and vehicles as well as fine motor movements such as zips, button and tying knots.
Objectives	Key Knowledge and Vocabulary
<b><u>40 to 60m</u></b> Experiments with different ways of moving. Shows increasing control over objects and tools.	Know how to walk upstairs using alternate feet. Know how to walk, run and jump. Know how to pedal a bike or tricycle. Know how to make <b>anticlockwise circular</b> movements and <b>vertical</b> and <b>horizontal</b> movements with mark making equipment (large and small). Know how to put on own shoes. Know how to put on own gloves and hats. Know how to zip up own coats. Know how to fasten buttons on own clothes

<b>Focus of Study: <u>Gymnastics</u></b>	<b>Introduction</b>
	This provides an introduction to different forms of balance as part of movement and helps to develop children's control over their bodies. Children make simple movements using apparatus and develop greater control over floor based movements such as jumping and hopping.
<b>Objectives</b>	<b>Key Knowledge and Vocabulary</b>
<p><b><u>40 to 60m</u></b> Experiments with different ways of moving. Jumps off an object and lands appropriately.</p> <p>Travels with confidence and skill around, under, over and through balancing and climbing equipment. It effectively forms recognisable letters, most of which are correctly formed.</p>	<p>Know how to jump up and down on the spot. Know how to jump off a bench onto a mat landing with both knees bent. Know how to transfer this skill into their play: jumping off walls, stepping stones, down from trees, off play equipment.</p> <p>Know how to travel <b>over, under</b> and <b>along balancing</b> and <b>climbing</b> equipment and transfer these skills in their play. Know and understand the words; <b>jump; land, over, under, along, balance.</b></p>
<b>Focus of Study: <u>Multiskills; Agility balance and coordination</u></b>	<b>Introduction</b>
	This provides an introduction to different forms of balance and helps to develop children's control over their bodies. Children begin to find their own 'space' with adult support. They name body parts and become aware of how they can be used in simple games.
<b>Objectives</b>	<b>Key Knowledge and Vocabulary</b>
<p><b><u>40 to 60m</u></b> Experiments with different ways of moving. Negotiates space successfully when playing racing and chasing games with other</p>	<p>Know what a space is and how to work in one. Know the different body parts and how to use them to move: feet, hands, tummy, back. Know how to stop and start. Know how to change their speed and understand the words faster and slower. Know how to play games such as 'traffic lights' and 'cups and saucers'.</p>

children, adjusting speed or changing direction to avoid obstacles.	Know how to change direction. Know how to balance on the different parts of their bodies.
<b>Focus of Study: <u>Games; Chasing and tagging</u></b>	<b><u>Introduction</u></b>
	This area builds on skills children learned in the : <b><u>Multiskills; Agility balance and coordination</u></b> and introduces more complex games. This unit introduces the idea that games have rules and that they must follow them.
Objectives	Key Knowledge and Vocabulary
<b><u>40 to 60m</u></b> Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.	Know how to play simple tagging such as 'Rabbits and Foxes' and 'Scarecrow tig'.  Understand that games have rules and know the rules to the above games.  Know how to <b>stop, start</b> , change direction and speed and how to <b>tag</b> someone safely.
<b>Focus of Study: <u>Ball Skills: Throwing and Catching</u></b>	<b><u>Introduction</u></b>
	Introduces basic ball skills and games that are played using large size balls (football)
Objectives	Key Knowledge and Vocabulary
<b><u>40 to 60m</u></b> Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.	Know how to roll a ball. Know how to throw and catch a size 3 ball. Know how to kick a size 3 ball. Know that <b>football</b> is a popular <b>sport</b> in the UK and around the world Know that different towns have football teams that compete in a <b>league</b> . Know the names of local football teams - <b>Manchester United, Manchester City and Oldham Athletic</b> .
<b>Focus of Study: <u>Athletics; Running, Jumping and Catching</u></b>	<b><u>Introduction</u></b>

	Children are introduced to early Athletic skills and events. They begin to compete in short races where there is a 'winner' but learn that everyone must try their best and taking part is important.
Objectives	Key Knowledge and Vocabulary
<p><b>40 to 60m</b> Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p>	<p>Know that sport is <b>competitive</b>. It has winners and losers. Talk about the Olympics and understand that there are three medals - winners receive <b>gold</b>, second place receives <b>silver</b> and <b>bronze</b> is third.</p> <p>Know that taking part is very important.</p> <p>Know what a race is and take part in short running races.</p> <p>Know traditional sports day races such as <b>egg and spoon, sack race, quoit race and running race</b>.</p> <p>Know how to throw a ball or bean bag at <b>target</b> (hoop or tub).</p>

## Year 1

<b>Focus of Study: Fundamentals</b>	<b>Introduction</b>
	<p>Pupils will explore the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. They will explore these skills in isolation as well as in combination.</p> <p>Pupils will be given opportunities to identify areas of strength and areas for improvement.</p> <p>Pupils will work collaboratively with others, taking turns and sharing ideas.</p>

NC Objectives	Key Knowledge and Vocabulary
<p>To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.</p>	<p><u>Vocabulary</u>; <b>throw catch, move, space, run, jump, direction</b></p> <p><u>Muscle groups</u>; abdominal muscles (front and side)</p> <p><u>GetSet4PE</u>: Fundamental Year 1 Unit</p> <p><u>By the end of this unit children will:</u></p> <ul style="list-style-type: none"> <li>● change direction when moving at speed.</li> <li>● recognise changes in their body when I do exercise.</li> <li>● run at different speeds.</li> <li>● select my own actions in response to a task.</li> <li>● show hopping and jumping movements.</li> <li>● work cooperatively with others to complete tasks.</li> <li>● balance and coordination when static and moving at a slow speed.</li> </ul>
<b>Focus of Study: Sending and Receiving</b>	<b><u>Introduction</u></b>
	<p>Pupils will develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. They will also use equipment to send and receive a ball. Pupils will be given opportunities to work with a range of different sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe</p>
NC Objectives	Key Knowledge and Vocabulary
<p>To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and</p>	<p>Vocabulary; agility, balance,          Know that <b>core muscles</b> are another name for abdominal muscles from previous unit,          Know that <b>biceps</b> (<i>pronunciation: bye – sep</i>) are the large muscles at the front of the upper part of your arms.</p>



<p>coordination, and begin to apply these in a range of activities.</p>	<p>Know that <b>triceps</b> are the muscles in the back part of your upper arm.</p> <p><u>GetSet4PE: Sending and Receiving Year 1/2 Unit</u></p> <p><u>By the end of this unit children will:</u></p> <ul style="list-style-type: none"> <li>● begin to send and receive a ball with their feet.</li> <li>● catch a ball with some success.</li> <li>● roll a ball towards a target.</li> <li>● throw a ball to a partner.</li> <li>● track a ball that is coming towards me.</li> <li>● work cooperatively with a partner.</li> </ul>
<p><b>Focus of Study: <u>Ball Skills</u></b></p>	<p><b><u>Introduction</u></b></p>
	<p>In this unit, pupils will explore their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Pupils will have the opportunity to work independently, in pairs and small groups. Pupils will be able to explore their own ideas in response to tasks.</p>
<p><b>NC Objectives</b></p>	<p><b>Key Knowledge and Vocabulary</b></p>
<p>To participate in team games, developing simple tactics for attacking and defending</p>	<p><u>Vocabulary:</u> <b>strike, field, coordination, team</b></p> <p>Know that <b>coordination</b> means being able to use different parts of the body together efficiently.</p> <p>Know that <b>team</b> means the group of people playing a sport against another group of people</p> <p>Know examples of different sports including <b>cricket, baseball, tennis</b> - Watch short clips of these sports to show that they all involve striking a ball and cricket and baseball involve fielding.</p> <p><u>Muscle groups:</u> Review previous muscle groups</p> <p><u>GetSet4PE: Ball Skills Year 1</u></p> <p><u>By the end of this unit children will:</u></p>

	<ul style="list-style-type: none"> <li>● begin to catch with two hands.</li> <li>● begin to <b>dribble</b> a ball with hands and feet.</li> <li>● begin to understand simple <b>tactics</b>.</li> <li>● roll and throw with some accuracy towards a target.</li> </ul>
<b>Focus of Study: <u>Gymnastics</u></b>	<b><u>Introduction</u></b>
	In this unit pupils learn to use space safely and effectively. They explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create movement phrases. Pupils are given opportunities to select their own actions to build short sequences and develop their confidence in performing. Pupils begin to understand the use of levels, directions and shapes when travelling and balancing.
NC Objectives	Key Knowledge and Vocabulary
To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.	<p><u>Vocabulary:</u> <b>Straight, barrel, tuck, pike , straddle, sequence</b></p> <p><u>Muscle Groups:</u> Core Muscles to develop balance and coordination</p> <p><u>GetSet4PE:</u> Gymnastics Year 1 Unit</p> <p><u>By the end of this unit children will:</u></p> <ul style="list-style-type: none"> <li>● perform in front of others.</li> <li>● link simple actions together to create a sequence.</li> <li>● remember and repeat actions and shapes.</li> <li>● say what I liked about someone else's performance.</li> <li>● use apparatus safely and wait for my turn.</li> </ul>
<b>Focus of Study: <u>Dance</u></b>	<b><u>Introduction</u></b>
	Pupils will explore travelling actions, movement skills and balancing. They will understand why it is important to count to music and use this in their dances. Pupils will copy and repeat actions linking them together to make short dance phrases. Pupils will work individually and

	with a partner to create ideas in relation to the theme. Pupils will be given the opportunity to perform and also to provide feedback, beginning to use dance terminology to do so.
NC Objectives	Key Knowledge and Vocabulary
To perform dances using simple movement patterns.	<p><u>Vocabulary:</u> Know definitions of <b>step, movement, link, rhythm</b> and use them to describe PE performance  Watch video of <b>contemporary</b> dance  <a href="https://www.youtube.com/watch?v=_c5Z_7Vg-6Q">https://www.youtube.com/watch?v=_c5Z_7Vg-6Q</a></p> <p><u>Muscle groups:</u>  Know that dancers need strong muscles to be able to perform. Know that dancers train hard to build their muscles.  Know that <b>gluteus</b> (<i>pronunciation: gloo – te – uhs</i>) muscles are found in your bottom and can be called <b>glutes</b> (<i>pronunciation: gloo – t</i>)  Know that <b>calves</b> are muscles in your lower leg between the knee and the ankle.  Know that a <b>hamstring</b> muscle is found at the back of your thigh.</p> <p><u>GetSet4PE:</u> Dance Year 1 Unit</p> <p><u>By the end of this unit children will:</u></p> <ul style="list-style-type: none"> <li>● perform a short dance in front of others as part of a pair or group.</li> <li>● link simple steps together to create a sequence.</li> <li>● remember and repeat steps, actions and movements.</li> <li>● say what I liked about someone else's performance.</li> </ul>
<b>Focus of Study: <u>Athletics</u></b>	<b><u>Introduction</u></b>
	Children recap the skills learned in the previous Athletics Unit – they are reminded that races where there is a ‘winner’ but learn that everyone must try their best and taking part is important. In this unit, pupils will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently.

NC Objectives	Key Knowledge and Vocabulary
<p>To participate in team games, developing simple tactics for attacking and defending</p> <p>To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.</p>	<p><u>Vocabulary</u>; <b>push, throw, underarm</b></p> <p><u>Cultural Capital</u>; Jessica Ennis-Hill            Know that Jessica Ennis-Hill is a significant British <b>track and field</b> athlete.            Know that an <b>athlete</b> is someone who takes part in athletics such as running, jumping and throwing.            She is famous for the <b>heptathlon</b> event which is a collection of 7 events.            The events in a Heptathlon are 100 metres <b>hurdles, High Jump, Shot Put</b>, 200 Metres, <b>Long Jump, Javelin throw</b>, 800 metres.            Jessica Ennis-Hill has won many gold medals for Britain in the Heptathlon.</p> <p>Watch video clip to understand what these events are -  <a href="https://www.youtube.com/watch?v=Ssn6Jnu5qmQ">https://www.youtube.com/watch?v=Ssn6Jnu5qmQ</a></p> <p><u>Muscle groups</u>; deltoid, bicep (<i>pronunciation: bye - sep</i>), quadriceps (<i>pronunciation: quad – ri –seps</i>)            Know that Heptathletes (<i>pronunciation: hep-tath-leet</i>) need to use a wide range of muscles to compete in all the different events.            Know that the deltoid muscles are in the shoulders and help with throwing events such as javelin            Review bicep from previous unit            Know that quadriceps (<i>pronunciation: kwo·druh·seps</i>) are found in the thigh and help to extend the leg. These help athletes to run fast and for long distances.</p> <p><u>GetSet4PE</u>: Athletics Year 1 Unit</p> <p><u>By the end of this unit children will:</u></p> <ul style="list-style-type: none"> <li>● throw towards a target.</li> <li>● begin to show balance and coordination when changing direction.</li> <li>● developing overarm throwing.</li> <li>● recognise changes in my body when I do exercise.</li> <li>● run at different speeds.</li> </ul>

	<ul style="list-style-type: none"> <li>understand the difference between a jump, a leap and a hop and can choose which allows me to jump the furthest.</li> </ul>
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## Year 2

<b>Focus of Study: <u>Fundamentals</u></b>	<b><u>Introduction</u></b>
	Pupils will build on previous knowledge to develop the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. Pupils will be given opportunities to work with a range of different equipment. Pupils will be asked to observe and recognise improvements for their own and others' skills and identify areas of strength. Pupils will be given the opportunity to work collaboratively with others, taking turns and sharing ideas.
<b>NC Objectives</b>	<b>Key Knowledge and Vocabulary</b>
To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.	<p><u>Vocabulary</u>: dodging, sprinting, balancing, momentum  <u>Muscle groups</u>: abdominal muscles (front and side)  <u>GetSet4PE</u>: Fundamental Year 2 Unit</p> <p><u>By the end of this unit children will:</u></p> <ul style="list-style-type: none"> <li>provide feedback using key words.</li> <li>begin to turn and jump in an individual skipping rope.</li> <li>balance when changing direction.</li> <li>show hopping, skipping and jumping movements with some balance and control.</li> <li>work cooperatively with a partner and a small group.</li> <li>balance and coordination when running at different speeds.</li> </ul>
<b><u>Focus of Study: Ball Skills</u></b>	<b><u>Introduction</u></b>

	In this unit, pupils will develop their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Pupils will have the opportunity to work independently, in pairs and small groups. Pupils will be able to explore their own ideas in response to tasks.
NC Objectives	Key Knowledge and Vocabulary
To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.	<p><u>Vocabulary</u>; distance, overarm, underarm, received, send, accurate, target</p> <p><u>Muscle groups</u>; deltoid, bicep <b>biceps</b> (<i>pronunciation: bye – sep</i>), <b>quadriceps</b> (<i>pronunciation: kwod – ruh – seps</i>) , core</p> <p>Review muscles from previous units</p> <p><u>GetSet4PE: Ball Skills Year 2 Unit</u></p> <p><u>By the end of this unit children will:</u></p> <ul style="list-style-type: none"> <li>● understand and use simple tactics.</li> <li>● dribble a ball with my hands and feet with some control.</li> <li>● roll and throw a ball to hit a target.</li> <li>● send and receive a ball using both kicking and throwing and catching skills.</li> <li>● track a ball and collect it.</li> </ul>
<b>Focus of Study: <u>Striking and Fielding</u></b>	<b><u>Introduction</u></b>
	Pupils develop their basic understanding of striking and fielding games such as Rounders and Cricket. They learn skills including throwing and catching, stopping a rolling ball, retrieving a ball and striking a ball. They are given opportunities to play one against one, one against two, and one against three. They learn how to score points and how to use simple tactics. They learn the rules of the games and use these to play fairly. They show respect towards others when playing competitively and develop communication skills.
NC Objectives	Key Knowledge and Vocabulary

<p>To participate in team games, developing simple tactics for attacking and defending</p>	<p><u>Vocabulary</u>; striking, fielding, target, opponent, batter, bowler  <u>Cultural Capital</u>; N/A  <u>Muscle groups</u>; calf, hamstring, hip abductors/adductors</p> <p><u>GetSet4PE</u>: Striking and Fielding Year1/ 2 Unit</p> <p><u>By the end of this unit children will:</u></p> <ul style="list-style-type: none"> <li>● develop underarm and overarm throwing skills.</li> <li>● hit a ball using equipment with some consistency.</li> <li>● track a ball and collect it.</li> <li>● use simple tactics.</li> <li>● know how to score points and can remember the score.</li> </ul>
<p><b>Focus of Study: <u>Gymnastics</u></b></p>	<p><b><u>Introduction</u></b></p>
	<p>Building on the previous unit pupils learn to explore and develop basic gymnastic actions on the floor and using apparatus. They develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases. Pupils develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions. They learn to work safely with and around others and whilst using apparatus. Pupils are given opportunities to provide feedback to others and recognise elements of high quality performance.</p>
<p>NC Objectives</p>	<p>Key Knowledge and Vocabulary</p>
<p>To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.</p>	<p><u>Vocabulary</u>: Straight, barrel, tuck, pike, straddle, sequence, language linked to describing shape and movement</p> <p><u>Cultural Capital</u>: Max Whitlock  Know that Max Whitlock is a British artistic gymnast who has won 5 Olympic medals including the following events - <b>floor exercise</b> and <b>pommel horse</b>  Watch these videos to understand these two events  Floor - <a href="https://www.youtube.com/watch?v=drvXbzZHV9I">https://www.youtube.com/watch?v=drvXbzZHV9I</a>  Pommel Horse - <a href="https://www.youtube.com/watch?v=KKADtH_zMQA">https://www.youtube.com/watch?v=KKADtH_zMQA</a></p>

	<p><u>Muscle groups</u>: Quadriceps, hamstring, calf, core Review these muscle groups from previous units</p> <p><u>Getset4Pe</u>: Gymnastics Year 2</p> <ul style="list-style-type: none"> <li>● perform the basic gymnastic actions with some control and balance.</li> <li>● plan and repeat simple sequences of actions.</li> <li>● use directions and levels to make my work look interesting.</li> <li>● use shapes when performing other skills.</li> <li>● work safely with others and apparatus.</li> </ul>
<p><b>Focus of Study: <u>Dance</u></b></p>	<p><b><u>Introduction</u></b></p>
	<p>Children learn a more complex set of movements given to them. Building on the simple steps they learned in the previous unit, children use more complex sequences and patterns within dances. Pupils will explore space and how their body can move to express an idea, mood, character or feeling. They will expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression. They will use counts of 8 consistently to keep in time with the music and a partner. Pupils will also explore pathways, levels, shapes, directions, speeds and timing. They will be given the opportunity to work independently and with others to perform and provide feedback beginning to use key terminology.</p>
<p><b>NC Objectives</b></p>	<p><b>Key Knowledge and Vocabulary</b></p>
<p>To perform dances using simple movement patterns.</p>	<p><u>Vocabulary</u>: <b>movement, link, travelling, sequence, pattern, balance, expression, pathway, direction, perform, dynamics</b> (<i>pronunciation: die – nam – ics</i>)</p> <p><u>Cultural Capital</u>; Know that the <b>hornpipe</b> is a very old dance from 500 years ago. Know that it is an Irish, Scottish and English dance. Know the music for the ‘Sailor’s Hornpipe’ <a href="https://www.youtube.com/watch?v=D_JeKZd9ecE">https://www.youtube.com/watch?v=D_JeKZd9ecE</a></p> <p><u>Muscle groups</u>: <b>glutes</b> (<i>pronunciation: gloo – t</i>), calf, hamstring, core</p> <p><u>Getset4Pe</u>: Dance Year 2</p>



	<p><u>By the end of this unit children will:</u></p> <ul style="list-style-type: none"> <li>● copy, remember, repeat and create dance phrases.</li> <li>● show a character and idea through the actions and dynamics I choose.</li> <li>● use counts to stay in time with the music.</li> <li>● work with a partner using mirroring and unison in our actions</li> </ul>
<b>Focus of Study: <u>Athletics</u></b>	<b><u>Introduction</u></b>
	<p>Children are reminded about the use of basic equipment that they learned in the previous unit and of basic Athletic activities. Children build on this knowledge to develop greater control over their bodies and a wider variety of equipment. They will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently. They learn how to improve by identifying areas of strength as well as areas to develop. . Children begin to identify the skills they will need for specific challenges and events. Children also begin to talk about changes in their breathing and heart rate during activities.</p>
NC Objectives	Key Knowledge and Vocabulary
<p>To participate in team games, developing simple tactics for attacking and defending</p> <p>To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.</p>	<p><u>Vocabulary</u>; <b>techniques, distance, pace/ paced, take off, landing, speed, power, strength, accuracy</b></p> <p><u>Cultural Capital</u>:</p> <p><b>Usain Bolt</b>          Know that Usain Bolt is a <b>Jamaican</b> sprinter who has now retired. Know that he holds the current world record for the 100m and 200m. Know that he has won many Olympic gold medals.  <a href="https://www.youtube.com/watch?v=4gUW1JikaxQ">https://www.youtube.com/watch?v=4gUW1JikaxQ</a></p> <p><b>Sir Chris Hoy</b>          Know that Chris Hoy has won 7 Olympic medals for cycling.  <a href="https://www.youtube.com/watch?v=FCpNt_aCTZU">https://www.youtube.com/watch?v=FCpNt_aCTZU</a></p>

**Victoria Pendleton**

Know that Victoria Pendleton is famous for winning gold and silver medals in the Olympics. She has won many different events including **sprint, team sprint, keirin and time trial.**

<https://www.youtube.com/watch?v=pELOO-DUEEc>

Muscle groups; Know the location and function of the following muscles - calf, hamstring, deltoid, bicep, quadricep

GetSet4PE- Athletics Year 2

By the end of this unit children will:

- identify good technique.
- jump and land with control.
- use an overarm throw to help me to throw for distance.
- work with others, taking turns and sharing ideas.
- balance and co-ordination when running at different speeds.

## Year 3

Focus of Study: Hockey	Introduction
	<p>Children continue to work on the quality of the skills they learned in the previous Striking and Fielding Unit. Pupils will learn to contribute to the game by helping to keep possession of the ball, use simple attacking tactics using sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They will begin to think about defending and winning the ball. Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition. Pupils will understand the importance of playing fairly and keeping to the rules. They will be encouraged to be a supportive teammate and identify why this behaviour is important.</p>
NC Objectives	Key Knowledge and Vocabulary
<p>To play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending .</p>	<p><b><u>Vocabulary:</u> Pass, Receive, Dribble, Position, Possession, Progress, Co-operation, interception, opposition, defender, attacker, reverse.</b></p> <p><b><u>Cultural Capital:</u></b> Team GB Hockey - watch video clips of the game to understand key concepts and rules <a href="https://www.youtube.com/watch?v=qThnZM8SsdM">https://www.youtube.com/watch?v=qThnZM8SsdM</a></p> <p><b><u>Muscle groups:</u></b> Know the location and function of Core muscles</p> <p><b><u>GetSet4PE:</u></b> Hockey Year 3/4 Unit</p> <p><b><u>By the end of this unit children will:</u></b> To perform a range of Hockey Skills and take part in matches between small groups of children supported by an adult.</p>
Focus of Study: <u>Gymnastics</u>	Introduction
	<p>Children build on the balance skills learned in previous units. In this unit they focus on improving the quality of their gymnastic movements. They are introduced to the terms 'extension' and 'body tension.' They develop the basic skills of rolling, jumping and balancing and use them individually and in combination. Pupils develop their sequence work, collaborating with others to use matching and contrasting actions and shapes and develop</p>

	linking sequences smoothly with actions that flow. Pupils develop their confidence to perform, considering the quality and control of their actions.
NC Objectives	Key Knowledge and Vocabulary
To develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	<p><u>Vocabulary</u>: <b>balance, point, curl, sequence sequence, flight, landing, extension, body tension, momentum, rotate</b></p> <p><u>Cultural Capital</u>: Watch a range of videos showing different gymnastics routine  <a href="https://www.flogymnastics.com/articles/5049124-15-legendary-routines-every-gymnast-needs-to-watch">https://www.flogymnastics.com/articles/5049124-15-legendary-routines-every-gymnast-needs-to-watch</a></p> <p><u>Muscle groups</u>: Know the location and function of the following muscles and core, <b>glutes</b> (<i>pronunciation: gloo – t</i>), hamstrings, biceps <b>biceps</b> (<i>pronunciation: bye – sep</i>), core</p> <p><u>GetSet4PE</u>: Gymnastics Year 3 Unit</p> <p><u>By the end of this unit children will:</u>  Plan and perform a short sequence of movements with a partner using points, curls and landings.</p>
<b>Focus of Study: Athletics</b>	<b>Introduction</b>
	In this unit, pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. Pupils are also given opportunities to measure, time and record scores.
NC Objectives	Key Knowledge and Vocabulary
To use running, jumping, throwing and catching in isolation and in combination	<p><u>Vocabulary</u>: throw, catch, distance, accurately, challenge, combination, power, speed, strength, vertical, progressive</p> <p><u>Cultural Capital</u>:</p>

	<p><b>Paula Radcliffe</b>          Know that Paula Radcliffe is famous for running long distance races including the marathon over 26 miles.          Know that the London Marathon is a famous marathon which takes place every year in October.          Know that Paula Radcliffe currently holds the women’s record for the London marathon completing the course in 2 hours and fifteen minutes</p> <p><a href="https://www.youtube.com/watch?v=DLLSKmpMKe4">https://www.youtube.com/watch?v=DLLSKmpMKe4</a></p> <p><b>Tanni Grey-Thompson</b>          Know that Tanni Grey-Thompson is famous for being one of Britain’s most successful Paralympians.          Know that a Paralympian is an athlete who competes in the Paralympics - a huge sporting event for people with disabilities.          Know that she used to compete in a wheelchair in races over many distances but she has now retired from sports.          She has held over 30 world records.  <a href="https://www.youtube.com/watch?v=GY4zoie17Qo">https://www.youtube.com/watch?v=GY4zoie17Qo</a></p> <p><u>Muscle groups</u>; Know the location and function of the following - calf, hamstring,</p> <p><u>GetSet4PE</u>: Athletics Year 3 Unit</p> <p><u>By the end of this unit children will:</u>          Take part in a range of Athletic activities both as individuals and as part of a team.</p>
<p><b>Focus of Study: <u>Swimming 1 1/2 Terms</u></b></p>	<p><b>Introduction</b></p>
	<p>Pupils will learn about water safety and enjoy being in the water. They will learn how to travel, float and submerge with increasing confidence. Pupils will begin to learn to use legs and arms to propel them. Pupils will be given the opportunity to work independently and with others. They will develop confidence and technique in swimming and have the opportunity to learn self rescue and water safety for others.</p>

NC Objectives	Key Knowledge and Vocabulary
<p>All schools must provide swimming instruction either in key stage 1 or key stage 2.</p> <p>In particular, pupils should be taught to:</p> <ul style="list-style-type: none"> <li>● swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>● use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>● perform safe self-rescue in different water-based situations</li> <li>● Understand the term <b>treading water</b> as a way of staying afloat in water in an upright position without moving.</li> </ul>	<p><b><u>Swimming</u></b></p> <p>Know the story of <b>Gertrude Ederle</b></p> <p>Know that she is famous for being the first woman to swim the <b>English Channel</b> in 1926. Know that the English Channel is the body of water between France and England and is a distance of 35 miles. Know that she covered her body in grease to keep her warm in the water.</p> <p>Core Reading : Fantastically Great Women who Changed the World</p> <p>Know the following British swimming champions and their achievements -</p> <p><b><u>Rebecca Adlington</u></b></p> <p>Know that Rebecca Adlington (often known as Becky) is a famous British <b>freestyle</b> swimmer and has won a number of medals at the Olympics in recent years. Know that she broke the world record for the 800m in 2008.</p> <p>Watch - <a href="https://www.youtube.com/watch?v=-VhZm2fj3Ck">https://www.youtube.com/watch?v=-VhZm2fj3Ck</a></p> <p>Know that a <b>world record</b> is the fastest time of anyone in the world in a <b>professional</b> competition. Know that she also took part in relay races. Know that she has been awarded an <b>OBE</b> (Officer of the Order of the British Empire) in the <b>New Year's Honours</b> list. Know that this is an important award given by the Queen for people who make a <b>significant contribution</b> to British life.</p> <p><b><u>Ellie Simmonds</u></b></p> <p>Know that Ellie Simmonds is famous for being a British <b>Paralympian</b> swimmer who won 2 gold medals in the 2008 Summer <b>Paralympics</b> in Beijing when she was only 13. Know that the Paralympics are an <b>international annual</b> event for athletes with a range of <b>disabilities</b>. Know that a Paralympian is someone who has competed in the Paralympics.</p> <p>Watch - <a href="https://www.youtube.com/watch?v=xnllAGomYXA">https://www.youtube.com/watch?v=xnllAGomYXA</a></p> <p>Know that she has also won a number of other medals and and broke the world record for the 200m <b>medley</b>. Know that the medley combines 4 different strokes throughout the race including - <b>Butterfly, Backstroke, Breaststroke, Freestyle/Front Crawl</b>. Know that <b>medley</b> means 'a mixture of different elements'.</p> <p>Watch video to understand these strokes - <a href="https://www.youtube.com/watch?v=nAPI9IWjgL8">https://www.youtube.com/watch?v=nAPI9IWjgL8</a></p> <p>Know that Ellie Simmonds has a <b>genetic disorder</b> that results in <b>dwarfism</b>.</p>

	<p>Know that she was awarded an <b>MBE</b> (Member of the British Empire) by the Queen in 2009 and then an OBE in 2013 for her achievements in paralympic sport.</p> <p><b>Tom Daley</b>          Know that <b>Tom Daley</b> is an Olympic <b>diving</b> champion from the UK. Know that diving is a sport where dives are judged on their difficulty and how well the divers perform the dive.          Know that Tom Daley has won a number of medals for diving including gold in the <b>Commonwealth</b> games in 2010. Know that the Commonwealth games take place every 4 years in between the Olympic games and that it is an international sporting event. Know that the next Commonwealth games will be in Birmingham, England in 2022.          Watch - <a href="https://www.youtube.com/watch?v=FtclnmlamKY">https://www.youtube.com/watch?v=FtclnmlamKY</a></p> <p><u>By the end of this unit children will:</u></p> <ul style="list-style-type: none"> <li>● swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>● use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>● perform safe self-rescue in different water-based situation</li> <li>● Understand the term <b>treading water</b> as a way of staying afloat in water in an upright position without moving.</li> </ul>
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## Year 4

Focus of Study: <b>Rounders</b>	Introduction
	<p>Pupils learn how to score points by striking a ball into space and running around cones or bases. When fielding, they learn how to play in different fielding roles. They focus on developing their throwing, catching and batting skills. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against</p>

NC Objectives	Key Knowledge and Vocabulary
To play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	<p><u>Vocabulary</u>; fielders, batters, striking, bowling, consecutive</p> <p><u>Cultural Capital</u>; NA</p> <p><u>Muscle groups</u>; Know that muscles in the back and <b>shoulders</b>, like the <b>posterior deltoid</b>, are used to draw the bat backwards, and then the opposing muscles of the <b>chest</b> and shoulder, such as the pecs and <b>anterior deltoid</b>, are used to bring the bat forward.</p> <p><u>GetSet4PE</u>: Rounder Year 3/4 Unit</p> <p><u>By the end of this unit children will</u>: With adult support children will take part in matches between two teams, following rules of the game and include appropriate skills</p>
<b>Focus of Study: <u>Tennis</u></b>	<b>Introduction</b>
	In this unit pupils develop the key skills required for tennis such as the ready position, racket control and forehand and backhand ground strokes. Pupils learn how to score points and how to use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules.
NC Objectives	Key Knowledge and Vocabulary
To play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	<p><u>Vocabulary</u>; success, accuracy, target, shoot, tactics, net, pass,</p> <p><u>Cultural Capital</u>; <b>Andy Murray</b> Know that Andy Murray has won Britain’s biggest tennis tournament - <b>Wimbledon</b> and has been one of the most successful British tennis players ever. Know that Wimbledon is the oldest tennis tournament in the world. Know that a tournament is ‘a sports competition in which players who win a match continue to play further matches in the competition until just one person or team is left.’</p>



Know the basic scoring system in tennis -

Number of Points	Corresponding Call
0	Love
1	15
2	30
3	40
4	Game

Watch video clip - <https://www.youtube.com/watch?v=Lww-hJ4LdTo>

Know the following vocabulary related to tennis

Word	Meaning
<b>racket</b>	an oval-shaped bat with strings across it.
<b>net</b>	the piece of netting across the centre of the court which the ball has to go over.
<b>umpire</b>	a person whose job is to make sure that a sports match or contest is played fairly and that the rules are not broken.
<b>serve</b>	you throw up the ball and hit it to start play
<b>opponent</b>	the person who is playing against you.
<b>court</b>	an area in which you play a game such as tennis, basketball, badminton, or squash.

	<table border="1"> <tr> <td data-bbox="806 135 1115 207"><b>love</b></td> <td data-bbox="1115 135 2016 207">a score of zero</td> </tr> <tr> <td data-bbox="806 207 1115 316"><b>forehand</b></td> <td data-bbox="1115 207 2016 316">a shot in tennis or squash in which the palm of your hand faces the direction in which you are hitting the ball.</td> </tr> <tr> <td data-bbox="806 316 1115 424"><b>backhand</b></td> <td data-bbox="1115 316 2016 424">a shot in tennis or squash, which you make with your arm across your body.</td> </tr> <tr> <td data-bbox="806 424 1115 491"><b>smash</b></td> <td data-bbox="1115 424 2016 491">to hit the ball fast and powerfully with an overhead stroke</td> </tr> <tr> <td data-bbox="806 491 1115 558"><b>grand slam</b></td> <td data-bbox="1115 491 2016 558">a major tournament including lots of games</td> </tr> <tr> <td data-bbox="806 558 1115 667"><b>tie break</b></td> <td data-bbox="1115 558 2016 667">an extra game which is played in a tennis match when the score in a set is 6-6. The player who wins the tie-break wins the set.</td> </tr> <tr> <td data-bbox="806 667 1115 775"><b>ace</b></td> <td data-bbox="1115 667 2016 775">a winning serve which the other player fails to touch with their racket.</td> </tr> <tr> <td data-bbox="806 775 1115 884"><b>Ballboy/ballgirl/ball person</b></td> <td data-bbox="1115 775 2016 884">someone who collects the balls from the court and gives them to the player when requested</td> </tr> <tr> <td data-bbox="806 884 1115 951"><b>rally</b></td> <td data-bbox="1115 884 2016 951">a long series of shots</td> </tr> </table> <p data-bbox="806 957 1187 1021"><u>Muscle groups;</u> <u>GetSet4PE: Tennis Year4 Unit</u></p> <p data-bbox="806 1069 1993 1173"><u>By the end of this unit children will:</u> To take part in matches as individuals or in pairs, following rules of the game and be able to use appropriate techniques to serve and rally the ball.</p>	<b>love</b>	a score of zero	<b>forehand</b>	a shot in tennis or squash in which the palm of your hand faces the direction in which you are hitting the ball.	<b>backhand</b>	a shot in tennis or squash, which you make with your arm across your body.	<b>smash</b>	to hit the ball fast and powerfully with an overhead stroke	<b>grand slam</b>	a major tournament including lots of games	<b>tie break</b>	an extra game which is played in a tennis match when the score in a set is 6-6. The player who wins the tie-break wins the set.	<b>ace</b>	a winning serve which the other player fails to touch with their racket.	<b>Ballboy/ballgirl/ball person</b>	someone who collects the balls from the court and gives them to the player when requested	<b>rally</b>	a long series of shots
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<b>Focus of Study: Football</b>	<b>Introduction</b>																		
	<p data-bbox="806 1276 2016 1460">Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They learn to work one on one and cooperatively within a team, showing respect for their teammates, opposition and referee. Pupils will be given opportunities to select and apply tactics to outwit the opposition.</p>																		

NC Objectives	Key Knowledge and Vocabulary																						
<p>To play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>	<p><u>Vocabulary</u>: accurately, challenge, teammate, shoot, score, competition, interception, opponent, defend, attack, tracking, possession</p> <p><u>Cultural Capital</u>: Know the following vocabulary relating to football</p> <table border="1" data-bbox="808 437 2024 1342"> <thead> <tr> <th data-bbox="808 437 1128 505">Word</th> <th data-bbox="1128 437 2024 505">Meaning</th> </tr> </thead> <tbody> <tr> <td data-bbox="808 505 1128 572"><b>referee</b></td> <td data-bbox="1128 505 2024 572">the official who controls the game and ensures it is played fairly</td> </tr> <tr> <td data-bbox="808 572 1128 641"><b>defender</b></td> <td data-bbox="1128 572 2024 641">a player whose main role is to prevent the opposition from scoring</td> </tr> <tr> <td data-bbox="808 641 1128 748"><b>extra time</b></td> <td data-bbox="1128 641 2024 748">two periods of 15 minutes each played when a game ends in a draw after normal time</td> </tr> <tr> <td data-bbox="808 748 1128 817"><b>foul</b></td> <td data-bbox="1128 748 2024 817">an illegal action against another player</td> </tr> <tr> <td data-bbox="808 817 1128 962"><b>goal</b></td> <td data-bbox="1128 817 2024 962">scoring one point by putting the ball in the net Also the name of the netting where the ball needs to be kicked to score a point</td> </tr> <tr> <td data-bbox="808 962 1128 1031"><b>league</b></td> <td data-bbox="1128 962 2024 1031">a group of clubs that play against each other</td> </tr> <tr> <td data-bbox="808 1031 1128 1099"><b>penalty</b></td> <td data-bbox="1128 1031 2024 1099">a free shot on goal after a foul</td> </tr> <tr> <td data-bbox="808 1099 1128 1168"><b>red card</b></td> <td data-bbox="1128 1099 2024 1168">the most severe punishment for players - being sent off the pitch</td> </tr> <tr> <td data-bbox="808 1168 1128 1236"><b>substitute</b></td> <td data-bbox="1128 1168 2024 1236">replacing one player with another during the game</td> </tr> <tr> <td data-bbox="808 1236 1128 1342"><b>yellow card</b></td> <td data-bbox="1128 1236 2024 1342">a warning from the referee for a foul. Two yellow cards result in a red card and being sent off.</td> </tr> </tbody> </table> <p>Know the rules of football as set out below -</p>	Word	Meaning	<b>referee</b>	the official who controls the game and ensures it is played fairly	<b>defender</b>	a player whose main role is to prevent the opposition from scoring	<b>extra time</b>	two periods of 15 minutes each played when a game ends in a draw after normal time	<b>foul</b>	an illegal action against another player	<b>goal</b>	scoring one point by putting the ball in the net Also the name of the netting where the ball needs to be kicked to score a point	<b>league</b>	a group of clubs that play against each other	<b>penalty</b>	a free shot on goal after a foul	<b>red card</b>	the most severe punishment for players - being sent off the pitch	<b>substitute</b>	replacing one player with another during the game	<b>yellow card</b>	a warning from the referee for a foul. Two yellow cards result in a red card and being sent off.
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### **Object of the Game**

The aim of football is to score more goals than your opponent in a 90 minute playing time frame. The match is split up into two halves of 45 minutes. After the first 45 minutes players will take a 15 minute rest period called half time. The second 45 minutes will resume.

### **Players & Equipment**

Each team consists of 11 players. These are made up of one goalkeeper and ten other players. Essentially the equipment that is needed for a soccer match is pitch and a football. Additionally players can be found wearing studded football boots, shin pads and matching strips. The goalkeepers will additionally wear padded gloves as they are the only players allowed to handle the ball. Each team will have a designated captain.

### **Scoring**

To score, the ball must go into your opponent's goal. The whole ball needs to be over the line for it to be a legitimate goal. A goal can be scored with any part of the body apart from the hand or arm up to the shoulder.

### **Winning the Game**

To win you have to score more goals than that of your opponents. If the scores are level after 90 minutes then the game will end as a draw apart from in cup games where the game can go to extra time and even a penalty shootout to decide the winner.

### **Rules of Football (Soccer)**

- A match consists of two 45 minutes halves with a 15 minute rest period in between.
- Each team can has 11 players
- If the game needs to head to extra time as a result of both teams being level in a match then 30 minutes will be added in the form of two 15 minute halves after the allotted 90 minutes.
- If teams are still level after extra time then a penalty shootout must take place.

	<ul style="list-style-type: none"> <li>● For fouls committed a player could receive either a yellow or red card depending on the severity of the foul; this comes down to the referee’s discretion. The yellow is a warning and a red card is a dismissal of that player. Two yellow cards will equal one red. Once a player is sent off then they cannot be replaced.</li> <li>● If a ball goes out of play off an opponent in either of the side lines then it is given as a throw in. If it goes out of play off an attacking player on the base line then it is a goal kick. If it comes off a defending player it is a corner kick.</li> </ul> <p><u>GetSet4PE: Football Year 3/4 Unit</u></p> <p><u>By the end of this unit children will:</u> Take part in a football match between two teams, children will begin to recognise field positions, tactics and teamwork. Most will use appropriate football skills learned within the unit.</p>
Focus of Study: <b>Athletics</b>	<b>Introduction</b>
	<p>Children consolidate the quality and range of techniques they learned in the previous Athletics unit. In this unit, pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best.</p> <p>In this unit pupils are able to experience running for distance, sprinting, relay, long jump, vertical jump and javelin.</p>
NC Objectives	Key Knowledge and Vocabulary
<p>To use running, jumping, throwing and catching in isolation and in combination .</p> <p>To develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics</p>	<p><u>Vocabulary;</u> throw, catch, distance, accurately, challenge, combination, power, speed, strength, vertical, progressive</p> <p><u>Cultural Capital;</u></p>

	<p>Know the following track and field events - <b>javelin, shot put, hammer, discus</b>. Watch footage of athletes performing these events.</p> <p><u>GetSet4PE: Athletics Year 4 Unit</u></p> <p><u>By the end of this unit children will:</u>          Take part in a range of Athletic activities both as individuals and as part of a team. Children will begin to recognise how to improve their own performance against others and their 'personal best' in Athletic events.</p>
<p>Focus of Study: <b>Dance</b></p>	<p><b>Introduction</b></p>
	<p>Pupils focus on creating characters and narrative through movement and gesture. They gain inspiration from a range of stimuli, working individually, in pairs and small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. Pupils will develop confidence in performing and will be given the opportunity to provide feedback and utilise feedback to improve their own work.</p>
<p>NC Objectives</p>	<p>Key Knowledge and Vocabulary</p>
<p>To develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics</p>	<p><u>Vocabulary:</u> stimulus, dynamics, formations, canon, unison, relationships, step, movement, link, rhythm, flexible, flow, sequence, perform</p> <p><u>Cultural Capital;</u> <b>Martha Graham (1894-1991)</b></p> <p>Know that Martha Graham was an American dancer and <b>choreographer</b>. She is known as the <b>pioneer</b> of modern dance. She was considered to be brave as she introduced new, modern dance moves to the world. Modern dance was viewed as a <b>rebellion</b> from the strict rules of <b>ballet</b>. Modern dance disregarded ballet's strict movement vocabulary, such as the limited set of movements that were considered proper to ballet, and stopped wearing <b>corsets</b> and <b>pointe shoes</b> in the search for greater freedom of movement.</p> <p>Watch videos of Martha Graham below</p>

	<p><a href="https://www.youtube.com/watch?v=b_63g5TICeY">https://www.youtube.com/watch?v=b_63g5TICeY</a>  <a href="https://www.youtube.com/watch?v=XmgaKGSxQVw">https://www.youtube.com/watch?v=XmgaKGSxQVw</a></p> <p><u>Muscle groups</u>; Review location and function of core and quads (<i>pronunciation: kwods</i>).</p> <p><u>GetSet4PE</u>: Dance Year 4 Unit</p> <p><u>By the end of this unit children will:</u>  Plan and perform a dance with a partner or group over a number of weeks with support from an adult as needed. Children will give feedback on the performances of others and listen to feedback on their own performances..</p>
<p>Focus of Study: <b><u>Outdoor Activities</u></b></p>	<p><b>Introduction</b></p>
	<p>Children build on skills to work together in small groups, developing problem-solving skills. They begin to read maps and navigate familiar locations with greater confidence. They complete simple routes within a given time limit. Pupils develop problem solving skills through a range of challenges. Pupils work as a pair and small group to plan, solve, reflect and improve on strategies. They learn to be inclusive of others and work collaboratively to overcome challenges. Pupils learn to orientate a map, identify key symbols and follow routes.</p>
<p>NC Objectives</p>	<p>Key Knowledge and Vocabulary</p>
<p>To take part in outdoor and adventurous activity challenges both individually and within a team</p>	<p><u>Vocabulary</u>: Map, route, coordinate, control points, course, time, pace, plan, adapt</p> <p><u>Muscle groups</u>; hip flexors, hamstrings, abdominal muscles</p> <p><u>GetSet4PE</u>: OAA Unit Y3/4 - lessons 1 to 6</p> <p><u>By the end of this unit children will:</u>  Take part in activities that use teamwork and cooperation, follow set routes and begin to plan their own routes as part of outdoor lessons.</p>

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## Year 5

Focus of Study: <b>Cricket</b>	Introduction
	<p>Pupils learn how to strike the ball into space so that they can score runs. When fielding, they learn how to keep the batters' scores low. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to deceive or avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p>
NC Objectives	Key Knowledge and Vocabulary
<p>To play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>To compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p><u>Vocabulary</u>: Fielders, batters, striking, tracking, bowling</p> <p><u>Cultural Capital</u>: Know the basic rules of <b>cricket</b> as described here <a href="http://news.bbc.co.uk/sportacademy/hi/sa/cricket/rules/the_basics/newsid_3794000/3794981.stm">http://news.bbc.co.uk/sportacademy/hi/sa/cricket/rules/the_basics/newsid_3794000/3794981.stm</a></p> <p>Know that cricket is believed to be an English game which is over 500 years old. It is popular across the world including in England, Australia and India.</p> <p><u>GetSet4PE</u>: Cricket Year 5 Unit</p> <p><u>By the end of this unit children will:</u></p> <p>Take part in a cricket match between two teams, children will use tactics and team works to take part in a competitive match. They will use appropriate skills to bowl, bat and field.</p>
Focus of Study: <b>Hockey</b>	Introduction
	<p>In this unit pupils will improve their defending and attacking skills playing even-sided games. They will start to show control and fluency in dribbling, sending and receiving a ball in a small game situation and under some pressure. Pupils will be encouraged to think about how to use tactics and collaborate with others to outwit their opposition. Pupils will comment on their own and other's performances and suggest ways to improve. They will also recognise the importance of fair play and honesty while self managing games.</p>

NC Objectives	Key Knowledge and Vocabulary														
<p>To play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>To compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p><u>Vocabulary:</u> Skills, rules, co-operation, competition, interception, possession, opposition, defender, attacker, reverse.</p> <p><u>Cultural Capital:</u> Team GB Hockey - watch video clips of the game to understand key concepts and rules <a href="https://www.youtube.com/watch?v=qThnZM8SsdM">https://www.youtube.com/watch?v=qThnZM8SsdM</a></p> <p>Know the following vocabulary related to the sport of hockey -</p> <table border="1" data-bbox="808 544 2016 1412"> <thead> <tr> <th data-bbox="808 544 1034 663">word</th> <th data-bbox="1034 544 2016 663">meaning</th> </tr> </thead> <tbody> <tr> <td data-bbox="808 663 1034 783">attacker</td> <td data-bbox="1034 663 2016 783">player who tries to score goals</td> </tr> <tr> <td data-bbox="808 783 1034 938">bully</td> <td data-bbox="1034 783 2016 938">re-start to play in which two players, one from each team, compete for the ball after tapping their sticks three times</td> </tr> <tr> <td data-bbox="808 938 1034 1058">centre line</td> <td data-bbox="1034 938 2016 1058">line that divides the pitch into two halves</td> </tr> <tr> <td data-bbox="808 1058 1034 1177">defender</td> <td data-bbox="1034 1058 2016 1177">player whose main role is to prevent the other team from scoring</td> </tr> <tr> <td data-bbox="808 1177 1034 1297">dribble</td> <td data-bbox="1034 1177 2016 1297">run while controlling the ball with the stick</td> </tr> <tr> <td data-bbox="808 1297 1034 1412">goalkeeper</td> <td data-bbox="1034 1297 2016 1412">player who wears protective gear and defends the goalmouth</td> </tr> </tbody> </table>	word	meaning	attacker	player who tries to score goals	bully	re-start to play in which two players, one from each team, compete for the ball after tapping their sticks three times	centre line	line that divides the pitch into two halves	defender	player whose main role is to prevent the other team from scoring	dribble	run while controlling the ball with the stick	goalkeeper	player who wears protective gear and defends the goalmouth
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dribble	run while controlling the ball with the stick														
goalkeeper	player who wears protective gear and defends the goalmouth														

obstruction	offence of shielding the ball from an opponent with one's body or stick
pass	to hit the ball to a teammate
pitch	field especially made for playing hockey
puck	a disc-shaped object made of hardened rubber used in ice hockey as a ball is used in field hockey
scoop	lift the ball off the ground by placing the head of the stick under the ball and shoveling it forward
shoot	try to score a goal by hitting the ball with the stick
stick	long piece of wood, curved at one end, that each player carries and uses to hit the ball

GetSet4PE; Hockey Year 5/6 Unit

By the end of this unit children will:

Take part in a hockey match between two teams, children will use tactics and teamwork to take part in a competitive match. They will use appropriate skills to strike a ball, defend and attack the opposite team.

	<p>In this unit pupils learn the following athletic activities: running over longer distances, sprinting, relay, long jump, triple jump, shot put and javelin. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others.</p>
<p>NC Objectives</p>	<p>Key Knowledge and Vocabulary</p>
<p>To use running, jumping, throwing and catching in isolation and in combination .</p> <p>To develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics</p> <p>To compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p><u>Vocabulary</u>: rules, cooperation, competition, success, stamina, resilience, consistent, downsweep, upsweep, bounding, momentum</p> <p><u>Cultural Capital</u>: Daley Thompson          Know that Daley Thompson was a famous British athlete who took part in an event called the <b>Decathlon</b>.          He won the gold medal at the Olympics for this event in 1980 and 1984.          He also broke the world record for the best score in this event.</p> <p>Know that the decathlon is a collection of ten events over three days (hence the Latin root ‘deca’ meaning ten and ‘athlon’ meaning contest). The events are -</p> <ol style="list-style-type: none"> <li>1. 100m dash</li> <li>2. Long jump</li> <li>3. <b>Shot put</b></li> <li>4. High jump</li> <li>5. 400m run</li> <li>6. 110m <b>hurdles</b></li> <li>7. <b>Discus</b></li> <li>8. <b>Pole vault</b></li> <li>9. <b>Javelin</b></li> <li>10. 1500m run</li> </ol> <p>(Watch <a href="https://www.youtube.com/watch?v=vLU0zJ35yGg">https://www.youtube.com/watch?v=vLU0zJ35yGg</a>)</p>

	<p><u>GetSet4PE</u>; Athletic Year 5 Unit</p> <p><u>By the end of this unit children will:</u>          Take part in a range of Athletic activities both as individuals and as part of a team. Children will begin to refine their own performance against others in order to improve their performance.</p>
<b>Focus of Study: Rounders</b>	<b>Introduction</b>
	<p>Pupils develop the quality and consistency of their fielding skills and understanding of when to use them such as throwing underarm and overarm, catching and retrieving a ball. They learn how to play the different roles of bowler, backstop, fielder and batter and to apply tactics in these positions. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils work with a partner and group to organise and self-manage their own games. Pupils play with honesty and fair play when playing competitively.</p>
<b>NC Objectives</b>	<b>Key Knowledge and Vocabulary</b>
<p>To play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>	<p><u>Vocabulary</u>; Backstop, Batting, Court, Fielding, Half-rounder, Innings, No-ball, Outs, Posts, Rounder, Umpire</p> <p><u>Cultural Capital</u>; <b>Rounders</b> is a bat-and-ball game played between two teams. Rounders is similar to the sport of baseball which is popular in the USA. Rounders is thought to be older than baseball as it is written about in stories from <b>Tudor</b> times (1485-1603)          Watch a short section from <a href="https://www.youtube.com/watch?v=EGcimxQM0v0">https://www.youtube.com/watch?v=EGcimxQM0v0</a> to familiarise children with how it is played</p> <p>Know the following vocabulary related to the sport of rounders -  <b>Backstop</b> - person behind the batter who is prepared to catch the ball if the batter misses  <b>Batting</b> - the period of time in the game when it is a team's turn for each person to hit the ball</p>

	<p><b>Court</b> - the areas where rounders is played</p> <p>Fielding - the period of time in the game when a team is spread out around the court and is ready to catch the balls which the batting team hit.</p> <p><b>Half-rounder</b> - awarded when the batter misses the ball but still manages to run round the track</p> <p><b>Innings</b> - There are two innings in a match. It is the period of time when teams are either batting or fielding. The teams swap roles for the second innings.</p> <p><b>No-ball</b> - when the bowler does not throw the ball correctly to the batter</p> <p><b>Out</b> - when a batter's turn ends, for example, when a fielder catching the ball they have just hit</p> <p><b>Posts</b> - In rounders there are 4 vertical poles for batters to run around after hitting the ball.</p> <p><b>Rounder</b> - when a batter hits the ball and runs to the 4th post</p> <p><b>Umpire</b> - a person who checks that the game is played fairly and rules are followed.</p> <p><u>GetSet4PE: Rounders Y5/6 Unit</u></p> <p><u>By the end of this unit children will:</u>  Children will take part in matches between two teams, following rules of the game and include appropriate skills to bowl, bat and field. Children will begin to recognise the importance of fielders positions and team work.</p>
Focus of Study: <b><u>Outdoor Activities</u></b>	<b>Introduction</b>
	Children develop their skills in working together in small groups. They begin to develop greater problem-solving skills and use the map reading skills developed previously to plan their own routes. They also visit locations outside of school (Hollingworth Lake), take part in further outdoor activities to develop team building, problem solving and listening skills in order to take part in a range of activities.
NC Objectives	Key Knowledge and Vocabulary

<p>To take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>To compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p><u>Vocabulary:</u> Map, route, coordinate, control points, course, time, pace, trail, role, team, support.</p> <p><u>Cultural Capital:</u> N/A</p> <p><u>GetSet4PE:</u> OAA (Y3/4 Unit - lessons 7 &amp;8 plus Y5/6 lessons 1 to 3)</p> <p><u>By the end of this unit children will:</u> Begin to plan short routes with compass directions and instructions for others to follow.</p>
<p>Focus of Study: <b><u>Gymnastics</u></b></p>	<p><b>Introduction</b></p>
	<p>In this unit, pupils create longer sequences individually, with a partner and a small group. They learn a wider range of actions such as inverted movements to include cartwheels and handstands. They explore partner relationships such as canon and synchronisation and matching and mirroring. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.</p>
<p>NC Objectives</p>	<p>Key Knowledge and Vocabulary</p>
<p>To develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>To compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p><u>Vocabulary:</u> inversion, symmetrical, asymmetrical, aesthetics, synchronisation</p> <p><u>Muscle groups:</u> review location and function of the following muscles core, glutes, hamstrings, biceps</p> <p><u>GetSet4PE:</u> Gymnastics Year 5 Unit</p> <p><u>By the end of this unit children will:</u> Plan and perform a short sequence of movements with a partner using synchronised movements. Children will listen to feedback to make improvements to their routines.</p>





## Year 6

Focus of Study: <u>Cricket</u>	Introduction
	<p>Pupils develop the range and quality of striking and fielding skills and their understanding of cricket. They learn how to play the different roles of bowler, wicket keeper, fielder and batter. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to deceive or avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p>
NC Objectives	Key Knowledge and Vocabulary
<p>To play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>To compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p><u>Cultural Capital</u>: Recap basic rules of <b>cricket</b> as described here <a href="http://news.bbc.co.uk/sportacademy/hi/sa/cricket/rules/the_basics/newsid_3794000/3794981.stm">http://news.bbc.co.uk/sportacademy/hi/sa/cricket/rules/the_basics/newsid_3794000/3794981.stm</a></p> <p>Know that cricket is believed to be an English game which is over 500 years old.            Know that it is popular across the world including in England, Australia and India.            Know that a cricket competition called <b>The Ashes</b> is played between Australia and England every two years.            Know that it is held alternately in England and Australia, with Australia <b>hosting</b> this time. Both teams play a series of five test matches, each lasting up to five days.            Know that it is called the Ashes after a famous cricket match in 1882 where Australia beat England at the <b>Oval</b> cricket ground. People were shocked at the result and one newspaper joked that English cricket had died and said "the body will be cremated and the ashes taken to Australia"            Know that England said they would take the ashes back and so the competition began.            Know that the Oval is a famous cricket ground in London, UK where many cricket matches take place.            Know that Australia are currently beating England in this competition with 34 wins for Australia, 32 for England and 6 matches which were a draw.</p> <p><u>Vocabulary</u>: Strike, field, team mate, tactics, rules, coordination, cooperation</p>

Word	Meaning
<b>Wicket</b>	a set of three upright sticks with two small sticks on top of them at which the ball is bowled
<b>Bails</b>	the two small pieces of wood that are laid across the top of the stumps to form the wicket
<b>Field</b>	the team that is fielding is trying to catch the ball, while the other team is trying to hit it
<b>Stumps</b>	the three wooden sticks that are placed upright in the ground to form the wicket
<b>Innings</b>	a period in a game of cricket during which a particular team or player is batting.
<b>runs</b>	a score of one, which is made by players running between marked places on the field after hitting the ball.
<b>bowling</b>	the action or activity of bowling the ball towards the batsman.
<b>umpire</b>	a person whose job is to make sure that a sports match or contest is played fairly and that the rules are not broken.
<b>test match</b>	one of a series of matches played between teams representing two countries.
<b>pitch</b>	an area of ground that is marked out and used for playing a game such as football, cricket, or hockey.
<b>over</b>	Six consecutive balls bowled by a single bowler from one end of a cricket pitch to the batsman at the other end.

GetSet4PE: Cricket Year 5/6 Unit

	<p><u>By the end of this unit children will:</u>  Use the basic rules of Cricket to part in a match between two teams, children will use tactics and team work to strike a bat, bowl and field as part of the match. Children will recognise how to score and keep a score so there is a clear winner.</p>
<b>Focus of Study: <u>Tennis</u></b>	<b>Introduction</b>
	<p>In this unit, pupils develop their racket skills when playing tennis. They learn specific skills such as a forehand, backhand, volley and underarm serve. Pupils develop their tactical awareness including how to play with a partner and against another pair. They are encouraged to show respect for their teammates as well as their opponents when self managing games. Pupils are also given opportunities to reflect on their own and other's performances and identify areas to improve.</p>
<b>NC Objectives</b>	<b>Key Knowledge and Vocabulary</b>
<p>To play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and <b>tennis</b>], and apply basic principles suitable for attacking and defending</p> <p>To compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p><u>Vocabulary</u>; opponent, consecutive, forehand, backhand, technique, accuracy</p> <p><u>Cultural Capital; Tennis</u>  Know that Roger Federer is regarded as one of the best male tennis players. He has won 20 major tournaments called Grand Slams.</p> <p>Watch - <a href="https://www.youtube.com/watch?v=U5Af1jGgYqA">https://www.youtube.com/watch?v=U5Af1jGgYqA</a></p> <p>Know that <b>Wimbledon</b> is the UK's biggest tennis event which happens every year at the start of Summer.  Know that the most important matches are played on Centre Court.  Know that it is an English tradition for people to eat strawberries and cream whilst at Wimbledon.</p> <p>Know the rules of tennis -</p> <ol style="list-style-type: none"> <li>1. Tennis is a game played on a rectangular <b>court</b> by either two players (<b>singles</b>) or four (<b>doubles</b>).</li> </ol>

	<ol style="list-style-type: none"> <li>2. Players stand on opposite sides of a net and use a stringed <b>racket</b> to hit a ball back and forth to each other.</li> <li>3. Each player has a maximum of one bounce after it has been hit by their opponent to return the ball over the net and within the boundaries of the court.</li> <li>4. Once a player fails to do any of these three things, their opponent wins a point.</li> <li>5. The aim is to win enough points to win a game and enough games to win a <b>set</b> and enough sets to win a <b>match</b>.</li> <li>6. The first person to win six games wins a set.</li> <li>7. Matches are usually the best of three or the best of five sets.</li> </ol> <p>Know that <b>Emma Raducanu</b> is a British professional tennis player. She reached a career-high Women's Tennis Association (WTA) ranking of world No. 21, and is the current British No. 1.</p> <p>Raducanu is the <b>reigning</b> US Open champion, and the first British woman to win a Grand Slam singles title since Virginia Wade in the 1977 Wimbledon Championships.</p> <p><u>GetSet4PE: Tennis Year 6 Unit</u></p> <p><u>By the end of this unit children will:</u></p> <p>To take part in matches as individuals or in pairs, following rules of the game and be able to use appropriate techniques to serve and rally the ball. Children will recognise that changes in technique (forehand/ backhand) improve their own play and increase challenge to their opponent</p>
<p>Focus of Study: <b><u>Tag Rugby</u></b></p>	<p><b>Introduction</b></p>
	<p>In this unit pupils will develop key skills and principles such as defending, attacking, throwing, catching, running and dodging. When attacking, pupils will support the ball carrier using width and drawing defence. When defending, pupils learn how to tag, how to track and slow down an opponent, working as a defensive unit. They will play collaboratively in both uneven and then even sided games. Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition. They develop their understanding of the importance of fair play and honesty while self managing games, as well as developing their ability to evaluate their own and others' performances.</p>

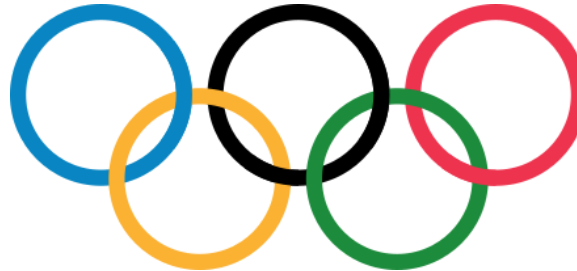
NC Objectives	Key Knowledge and Vocabulary												
<p>To play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>To compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p><u>Vocabulary</u>; positional language, language of instructions, team member names  <u>Cultural Capital</u>; Rugby</p> <p>Know that <b>Rugby</b> is a game played by two teams using an <b>oval</b> ball.  Players try to score points by carrying the ball to their opponents' end of the field, or by kicking it over a bar fixed between two posts.  Know that the sport <b>originated</b> at Rugby School in the town of Rugby in the 1830s where the rules of football were changed to allow picking up of the ball.  Over time a set of rules was put in place which defined the sport of Rugby.  Know that the Six Nations Championship is a significant annual international men's rugby union competition between the teams of England, France, Ireland, Italy, Scotland and Wales.  Know that the current champions are Wales, who won the 2021 tournament.  Know the following vocabulary linked to Rugby -</p> <table border="1" data-bbox="808 703 2029 1230"> <thead> <tr> <th data-bbox="808 703 1106 772">Phrase /Word</th> <th data-bbox="1106 703 2029 772">Meaning</th> </tr> </thead> <tbody> <tr> <td data-bbox="808 772 1106 879"><b>try</b></td> <td data-bbox="1106 772 2029 879">carrying the ball over the line and placing it on the ground to win 5 points</td> </tr> <tr> <td data-bbox="808 879 1106 986"><b>conversion</b></td> <td data-bbox="1106 879 2029 986">After a try has been scored the team get to kick the ball at the goal for extra points</td> </tr> <tr> <td data-bbox="808 986 1106 1093"><b>scrum</b></td> <td data-bbox="1106 986 2029 1093">To start play the players huddle together and the ball is rolled into the middle of the scrum.</td> </tr> <tr> <td data-bbox="808 1093 1106 1161"><b>tackle</b></td> <td data-bbox="1106 1093 2029 1161">hold on to a player to stop them running</td> </tr> <tr> <td data-bbox="808 1161 1106 1230"><b>crossbar</b></td> <td data-bbox="1106 1161 2029 1230">Bar that connects the two goal posts.</td> </tr> </tbody> </table> <p>Know that Rugby goalposts are different to football goalposts.</p> <p>Know that <b>Jonny Wilkinson</b> is one of Britain's best rugby players and one of the best in the world. He has now <b>retired</b> from the sport.</p>	Phrase /Word	Meaning	<b>try</b>	carrying the ball over the line and placing it on the ground to win 5 points	<b>conversion</b>	After a try has been scored the team get to kick the ball at the goal for extra points	<b>scrum</b>	To start play the players huddle together and the ball is rolled into the middle of the scrum.	<b>tackle</b>	hold on to a player to stop them running	<b>crossbar</b>	Bar that connects the two goal posts.
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<b>conversion</b>	After a try has been scored the team get to kick the ball at the goal for extra points												
<b>scrum</b>	To start play the players huddle together and the ball is rolled into the middle of the scrum.												
<b>tackle</b>	hold on to a player to stop them running												
<b>crossbar</b>	Bar that connects the two goal posts.												

	<p>Watch Jonny Wilkinson playing for England in the Rugby World cup beating Australia in the final in 2003 <a href="https://www.youtube.com/watch?v=weSB8ZmNNi8">https://www.youtube.com/watch?v=weSB8ZmNNi8</a></p> <p><u>GetSet4PE</u>: Tag Rugby Year 5/6 Unit</p> <p><u>By the end of this unit children will:</u> To take part in matches as part of a team. To use and understand the rules and tactics that make a safe, effective match.</p>
Focus of Study: <b>Athletics</b>	<b>Introduction</b>
	<p>In this unit, pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others.</p> <p>In this unit pupils learn the following athletic activities: long distance running, sprinting, hurdles, high jump, triple jump, discus and shot put.</p>
NC Objectives	Key Knowledge and Vocabulary
<p>To use running, jumping, throwing and catching in isolation and in combination .</p> <p>To develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics</p> <p>To compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p><u>Vocabulary</u>: technique, consistency, stamina, strength, pace, distance,</p> <p><u>Cultural Capital</u>; The <b>Olympics</b> Know that the Olympics is an <b>international</b> multi-sport event that occurs every 4 years. It originally started in <b>Ancient Greek</b> times over 2000 years ago. There is currently a Summer Olympics and a Winter Olympics. Know that the Summer Olympics features the following events - Know that the Olympic games are held every four years. Know that the Winter Olympics features the following events - Know that the next Winter Olympics will be held in 2022 in Beijing China and the next Summer Olympics will be held in France in 2024.</p>

Know that the last Olympics was held in Tokyo in 2021 – it was delayed from 2020 due to the pandemic.

Know that the Olympic **motto** is the **Latin** phrase ‘Citius, Altius, Fortius’ which means ‘**Faster, Higher, Stronger**’.

Know the Olympic **logo** is represented by five interlocking circles representing the five participating regions Africa, America, Asia, Oceania and Europe



Know that the Olympics starts with a **torch relay**. This is where the Olympic flame is carried from Olympia in Greece (the site of the Ancient Olympics) to the location of the current event. Carrying the olympic torch is a huge **honour**. People who have made a significant contribution to society are invited to carry the torch.

Know that there are seven **values** associated with the Olympics. These are made up of three Olympic values – **Friendship, Respect and Excellence** – along with the four Paralympic values – **Determination, Inspiration, Courage and Equality**. Recap information about the paralympic games from previous unit.

GetSet4PE: Athletics Year 6, Unit

By the end of this unit children will:

To widen the range of Athletic activities that they can take part in. To improve their personal best performance from previous units and broaden the range of skills they use within each discipline.

Focus of Study: **Outdoor Activities**

**Introduction**

Pupils develop teamwork skills through completion of a number of challenges. Pupils work individually, collaboratively in pairs and groups to solve problems. They are encouraged to be inclusive of others, share ideas to create strategies and plans to produce the best solution to a

	challenge. Pupils are also given the opportunity to lead a small group. Pupils learn to orientate and navigate using a map.
NC Objectives	Key Knowledge and Vocabulary
<p>To take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>To compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p><u>Vocabulary:</u> Map, route, coordinate, control points, course, time, pace, trail, team, challenge, accuracy, leader, risk, communication, obstacle, planning, navigate</p> <p><u>GetSet4PE:</u> OAA Y5/6 lessons 4 to 8</p> <p><u>By the end of this unit children will:</u> To work as a team to plan a complex route using a compass for another team to follow and to follow a set route planned and given to them. Children will follow a trail to navigate from a start point to an end point via a number of set points on the route.</p>
Focus of Study: <b>Dance</b>	<b>Introduction</b>
	Pupils will focus on developing an idea or theme into dance choreography. They will work in pairs and groups using different choreographing tools to create dances e.g. formations, timing, dynamics. Pupils will have opportunities to choreograph, perform and provide feedback on dance. Pupils think about how to use movement to convey ideas, emotions, feelings and characters. Pupils will show an awareness of keeping others safe and will have the opportunity to lead others through short warm ups.
NC Objectives	Key Knowledge and Vocabulary
<p>To develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p><u>Vocabulary:</u> stimulus, dynamics, formations, choreograph, relationship, contrasting</p> <p><u>Muscle groups:</u> core, gluteus, hamstrings, biceps, core</p> <p><u>GetSet4PE:</u> Dance Year 6 Unit</p> <p><u>By the end of this unit children will:</u> Plan and perform a dance with a partner or group and give feedback on the performances of others.</p>



