

Activity and Area of Learning	Whole Child	I Can	Key Words
<p>Locomotion Focus on the key Fundamental Movement Skills of Walking, Jumping, Running and Hopping. These should be done in isolation initially and give children simple points to focus on whilst performing those movements. Develop the skills further into simple fun games with basic rules, such as tig-based games.</p>	<p>P – Development of the key FMS T – Children think about what actions and movements their body is making S – Following the rules and instructions and taking turns when required H – Keeping physically active for as much of the lesson as possible</p>	<p>Move around an area safely finding space and not bumping into anyone. Show control whilst running and changing direction. Run at different speeds. Show good balance whilst hopping on either foot.</p>	<p>Walking Jumping Running Hopping Space Galloping Sliding</p>
<p>Stabilisation Locomotion skills will be further developed with a focus now moving towards stabilization after a period of movement. For example, stopping after running or landing after jumping (from floor or benches). Children can start to learn gymnastic based skills such as balances, extending and stretching. Once children understand the basic requirements, the skills can be put into games and challenges to develop and practice.</p>	<p>P – Development of the key FMS focusing on balance T – Children think about how they can keep their body still and how to stop suddenly after a run or jump. S – Following the rules and instructions and taking turns when required H – Keeping physically active for as much of the lesson as possible</p>	<p>Hold a balance for 3-5 seconds. Stop and stand still instantly on a command after running. Land on two feet slightly bending knees following a jump. Explain how to land and balance. Perform different body shapes with stillness and control.</p>	<p>Balancing Turning Bending Landing Extending Stretching</p>
<p>Manipulation Once children are more confident moving (locomotion) and stabilizing they can use equipment to focus on skills (such as Collecting, Kicking, Carrying, Pushing, Throwing) with different objects. A wide variety of equipment should be used with skills practiced in isolation first before building up to fun games where children will combine their manipulation skills with locomotion and stabilisation.</p>	<p>P – Performing skills with equipment and objects T – Children think about the best way to perform the required skill with different pieces of equipment S – Following the rules and instructions and taking turns when required H – Keeping physically active for as much of the lesson as possible and working safely with equipment and objects</p>	<p>Run to collect a piece of equipment. Pick up objects whilst on the move. Throw and kick objects in the correct direction or towards a target. Play games safely and follow instructions. Find space when required to do so. Enjoy trying new skills.</p>	<p>Collecting Kicking Carrying Pushing Throwing</p>

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<p>Locomotion</p> <p>Following on from the key Fundamental Movement Skills of Walking, Jumping, Running and Hopping – more complex methods of locomotion can be introduced such as Skipping, Bounding and Leaping.</p> <p>These should be done in isolation initially and give children simple points to focus on whilst performing those movements. Develop the skills further into simple fun games with basic rules, such as tig-based games, races and challenges.</p>	<p>P – Development of more complex movement skills requiring greater coordination</p> <p>T – Children think about what actions and movements their body is making</p> <p>S – Following the rules and instructions and taking turns when required</p> <p>H – Keeping physically active for as much of the lesson as possible</p>	<p>Travel in a variety of ways including running, hopping, skipping and jumping.</p> <p>Run at different speeds and control the speed I run at.</p> <p>Run into space evading opponents (tig games) by changing direction.</p> <p>Understand the aim of the game and follow the rules.</p>	<p>Skipping</p> <p>Bounding</p> <p>Leaping</p> <p>Space</p> <p>Jumping</p> <p>Travel</p> <p>Direction</p> <p>Bracing</p>
<p>Manipulation</p> <p>Building on the object-based skills from Reception such as throwing and kicking – children can try more complex skills such as Bouncing, Striking, Catching to develop hand-eye coordination. Skills previously learned will complement and help develop the new ones – throwing will help catching and for example. Build up to simple games and challenges where children can implement and practice the skills.</p>	<p>P – Development of more complex movement skills requiring greater coordination</p> <p>T – Children think about what actions and movements their body is making</p> <p>S – Following the rules and instructions and taking turns when required</p> <p>H – Keeping physically active for as much of the lesson as possible</p>	<p>Perform a range of throws over different distances.</p> <p>Throw and catch an object on my own.</p> <p>Bounce a ball and catch or bounce again.</p> <p>Start catching an object when thrown by a partner.</p> <p>Take part in simple games safely using objects.</p> <p>Stop a ball rolling or bouncing towards me.</p>	<p>Bouncing</p> <p>Striking</p> <p>Catching</p> <p>Watch</p> <p>Aim</p> <p>Trapping</p>
<p>Stabilisation</p> <p>The FMS of Flexing, Hanging, Rotating and Twisting build on those taught in Reception and can be best taught through Gymnastic actions and the use of apparatus for certain areas. Children can learn how to use gymnastic equipment safely and follow rules and instructions.</p>	<p>P – Development movement skills such as climbing, landing and balancing</p> <p>T – Children think about how they can stay safe whilst using gymnastic equipment</p> <p>S – Following the rules and instructions and taking turns when required</p> <p>H – Developing upper body strength through climbing and hanging</p>	<p>Hang from apparatus using upper body strength.</p> <p>Confidently jump from gymnastic benches and land with control and balance.</p> <p>Balance on apparatus at a low level.</p> <p>Coordinate my body to twist, turn and rotate.</p>	<p>Flexing</p> <p>Hanging</p> <p>Rotating</p> <p>Twisting</p> <p>Landing</p> <p>Climbing</p> <p>Apparatus</p> <p>Tucking</p>

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<p>Dance/Movement to Music</p> <p>Dance to develop movement patterns with children creating actions to represent a certain theme an/or music. Think about the timing and speed of the music to match movements to. Focus on spatial awareness individually and in small groups as children progress.</p>	<p>P – Moving with control and fluency</p> <p>T – Create ideas to match the theme/music. Remember movements in order to repeat</p> <p>S – Sharing ideas with others about the theme and music</p> <p>H – Discuss why music and dance can be good for the body and mind.</p>	<p>Create simple actions to music.</p> <p>Remember a movement pattern in order to repeat it and refine it.</p> <p>Positively comment on other children’s ideas.</p> <p>Match the pace of movement to the pace of music.</p> <p>Respond to a range of stimuli.</p>	<p>Music</p> <p>Pattern</p> <p>Sequence</p> <p>Timing</p> <p>Speed</p> <p>Calm</p> <p>Gesture</p>
<p>Ball Games</p> <p>An introduction to ball games with basic rules. Develop the FMS that have been focused on throughout Reception and early Year 1 – such as throwing, catching and running. Children will have to work together to help each other. Team games should be very small sided – 2v2 or 3v3.</p>	<p>P – Receive the ball/object with basic control</p> <p>T – Understand the basic rules and objective of a game</p> <p>S – Cooperate with a teammate</p> <p>H – Explain what they enjoyed about playing a game</p>	<p>Participate in simple team games with basic rules.</p> <p>Help my team to complete a challenge or compete against another team.</p> <p>Respond positively to challenges.</p>	<p>Attack</p> <p>Defend</p> <p>Score</p> <p>Throw</p> <p>Catch</p> <p>Space</p>
<p>Run, Jump & Throw</p> <p>Learn how to run quicker, throw more accurately and jump further. Develop a mindset to accept Personal Challenge and a determination to improve. Understand how to throw over short distances for accuracy or throw as far as possible. Experiment with different techniques for running, jumping and throwing.</p>	<p>P – Run at different paces dictated by the challenge.</p> <p>T – Explore different techniques to see what works best – trial and improvement.</p> <p>S – Helps others to improve, and accept help from others.</p> <p>H – Understand what happens to the body (heart and breathing) when we run at different speeds.</p>	<p>Try different ways to find the most successful.</p> <p>Show determination to improve.</p> <p>Show resilience and not give up.</p> <p>Help others who might be struggling.</p> <p>Aim to throw at a stationary target.</p> <p>Run at full speed for a short distance and pace myself over a longer distance.</p>	<p>Distance</p> <p>Run</p> <p>Jump</p> <p>Throw</p> <p>Challenge</p> <p>Determination</p> <p>Athletics</p>

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<p>Locomotion</p> <p>Use games to develop spatial awareness and different ways of moving. Avoid objects and others by dodging. Use different speeds and directions when moving.</p>	<p>P – Show agility, use dodging actions to avoid people and objects</p> <p>T – Know when to change direction</p> <p>S – Being careful not to bump into others and keeping a distance</p> <p>H – Sustain movement over time</p>	<p>Avoid object and people when moving.</p> <p>Move in different directions</p> <p>Change speeds when moving</p>	<p>Speed</p> <p>Dodge</p> <p>Directions</p> <p>Space</p>
<p>Manipulation</p> <p>Throw and catch a ball or bean bag with a partner, throw at a target. Stop or trap a ball or bean bag. Dribble and bounce a ball.</p>	<p>P – Throw and catch a ball or bean bag with a partner</p> <p>T – Move to the correct position to stop a ball</p> <p>S – Make sure my partner is ready to catch before throwing</p> <p>H – Enjoy and accept new challenges and skills</p>	<p>Throw accurately to a partner or target.</p> <p>Catch a ball or bean bag.</p> <p>Stop a ball that is rolling, bouncing or travelling through the air.</p> <p>Dribble a ball with feet or hands.</p>	<p>Dribble</p> <p>Bounce</p> <p>Target</p> <p>Throw</p> <p>Catch</p>
<p>Stabilisation & Locomotion</p> <p>Use different types of jumping from different heights and practice landing safely. Hold balances still and perform a selection of rolls and be able to link them to create a sequence. Climb, jump and balance on apparatus confidently and safely.</p>	<p>P – Use different types of jumps and rolls</p> <p>T – Select the correct jump to get on and off apparatus</p> <p>S - Share the apparatus safely</p> <p>H – Understand why balance is important</p>	<p>Perform three different jumps.</p> <p>Hold a balance or shape still.</p> <p>Use apparatus safely.</p> <p>Perform some rolls.</p> <p>Attempt new challenging skills.</p>	<p>Balance</p> <p>Climb</p> <p>Safety</p> <p>Apparatus</p>

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<p>Movement to Music</p> <p>Respond to music in a form of dance. Move in different directions and show changes in speed and levels. Link actions together to create a dance phrase. Show a clear start and finish. This could be a dance or theme to reflect a classroom based topic.</p>	<p>P – Use different levels and directions in a dance</p> <p>T – Listen to music and create movements to match the music</p> <p>S – Listen to ideas form a partner</p> <p>H – Enjoy and be confident moving to music</p>	<p>Create a dance to match the music.</p> <p>Show a clear start and finish to my dance.</p> <p>Use high, medium and low levels.</p>	<p>Levels</p> <p>Create</p> <p>Start</p> <p>Finish</p> <p>Actions</p>
<p>Ball Games</p> <p>Hit and run games to develop rolling, catching, throwing stopping and striking a ball. Use the correct stance for hitting a ball. Develop throwing for a distance.</p>	<p>P –Strike or hit a ball</p> <p>T – Know when to move the bat to make a strike</p> <p>S – Show empathy with throwing and catching</p> <p>H – How to warm arms up for throwing</p>	<p>Roll a ball accurately to a partner.</p> <p>Stop a ball quickly.</p> <p>Hit a moving ball thrown to me.</p>	<p>Strike</p> <p>Throw</p> <p>Catch</p> <p>Distance</p>
<p>Run, Jump and Throw</p> <p>Run with agility and confidence and be able to change speeds. Learn how to use the arms and legs efficiently for sprinting. Use a variety of throwing techniques. Use a one and two footed take off for jumping. Promote Personal Challenge to develop a desire to always strive to improve personal performance and achievement.</p>	<p>P – Perform a one and two footed take off</p> <p>T – Know which throwing technique is best for throwing a distance</p> <p>S – Develop confidence when running</p> <p>H – Able to complete fast sprints</p>	<p>Use different ways of throwing.</p> <p>Take off from one and two feet.</p> <p>Use my whole body to help me jump higher and further.</p> <p>Use my arms and legs to help me run faster.</p>	<p>Agility</p> <p>Confidence</p> <p>Sprinting</p> <p>Efficient</p>

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<p>Multi -Skills Game based skills practiced and put into challenges. Develop different handling skills individually with different size balls, bean bags and quoits.</p> <p>Develop kicking, dribbling and running with a ball and apply into basic game situations.</p>	<p>P – Control different objects with hands and feet</p> <p>T – Select and apply different skills for different types of games</p> <p>S – Sharing equipment and changing roles</p> <p>H – Recognise what happens to the heart when exercising</p>	<p>Throw and catch different sized objects.</p> <p>Kick a ball with some control and accuracy.</p> <p>Understand how to attack and defend in different basic games.</p> <p>Explain the aim of the game.</p> <p>Linking different game-based actions and skills.</p>	<p>Kick</p> <p>Dribble</p> <p>Control</p> <p>Points</p> <p>Score</p>
<p>Gym into Dance Linking movements to create sequences building from floor work up to low and high apparatus. Creating movement patterns, jumps, rolls and balances in a variety of spaces. Respond to the rhythm and theme of the music.</p>	<p>P- Perform different rolls</p> <p>T- How each movement links together</p> <p>S – Discuss ideas and agree on a sequence</p> <p>H – Understand flexibility and why it is important</p>	<p>Perform a range of rolls include Pencil/Log, Egg, Teddy bear and Forward Roll.</p> <p>Use apparatus safely.</p> <p>Link moves together with and without music.</p> <p>Perform actions with control and tension.</p>	<p>Balances</p> <p>Linking</p> <p>Flexibility</p> <p>Rhythm</p> <p>Tension</p> <p>Control</p> <p>Sequence</p>
<p>Invasion Games Develop principles of attacking and defending in an invasion game (such as Endzone) using throwing and catching. Learn how to create space and develop moving to catch or receive a ball. Children will create tactics to score and move up the pitch when they cannot move with the ball in their hands. Explore ideas for how to work effectively as a team.</p>	<p>P – Throw and catch the ball in a game situation</p> <p>T – Knowing when and where to move to find space</p> <p>S – Working in small teams to score</p> <p>H – Explain the effects of exercise on the body</p>	<p>Move to catch or receive a ball.</p> <p>Move to create or find space in a small sided game.</p> <p>Link throwing, moving and catching skills fluently.</p> <p>Help my group to keep score and follow the rules of the game.</p>	<p>Space</p> <p>Catch</p> <p>Teamwork</p> <p>Effective</p>

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<p>Striking & Fielding Games</p> <p>Simple 'Hit and Run' games in small teams to focus on basic shot selection in order to score more runs. The fielding team should create simple tactics to limit the batting team scoring too many runs. Children should stand correctly to hit a ball thrown to them, stop a ball when they are fielding.</p>	<p>P – Learn body position to hit a ball</p> <p>T – Choose the correct technique to return a ball</p> <p>S – Work with a partner to help them hit a ball</p> <p>H – Make positive statements to self to increase confidence</p>	<p>Hit a moving ball, either bouncing or through the air.</p> <p>Bowl a ball accurately to a partner to allow them to hit.</p> <p>Stop a ball when fielding using my hands.</p> <p>Run between posts, markers or the wicket to score runs.</p> <p>Throw a ball with an overarm action for greater distance.</p>	<p>Stance</p> <p>Overarm</p> <p>Bowl</p> <p>Hit</p> <p>Catch</p>
<p>Athletics / OAA</p> <p>Explore running for speed and acceleration individually and as a team by introducing relay. Longer distances can be introduced through basic Orienteering individually and in small teams. Children can mark control points in correct position on a map or plan (e.g. where they find an object when following a photo trail). They should cooperate and share roles and ideas in a team.</p> <p>Children should continue to seek to improve their previous best scores in running, jumping and throwing challenges and activities.</p>	<p>P – Run over longer distances to complete orienteering type challenges</p> <p>T – Know how to run at a sensible pace over different distances</p> <p>S – Work cooperatively to complete a relay race or team orienteering challenge</p> <p>H – Being physically active for a sustained period of time</p>	<p>Run at a variety of speeds to suit the challenge or distance.</p> <p>Use a map to help with orienteering type challenges.</p> <p>Take off on one or two feet and land safely.</p> <p>Run as part of a team.</p>	<p>Speed</p> <p>Accelerate</p> <p>Accuracy</p> <p>Distance</p> <p>Relay</p> <p>Race</p> <p>Control points</p> <p>Trail</p> <p>Teamwork</p> <p>Cooperate</p> <p>Orienteering</p> <p>Planning</p>

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<p>Multi -Skills Game based skills practiced and put into challenges. Use different ball handling skills in isolation and in small groups. Develop agility to dodge a marker or defender.</p> <p>Explore attacking and defending an area in a variety of different situations with links to different sporting contexts.</p>	<p>P – Use different passes techniques and develop catching and receiving skills</p> <p>T – Know when to pass a ball</p> <p>S – Understand rules and how to play fairly</p> <p>H – Understand why we need to exercise</p>	<p>Pass a ball to a partner.</p> <p>Dodge to receive a pass from a teammate.</p> <p>Vary the use of skills, actions and ideas to suit the nature of the game.</p> <p>Link a variety of ball skills, such as dribbling and passing.</p> <p>Apply basic defending skills.</p>	<p>Agility</p> <p>Send</p> <p>Receive</p> <p>Dodge</p>
<p>Gymnastics into Dance</p> <p>Creating sequences individually and with a partner – initially starting at floor level and progressing on to low and high apparatus. Move fluently from one movement to next on and off apparatus. Work with a partner in unison and contrasting movements to create a movement pattern consisting of jumps, rolls and balances. Understand and move to the beat, pace and theme of music.</p>	<p>P- Apply tension in balances and show fluency of movements</p> <p>T – Create actions and movements with a partner to reflect the theme</p> <p>S – Listen to other people’s ideas and share own thoughts</p> <p>H – Understand how tension and extension are achieved by use of muscles</p>	<p>Perform a range of balances on different body parts.</p> <p>Use apparatus safely.</p> <p>Create a sequence of movement with or without music.</p> <p>Adapt movements to work cooperatively.</p> <p>Create and perform longer sequences of movements.</p>	<p>Fluency</p> <p>Extension</p> <p>Unison</p> <p>Create</p> <p>Rhythm</p> <p>Beat</p> <p>Stimuli</p> <p>Phrase</p> <p>Matching</p>
<p>Invasion Games</p> <p>Develop tactics for attacking and defending in an invasion game (Handball) using throwing and catching to keep possession. Pass accurately using a variety if passes and work as a team member to attack and defend. Move into a space to receive a ball. Move to attempt to intercept a ball.</p>	<p>P- Accurate throwing and catching skills</p> <p>T – Understand attack and defence</p> <p>S – Communicate with team members and encourage others</p> <p>H – Explain the benefits of being part of a team</p>	<p>Use a variety of techniques to accurately throw the ball to a teammate.</p> <p>Move into space to catch or receive the ball.</p> <p>Show how and when to attack and defend and contribute to my team.</p> <p>Create tactics with my teammates.</p> <p>Encourage others on my team and the opposition team.</p>	<p>Intercept</p> <p>Attack</p> <p>Defend</p> <p>Receive</p> <p>Pivot</p> <p>Space</p> <p>Speed</p> <p>Accuracy</p>

Marking

Dodging

Tackling

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<p>Striking & Fielding Games</p> <p>Use Rounders or Softball as a context to focus on hitting, throwing, catching and decision making. Communication is also essential and should be discussed and encouraged. Children should practice striking a moving ball without a bounce. Fielders should be able to stop a ball in the field and send it to the correct place. Bowl a ball for a partner to hit or catch.</p>	<p>P – Develop hitting and throwing skills to include bowling</p> <p>T – Understand where is the best place to stand to field</p> <p>S – Communicate with partner or team mates when to run and the best place to stand when fielding</p> <p>H – Cope with failure and mistakes – we learn from these</p>	<p>Hit a moving ball before it bounces.</p> <p>Bowl a ball accurately to a partner.</p> <p>Field a ball back to the correct place or person.</p> <p>Make correct decisions on when it is safe to run.</p> <p>Apply basic skills for attacking and defending in an S&F context.</p>	<p>Strike</p> <p>Bowl</p> <p>Predict</p> <p>Judge</p>
<p>Athletics / OAA</p> <p>Through deep discussion around determination – children should show a desire to learn, improve and compete. Aim to develop correct arm and leg action when running and sprinting and be able to set a pace themselves for the required distance. Use different methods of take-off and landing when developing jumping and use different throwing techniques for Athletic based activities. Through OAA children should read a simple map and symbols to help find controls on the school grounds. They should also develop team work to solve problems.</p>	<p>P – Running at different speeds, using different throwing actions and jumping techniques</p> <p>T – Understand pace and how to sustain pace throughout the activity</p> <p>S – Compare performances and evaluate in pairs Cooperate and collaborate with people to complete a task</p> <p>H – Understand how to recover after a run</p>	<p>Run at different speeds</p> <p>Throw overarm for distance</p> <p>Take off on one or two feet and land safely.</p> <p>Read a basic map with symbols.</p> <p>Work as a team to complete challenges.</p> <p>Show resilience to complete challenging physical activities.</p>	<p>Sprint</p> <p>Speed Distance</p> <p>Strength</p> <p>Pace</p> <p>Sustain</p> <p>Teamwork</p> <p>Cooperate</p> <p>Collaborate</p> <p>Negotiate</p> <p>Map</p> <p>Organise</p> <p>Courage</p>

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<p>Invasion Games</p> <p>Leaning and applying more sport specific skills using Netball or Football as a context. Applying invasion game principles learned in Y3/4 to new activities. These principles will be developed into creating and using tactics and strategies to be more successful in game situations.</p>	<p>P – Sport Specific Skills in Netball or Football</p> <p>T – Apply tactics and find ways to beat opponents</p> <p>S – Lead and encourage others</p> <p>H – Enjoy the physical challenge of playing in an invasion game</p>	<p>Use generic skills and apply them to more sport specific activities.</p> <p>Create and share tactical ideas.</p> <p>Help to manage to rules and score of a game.</p> <p>Sustain physical activity for the duration of the lesson.</p>	<p>Formation</p> <p>Possession</p> <p>Position</p> <p>Transition</p> <p>Support</p> <p>Overload</p>
<p>Gymnastics into Dance</p> <p>Work in small groups to create sequences and routines at floor level and a combination of low and high apparatus. Performances should be choreographed to reflect a theme and include techniques like cannon and unison. Children should discuss and share ideas to create these routines, then practice, evaluate and refine performances.</p>	<p>P – Perform a range of movements and actions with control and tension</p> <p>T – How to improve the performance through reviewing and evaluating. Creating the sequence and routine in line with the given theme/stimuli</p> <p>S – Discuss with others during the planning phase of the routine</p> <p>H – Understand which muscles are working when performing certain balances</p>	<p>Explain the similarities between dance and gymnastics and apply transferable skills.</p> <p>Work in a small group to share ideas and reach an agreement.</p> <p>Evaluate my own performance and that of others.</p> <p>Explain how the actions reflect the theme and music.</p>	<p>Refine</p> <p>Evaluate</p> <p>Levels</p> <p>Choreograph</p> <p>Unison</p> <p>Cannon</p> <p>Mirroring</p>
<p>Net & Wall</p> <p>Developing skills and thought processes for Net & Wall games starting with a throw and catch version of Volleyball – eventually progressing into more specific Volleyball skills and games. This could initially be 1v1 games, which progress into 2v2 or 3v3 where more tactical ideas can be used, and more complex skills explored.</p>	<p>P – Throwing/Hitting the ball with appropriate force and accuracy</p> <p>T – Throwing/Hitting the ball into space on the court to force opponent to move</p> <p>S – Helping partner to maintain a rally and discussing game play with partner</p>	<p>Demonstrate a good ready position.</p> <p>Move forwards, backwards and sideways whilst facing the net and opponent.</p> <p>Judge the flight of the ball and get my body in position to return.</p> <p>Use an effective serve to start a rally.</p>	<p>Net</p> <p>Court</p> <p>Serve</p> <p>Volley</p> <p>Rally</p> <p>Set</p>

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<p>Striking & Fielding</p> <p>Focus on more refined and specific skills for Softball such as batting and bowling. Children should build on the generic skills of throwing and catching, hitting or striking a ball to develop their skills for a game like Softball. Communication and leadership are essential especially when creating tactics. Time should be spent on small sided practice games before entering slightly larger games.</p>	<p>P – Throw accurately over a range of distances to improve fielding</p> <p>T – Thinking how to perform each role effectively and what skills are required to be successful at each</p> <p>S – Helping others to develop their skills in practice and game situations</p> <p>H – Being agile to run around the bases and change direction effectively</p>	<p>Throw accurately over a range of distances.</p> <p>Catch a batted ball while in a fielding position.</p> <p>Communicate to team mates to provide information on whether to run or not.</p> <p>Strike a moving ball before the bounce.</p> <p>Understand a range of positions and roles in Softball.</p>	<p>Bowl</p> <p>Strike</p> <p>Base</p> <p>Backstop</p> <p>Double Play</p> <p>Out</p>
<p>Athletics / OAA</p> <p>Through athletic activities children should show resilience to continually improve their performance and technique even when physically tired. Mentally, they should be challenged overcome difficulties when faced with problems in athletic and outdoor activities.</p>	<p>P – Perform a range of athletic techniques successfully</p> <p>T – Give guidance to others on what they can to to improve in a supportive manner</p> <p>S – Encourage teammates to keep going (relay & OAA)</p> <p>H – Understand what type of food would provide the best energy for longer distance running</p>	<p>Show resilience to overcome challenges.</p> <p>Work as a team member to help the team to succeed.</p> <p>Give constructive feedback and encouragement to teammates.</p> <p>Understand different techniques required to be successful in different athletic disciplines.</p>	<p>Resilience</p> <p>Marker</p> <p>Control</p> <p>Pace</p> <p>Strategy</p> <p>Problem Solving</p> <p>Trust</p>
	<p>H – Understand how to warm up for a net and wall type activity</p>	<p>Explain tactical ideas that could be used in a Net & Wall game.</p>	<p>Spike</p>

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<p>Invasion Games</p> <p>Successfully play in small-sided games with a variety of equipment and rules. Children create tactics in their teams to be more successful in the game and communication should be evident throughout.</p>	<p>P – Sport Specific Skills</p> <p>T – Apply advanced tactics and Find ways to beat opponent</p> <p>S – Lead and encourage others</p> <p>H – Enjoy the physical challenge of playing in an invasion game</p>	<p>Show strong understanding of more advanced games, rules, tactics and skills.</p> <p>Lead my team and set a good example.</p> <p>Linking running, jumping, throwing/hitting skills to show fluency and control while in a competitive situation.</p>	<p>Formation</p> <p>Possession</p> <p>Transition</p> <p>Support</p>
<p>Gymnastics into Dance</p> <p>Create a large group routine using apparatus and floor work following a musical theme and/or visual stimuli or theme. Groups work together to develop their social and thinking skills, discussing ideas and deciding on a final routine.</p>	<p>P – Perform a range of movements and actions with control and tension</p> <p>T – How to improve the performance through reviewing and evaluating. Creating the sequence and routine in line with the given theme/stimuli</p> <p>S – Discuss with others during the planning phase of the routine</p> <p>H – Understand which muscles are working when performing certain balances</p>	<p>Perform with confidence using a range of movement patterns.</p> <p>Show good tension and posture throughout the performance.</p> <p>Show creativity and improvisation in the choreography of the routine.</p> <p>Change movements and actions to match the pace of the music.</p>	<p>Tension</p> <p>Posture</p> <p>Unison</p> <p>Fluency</p> <p>Choreograph</p> <p>Symmetry</p> <p>Asymmetry</p> <p>Motif</p> <p>Performance</p>
<p>Net & Wall</p> <p>Play a game that resembles a tennis or badminton type game where children can work together to maintain a rally or compete against each other to score points in an adapted version of the sport.</p>	<p>P – Hitting the ball with appropriate force and accuracy</p> <p>T – Hitting the ball into space on the court to force opponent to move</p> <p>S – Helping partner to maintain a rally and discussing game play with partner</p>	<p>Apply a range of different shots on either side of the body.</p> <p>Show good control of the racket and ball.</p> <p>Judge the power needed on each shot to place the ball in the desired location.</p>	<p>Net</p> <p>Rally</p> <p>Serve</p> <p>Bounce</p> <p>Court</p>

H – Understand how to warm up for a net and wall type activity

Vary game play and shots to move opponent around the court.

Activity and Area of Learning	Whole Child	I Can	Key Words
<p>Striking & Fielding</p> <p>To focus on more refined skills and techniques for batting & bowling in Cricket. Children should manage their own small sided games to get maximum exposure and practice of the skills. Individual Cricket (Hit and Run type games) can be used to focus on skills. Pairs Cricket can be used to develop tactical and social skills.</p>	<p>P – Bowl and throw accurately over a range of distances</p> <p>T – Thinking tactically how to perform each role effectively</p> <p>S – Helping others to develop their skills in practice and game situations</p> <p>H – Having enough speed and stamina to score maximum runs</p>	<p>Show a variety of throwing skills appropriate for cricket, such as bowling, and long and short throws when fielding.</p> <p>Communicate effectively with team mates to implement tactics whilst on the batting team and fielding team.</p>	<p>Batting</p> <p>Bowling</p> <p>Fielding</p> <p>Positioning</p> <p>Anticipation</p> <p>Shot Selection</p> <p>Wicket</p> <p>Stumps</p>
<p>Athletics / OAA</p> <p>Goal Setting - set realistic goals based on prior learning and performance and work towards achieving them</p>	<p>P – Perform a range of athletic techniques successfully</p> <p>T – Self reflect and with friends how to improve performance and technique</p> <p>S – Encourage others and work as a team (relay & OAA)</p> <p>H – Understand what training would be required to develop fitness for each aspect of Athletics and OAA</p>	<p>Demonstrate a range of athletic skills and techniques in running, jumping and throwing activities.</p> <p>Explain how to improve each aspect of athletics.</p> <p>Work as a small team to success in OAA challenges.</p> <p>Show resilience and determination to complete more physically demanding activities.</p>	<p>Power</p> <p>Explosive</p> <p>Fitness</p> <p>Stamina</p> <p>Diet</p> <p>Pace</p> <p>Measure</p> <p>Time</p> <p>Adapt</p> <p>Take Risks</p>

