



Lifton PE curriculum

Overarching Intent Statement

Our curriculum is the beating heart of our academies and is rooted in John 10:10.

"I came that they might have life and live it to the full"

Our children will flourish through experiencing a knowledge-rich curriculum which is both broad and balanced and fosters a love of learning, enabling all children to make connections and be well prepared for the next stage of their education.

Our Curriculum Intent

Developing learners' learning

WHAT WE LEARN

Our children will experience a knowledge-rich curriculum, underpinned by oracy, language and reading.

Defining our curriculum intent

Developing learners' character

WHO WE ARE WHEN WE LEARN

Our children's uniqueness will be nurtured so that they develop self-discipline and integrity to make good choices.

Defining our curriculum intent

Developing learning behaviours

HOW WE ACT WHEN WE LEARN

Our children will develop their learning behaviours and attributes so that they can embrace all opportunities and think critically.

Defining our curriculum intent

Developing learners' moral compass

WHO WE ARE

Our children will develop a deep sense of self and others to contribute positively within the diverse community and world in which they live.

Curriculum intent for PE: As well-rounded, active citizens, our children will feel a sense of belonging by immersing themselves in a wide range of physical activities. The PE curriculum will enable children to use movement confidently, developing respect for themselves and each other and a positive sporting attitude. A physically demanding and challenging curriculum inspires all to succeed and excel, developing both physical and mental health and wellbeing. Opportunities for positive competition in sport and other activities build character and self-discipline whilst encouraging them to continue to have an active lifestyle beyond their school life.



Year A: Planned Progression of Skills and knowledge within PE

EYFS	Block	Key knowledge and skills	Suggested vocab
Autumn 1	<p style="text-align: center;">Fundamental movements/Multi skills</p> <p>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</p> <p style="text-align: center;">Football</p> <p>Participate in team games, developing simple tactics for attacking and defending.</p> <p>Suggestions:</p> <p>Invasion games (rugby, netball, football, basketball)</p>	<p>I can move around a space, changing direction under control. I am beginning to know how move towards space to evade other pupils. I can move around objects at a range of different speeds. I can name a range of equipment and know how to use them (balls, bats/racquets). I can hit or push an object towards a stationary target. I can begin to use both arms when throwing a ball underarm. I know how to use a single arm rolling technique over a range of distances. I can bounce a ball towards a partner whilst stationary. I can demonstrate control when passing and receiving a ball (throw/roll/kick).</p> <p>I can kick a ball forwards. I can stop a ball using my foot. I can run after the ball and change direction. I can try to pass the ball to a friend. I can listen and follow simple game rules. I can play kindly and take turns with others.</p>	<p>Balance, throw, kick, catch, control, hit, strike, aim. Balance, throw, kick, catch, control, space.</p>
Autumn 2	<p style="text-align: center;">Gymnastics</p> <p>Developing balance, agility and coordination, and begin to apply these in a range of activities.</p> <p>Suggestions: Gymnastics</p>	<p>I know how to use equipment safely. I know how to tense and relax limbs. I am able to demonstrate a number of shapes. I am able to perform different rolls (pencil and egg) I am able to travel in different ways. I am able to hold balances (straight, tuck and star) for up to five seconds.</p>	<p>Gymnastics vocab: Balance, listen, control, still, support, crawl, walk, leap, jump, bend, land, twist.</p>



	<p style="text-align: center;">Multi skills</p> <p>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.</p>	<p>I can run, jump, and hop safely. I can balance on one foot for a short time. I can throw and catch a ball with two hands. I can move in different directions and stop when asked. I can listen carefully and follow simple instructions. I can play kindly and take turns with my friends.</p>	<p>Balance, throw, kick, catch, control, hit, strike, aim, space, team.</p>
<p style="text-align: center;">Spr ing 1</p>	<p style="text-align: center;">Dance</p> <p>Perform dances using simple movement patterns.</p> <p style="text-align: center;">ABCs Agility, Balance Coordination</p> <p>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>I am able to perform balances of two-dimensional shapes. I am able to demonstrate the scuttling action at different paces. I know how to relax my body. I am able to begin to move with fluidity. I am able to explore different ways of moving around a space in different directions. I know how to work with a partner to complete different balances.</p> <p>I can run with my head up, pumping my arms and raising my knees. I can jump over obstacles in my stride. I can take off with either one foot or both feet. I know how to land on a stable base before continuing to move. I can throw towards a set target using overarm/underarm techniques with greater success. I can catch a ball/bean bag with two hands.</p>	<p>Dance vocab: Count, step, sequence, space, levels, scuttling, balancing, turning, bending, landing, twisting.</p> <p>Run, sprint, throw, jump, height, distance, fast, slow, pace, balance.</p>
<p style="text-align: center;">Spr ing 2</p>	<p style="text-align: center;">Multi skills</p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and</p>	<p>I can throw and catch large/soft objects. I can throw a ball in the right direction using overarm/underarm technique. I know how to take turns with a partner. I am beginning to know how move towards space to evade other pupils. I can run with my head up, pumping my arms and raising my knees.</p>	<p>Balance, throw, kick, catch, control, hit, strike, aim, space, team.</p>



	<p>begin to apply these in a range of activities <u>Net and Wall</u> (net games)</p> <p><u>Net and Wall</u> (net games)</p>	<p>I can move around a space, changing direction under control.</p> <p>I am beginning to know how move towards space to evade other pupils.</p> <p>I can move around objects at a range of different speeds.</p> <p>I can name a range of equipment and know how to use them (balls, bats/racquets).</p> <p>I can hit or push an object towards a stationary target.</p> <p>I can begin to use both arms when throwing a ball underarm.</p> <p>I know how to use a single arm rolling technique over a range of distances.</p> <p>I can bounce a ball towards a partner whilst stationary.</p>	
<p>Sum mer 1</p>	<p>Bat and ball (Tennis)</p> <p>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</p> <p><u>Net and Wall</u> (tennis, volleyball)</p>	<p>I can move around a space, changing direction under control.</p> <p>I am beginning to know how move towards space to reach a moving ball</p> <p>I can move around objects at a range of different speeds.</p> <p>I can name a range of equipment and know how to use them (balls, bats/racquets).</p> <p>I can hit a ball towards a stationary target.</p> <p>I can hold a ball in one hand and a racquet in another</p> <p>I know how to use a single arm rolling technique over a range of distances.</p> <p>I can begin to hit a ball with a racquet when bounced towards me</p> <p>I can demonstrate control when hitting a ball</p>	
<p>Sum mer 2</p>	<p>Running and jumping (Athletics)</p> <p>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</p> <p>Striking and fielding (Cricket)</p>	<p>I can throw and catch large/soft objects.</p> <p>I can throw a ball in the right direction using overarm/underarm technique.</p> <p>I know how to take turns with a partner.</p> <p>I am beginning to know how move towards space to evade other pupils.</p> <p>I can run with my head up, pumping my arms and raising my knees.</p> <p>I can move around a space, changing direction under control.</p>	<p>Athletics vocab: Run, sprint, throw, jump, height, distance, fast, slow, pace.</p> <p>Striking and fielding vocab:</p>



	<p>Participate in team games, developing simple tactics for attacking and defending</p> <p>Striking & Fielding (cricket, rounders)</p>	<p>I am beginning to know how move towards space to reach a moving ball I can move around objects at a range of different speeds. I can name a range of equipment and know how to use them (balls, bats/racquets). I can hit a ball towards a stationary target. I can hold a ball in one hand and a racquet in another I know how to use a single arm rolling technique over a range of distances. I can begin to hit a ball with a racquet when bounced towards me I can demonstrate control when hitting a ball</p>	<p>Throwing, catching, rolling, striking, teamwork, rules, space.</p>
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Year A: Planned Progression of Skills and knowledge within PE

Year 1/2	Block	Key knowledge and skills	Suggested vocab
Autumn 1	<p style="text-align: center;">Multi skills</p> <p>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</p> <p style="text-align: center;">Football</p> <p>Participate in team games, developing simple tactics for attacking and defending.</p> <p>Suggestions: <u>Invasion games</u></p>	<p>I can throw a ball/beanbag with accuracy, developing consistency over distances.</p> <p>I can move into space with greater frequency and less cues.</p> <p>I can catch with two hands over different distances.</p> <p>I know how to observe and describe what others are doing.</p> <p>I know how to copy other movements and actions with success.</p> <p>I know how to discuss an activity with a partner.</p> <p>I can aim towards a target.</p> <p>I can kick the ball with control.</p> <p>I can stop the ball using my feet.</p> <p>I can dribble the ball in different directions.</p> <p>I can pass the ball to a teammate.</p> <p>I can try to score a goal.</p> <p>I can listen to the rules and play fairly.</p> <p>I can work with others and take turns in a game.</p>	<p>Multi skills vocab –</p> <p>Agility, balance, coordination, speed, reaction, control, movement, teamwork, accuracy, resilience</p> <p>Football Vocab</p> <p>Ball, kick, pass, goal, team, run, stop, score, play, rules</p>
Autumn 2	<p style="text-align: center;">Gymnastics</p> <p>Developing balance, agility and coordination, and begin to apply these in a range of activities.</p> <p>Suggestions: Gymnastics</p> <p style="text-align: center;">Netball</p>	<p>I can show an awareness of space and apparatus when moving around an area.</p> <p>I know how to move around safely and with confidence.</p> <p>I can explore different and creative ways of moving safely.</p> <p>I can confidently demonstrate different movements whilst travelling.</p> <p>I know how to move at different levels within a crawling position.</p> <p>I know how to use apparatus safely.</p> <p>I can hold and throw a ball safely.</p> <p>I can catch a ball using two hands.</p>	<p>Gymnastics vocab –</p> <p>balance, agility, movement, stable, creative, space, link, sequence, hold, tension.</p> <p>Netball vocab:</p>



	<p>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.</p>	<p>I can pass the ball to a friend. I can move into space to help my team. I can stop and start when playing a game. I can listen to instructions and follow the rules. I can work with others and take turns.</p>	<p>Centre pass, Goal shooter, Goal keeper, Footwork, Obstruction, Contact, Pivot, Pass, Marking, Court zones</p>
<p>Spr g 1</p>	<p>Dance Perform dances using simple movement patterns.</p> <p>Tag Rugby Participate in team games, developing simple tactics for attacking and defending.</p> <p>Suggestions: <u>Invasion games</u> (rugby, netball, football, basketball)</p>	<p>I can hold balances as simple large shapes. I can swing my arms at different speeds under control. I can develop creative and complex movements linked to themes. I know how to link movements to a theme. I can control tension to achieve slow motion movements. I know what is meant by canon and can begin to establish with a partner.</p> <p>I can run with the ball and try to find space. I can pass the ball backwards to a friend. I can catch the ball when it's passed to me. I can tag someone by taking their tag safely. I can play with others and take turns. I can listen to the rules and play fairly.</p>	<p>Dance vocab - Mirror, copy, direction, speed, relationship, sequence, levels, tempo, rhythm.</p> <p>Tag rugby vocab - Tag, run, pass, catch, space, team, try, dodge, rules, play</p>
<p>Spr g 2</p>	<p>Handball 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</p>	<p>I can pass and catch the ball with control. I can move into space to support my teammates. I can shoot accurately at the goal. I can follow the rules of handball during a game. I can work as part of a team to defend and attack. I can explain the basic positions and roles in handball. I can move around a space, changing direction under control.</p>	<p>Handball Vocab Dribble, pass, shoot, goalkeeper, defend, attack, pivot, court, teamwork, rules.</p> <p>Tri Golf Vocab</p>



	<p style="text-align: center;">Tri-Golf</p> <p>Hold a club accurately and strike a ball with the intention of hitting a target. Developing hand/eye coordination and body strength.</p>	<p>I can hold the golf club correctly. I can aim at a target and try to hit it. I can hit the ball gently and with control. I can follow simple rules when playing Tri-Golf. I can take turns and share equipment with others. I can move safely around the activity area. I can celebrate my own and others' successes.</p>	<p>Club, ball, target, swing, chip, putt, stance, aim, score, fair play</p>
<p style="text-align: center;">Sum mer 1</p>	<p style="text-align: center;">Tennis</p> <p>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</p> <p><u>Net and Wall</u> (tennis, volleyball)</p> <p style="text-align: center;">Hockey</p> <p>Participate in team games, developing simple tactics for attacking and defending. Striking & Fielding (cricket, rounders)</p>	<p>I can explore different techniques when striking, showing some accuracy, control and power in shots. I know how varying techniques affects the power. I can demonstrate control and accuracy striking the ball over a range of distances, varying power. I know how to vary technique over a range of distances. I can hit the ball towards the hands/feet/torso of a partner with accuracy. I can explore different techniques and grips, introducing a rally with a partner. I can demonstrate cohesion in a group, undertaking turn taking and sharing ideas.</p> <p>I know how to create a group game using small equipment. I can develop my technique when running (head up, swinging arms and knee drives) at different speeds. I know how to use space effectively in group games. I can begin to explore tactics and positions to maximise space. I can demonstrate good running technique whilst carrying equipment. I know how to run in a co-ordinated and fluent way over obstacles.</p>	<p>Net and wall vocab - striking, space, accuracy, follow through, target, stroke, power, flight, position, space, forearm/bump, rally.</p> <p>Striking & fielding vocab – aim, accuracy, distance, target, catch, follow through, technique, space, aware, co-ordination, communication, group/teamwork.</p>



<p>Sum mer 2</p>	<p style="text-align: center;">Athletics</p> <p>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 <u>Net and Wall</u> (tennis, volleyball)</p> <p style="text-align: center;">Cricket</p> <p>Participate in team games, developing simple tactics for attacking and defending</p> <p>Striking & Fielding (cricket, rounders)</p>	<p>I know how to run in a co-ordinated and fluent way over obstacles. I can begin to explore run-up, take-off and landing at different speeds and tempos. I know the amount of power required to throw certain distances. I can develop awareness of distance and weight. I can throw a range of different throwing implements with control. I can develop control over the height thrown using a range of equipment. I know how height and distance affect effectiveness when striking a ball into space.</p> <p>I can move around a space, changing direction under control. I am beginning to know how move towards space to reach a moving ball I can move around objects at a range of different speeds. I can name a range of equipment and know how to use them (balls, bats/racquets). I can hit a ball towards a stationary target. I can hold a ball in one hand and a racquet in another I know how to use a single arm rolling technique over a range of distances. I can begin to hit a ball with a racquet when bounced towards me I can demonstrate control when hitting a ball</p>	<p>Athletics vocab - Run, Throw, Jump, Speed, Accelerate, Distance, Height, Accuracy, Technique.</p> <p>Striking & fielding vocab – aim, accuracy, distance, target, catch, follow through, technique, space, aware, co-ordination, communication, group/teamwork</p>
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Year A: Planned Progression of Skills and knowledge within PE

Year 3/4	Block	Key knowledge and skills	Suggested vocab
Autumn 1	<p style="text-align: center;">Multi skills</p> <p>Use running, jumping, throwing and catching in isolation and in combination</p> <p style="text-align: center;">Football</p> <p>Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p> <p>Suggestions: <u>Invasion games</u></p>	<p>I can move in different ways (run, jump, hop, skip) with control.</p> <p>I can balance on different parts of my body and hold it steadily.</p> <p>I can throw and catch a ball with increasing accuracy.</p> <p>I can change direction quickly to avoid others or reach a target.</p> <p>I can work with a partner to complete a challenge.</p> <p>I can follow instructions and stay safe during activities.</p> <p>I can try my best and keep going even when it's tricky.</p> <p>I can dribble the ball with control using both feet.</p> <p>I can pass the ball accurately to a teammate.</p> <p>I can stop the ball using different parts of my foot.</p> <p>I can find space to help my team when attacking.</p> <p>I can try to score a goal using the inside of my foot.</p> <p>I can work with others to defend and win the ball back.</p> <p>I can follow the rules and show respect to players and officials.</p>	<p>Multi skills vocab –</p> <p>Agility, balance, coordination, speed, reaction, control, movement, teamwork, accuracy, resilience</p> <p>Football vocab</p> <p>Dribble, pass, shoot, defend, attack, goalkeeper, control, tackle, teamwork, accuracy</p>
Autumn 2	<p style="text-align: center;">Gymnastics</p> <p>Develop flexibility, strength, technique, control and balance [for example, through gymnastics]</p> <p>Suggestions: Gymnastics</p>	<p>I can build strength through pushing and pulling motions.</p> <p>I know how to mirror a partner's movements.</p> <p>I can perform balances with developing symmetry.</p> <p>I know how to use a change of direction in between jumps (tuck/star/straddle/split).</p> <p>I can develop creative ways of changing direction after landing.</p> <p>I know how to build on a sequence.</p> <p>I can add to a sequence whilst maintaining tension and control.</p> <p>I can begin to explore creative ways of transitioning on/off apparatus.</p>	<p>Gymnastics vocab –</p> <p>symmetry, identical, strength, power, control, tension, counterbalance, direction, shape, enter, exit, apparatus, transition, fluid.</p>



	<p style="text-align: center;">Netball</p> <p>Play competitive games, modified where appropriate [for example, badminton, tennis, volleyball].</p>	<p>I know how to vary the range of passing.</p> <p>I can pass a ball accurately and with speed using varying techniques (chest, bounce, shoulder, overhead).</p> <p>I know how to catch using single handed or double handed technique.</p> <p>I can catch a ball consistently using either single handed or double handed catches.</p> <p>I can use a range of passing and controlling techniques (hands and feet) over extended distances.</p> <p>I know how to use space when attacking.</p> <p>I can begin to attack space, understanding where and when to move into it.</p> <p>I know how to take on different roles within a group/team.</p> <p><i>In all areas children will be taught to give feedback to their peers and how to receive it. (what they liked and didn't like, what can be improved).</i></p> <p><i>Talk about what our bodies do during exercise e.g breathing heart rate, start to find their pulse. Practice skills to make them warmer and cooler before and after exercises. Discuss how the body changes during exercise.</i></p>	<p>Netball vocab:</p> <p>Centre pass, Goal shooter, Goal keeper, Footwork, Obstruction, Contact, Pivot, Pass, Marking, Court zones</p>
<p style="text-align: center;">Spr g 1</p>	<p style="text-align: center;">Dance</p> <p>Perform dances using simple movement patterns.</p>	<p>I know how to use dynamic movements to demonstrate force and tension dynamics.</p> <p>I can work alongside music to demonstrate force and tension dynamics.</p> <p>I know how to move in time with music.</p> <p>I can explore ways to link and connect with a partner in time to music.</p> <p>I can develop creative ways of travelling towards and away from a partner, using varying speeds and levels.</p> <p>I know how to develop relationships.</p> <p>I can explore movements and balances with a partner, maintaining contact alongside music.</p> <p>I know how to show acceleration in speed of movements.</p> <p>I can explore how to use acceleration in movements and routines to the beat of music.</p>	<p>Dance vocab – sequence, levels, tempo, speed, rhythm, creative, dynamics, connect, contact, link, relationships, acceleration, attract, repel. Stimulus – Magnets.</p>



<p>Sum mer 1</p>	<p style="text-align: center;">Tennis</p> <p>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>Net and Wall</u> (tennis, volleyball)</p>	<p>I can begin to react to a number of different stimuli, developing acceleration and change of speed. I know the difference between a forehand and a backhand technique. I can begin to work with a partner, developing backhand technique, hitting to each other over varying distance and over obstacles (net). I know the components of an overhead serve technique. I can begin to strike the ball with greater consistency and accuracy, beginning to introduce a net/ bench to develop power & height. I can develop my knowledge of returning and rallying. I can explore different methods of returning a ball to a partner, beginning to strike a ball over a net/ bench. I can begin to develop the 'spike' technique following another pupil serving, showing control.</p>	<p>Net and wall vocab - Accuracy, Striking, Control, Aim, Power, Flight, Distance, Backhand, Overhand, Serve, Return, Rally, Spike, Position, Space.</p>
	<p style="text-align: center;">Hockey</p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>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>I know when to move within a game. I can begin to respond to a stimulus (whistle/ defender etc.) moving away from verbal cues. I know when to pass within a game. I can begin to respond to defenders and pass when applicable in game situations with increasing success. I can show an awareness of space and know how to use it in games. I can understand where space is, how to move into it, and begin to explore this in gameplay. I know how I can change pace to evade a defender. I can develop acceleration and deceleration skills in order to evade a defender. I know what happens to our bodies when we are warming up.</p>	<p>Invasion games vocab - Movement, Space, Attack, Defend, Positioning, Communication, Direction, Speed, Agility, Man-mark, Overload, Precision, Pass, Receive.</p>



	<p>Gymnastics</p> <p style="text-align: center;">Netball</p> <p>Play competitive games, modified where appropriate.</p>	<p>I can begin to explore creative ways of transitioning on/off apparatus.</p> <p>I know how to vary my passing to suit the situation (e.g. chest, bounce, shoulder, overhead).</p> <p>I can pass the ball accurately and with control using different techniques.</p> <p>I know how to catch using one or two hands depending on the speed and height of the ball.</p> <p>I can catch consistently while moving and under pressure.</p> <p>I can use a range of passing and footwork techniques to move the ball over longer distances.</p> <p>I know how to use space effectively when attacking.</p> <p>I can move into space at the right time to support my team.</p> <p>I know how to take on different roles and responsibilities within a team.</p> <p><i>In all areas children will be taught to give feedback to their peers and how to receive it. (what they liked and didn't like, what can be improved).</i></p> <p><i>Talk about what our bodies do during exercise e.g breathing heart rate, start to find their pulse. Practice skills to make them warmer and cooler before and after exercises. Discuss how the body changes during exercise</i></p>	<p>Netball vocab:</p> <p>Centre pass, Goal shooter, Goal keeper, Footwork, Obstruction, Contact, Pivot, Pass, Marking, Court zones</p>
<p>Spr g 1</p>	<p style="text-align: center;">Dance</p> <p>Perform dances using simple movement patterns.</p>	<p>I know how to use dynamic movements to demonstrate force and tension dynamics.</p> <p>I can work alongside music to demonstrate force and tension dynamics.</p> <p>I know how to move in time with music.</p> <p>I can explore ways to link and connect with a partner in time to music.</p> <p>I can develop creative ways of travelling towards and away from a partner, using varying speeds and levels.</p> <p>I know how to develop relationships.</p> <p>I can explore movements and balances with a partner, maintaining contact alongside music.</p> <p>I know how to show acceleration in speed of movements.</p> <p>I can explore how to use acceleration in movements and routines to the beat of music.</p>	<p>Dance vocab – sequence, levels, tempo, speed, rhythm, creative, dynamics, connect, contact, link, relationships, acceleration, attract, repel. Stimulus – Magnets.</p>



<p>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>Net and Wall</u> (tennis, volleyball)</p> <p style="text-align: center;">Hockey</p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>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>Suggestions:</p> <p><u>Invasion games</u> (Hockey)</p>	<p>I can begin to work with a partner, developing backhand technique, hitting to each other over varying distance and over obstacles (net). I know the components of an overhead serve technique. I can begin to strike the ball with greater consistency and accuracy, beginning to introduce a net/ bench to develop power & height. I can develop my knowledge of returning and rallying. I can explore different methods of returning a ball to a partner, beginning to strike a ball over a net/ bench. I can begin to develop the 'spike' technique following another pupil serving, showing control.</p> <p>I know when to move within a game. I can begin to respond to a stimulus (whistle/ defender etc.) moving away from verbal cues. I know when to pass within a game. I can begin to respond to defenders and pass when applicable in game situations with increasing success. I can show an awareness of space and know how to use it in games. I can understand where space is, how to move into it, and begin to explore this in gameplay. I know how I can change pace to evade a defender. I can develop acceleration and deceleration skills in order to evade a defender. I know what happens to our bodies when we are warming up.</p>	<p>Control, Aim, Power, Flight, Distance, Backhand, Overhand, Serve, Return, Rally, Spike, Position, Space.</p> <p>Invasion games vocab - Movement, Space, Attack, Defend, Positioning, Communication, Direction, Speed, Agility, Man-mark, Overload, Precision, Pass, Receive.</p>
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Swimming

Swimming and water safety

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 situations.

their tactics have been, use appropriate language to describe performance and identify what they do that makes things difficult for their opponents.

I can understand pool safety.

I can demonstrate how to enter and exit the pool safely and understand pool signage.

I can begin to demonstrate basic techniques.

I can begin to apply basic strokes, push and glide techniques, using a float and breathing control.

I can apply basic strokes.

I can select the appropriate stroke (front crawl, backstroke, breaststroke) and adapt skills to linked activities.

I can swim on top of and under water.

I can use the strokes learnt to apply to swimming under water as well as on top.

I can swim 25m unaided.

I am able to use one of the strokes learnt to swim 25m unaided.

I can remain safe in the water.

I know to remain in a water depth that I can swim in. I respect the water and do not mess around.

I can help if someone gets into trouble or danger.

I know to call for help from an adult or lifeguard if someone is in trouble. I

know I should not try to help them. I can throw them a float to hold on to.

I can perform self rescue in different water based situations

Swimming Vocab:

Stroke, Push and glide, Vertical / Horizontal, treading water, Water aids, Travel, Submerge, Float, Front crawl, Breaststroke, butterfly, backstroke, self-rescue, breathing control, personal survival stroke, pool safety.

