



PE LTP 2023/2024

School Drivers	
Independent Learners Independent Resilient Able to solve problems Creative and Curious Able to think critically	Healthy Living Healthy Eating Being Active Healthy mind Healthy relationships Outdoor learning

The document below provides an overview of our PE curriculum for each year group.

<p>Reception 1 PE Session per week- Mrs Abson (indoors)</p> <p>1 Forest School Session per week- Mrs Bell (outdoors)</p> <p>Theory Based PE: Healthy Eating: Healthy or unhealthy?</p> <p>Being active: Activity log- when am I active, when could I be more active? How could I achieve this?</p> <p>Healthy Mind: Feeling happy/ sad</p>	<p>FMS Creating space Gross motor skills</p> <p>Core learning: Find and move into an empty space. Move around a space safely without bumping into anyone or anything. Coordinate both arms to make large circles.</p> <p>Vocabulary: Space, Large, Small, Big, Little Circle</p>	<p>Dance FMS with music Adjusting pace</p> <p>Core learning: Move around a space whilst coordinating their arms. Move in different ways (i.e. hopping, skipping, jumping).</p> <p>Vocabulary: Hop, Skip, Jump, Walk Run</p>	<p>Gymnastics FMS- balance and Coordination</p> <p>Core learning: Balance on 2 points. Bend forwards without Falling. Coordinate arms and legs to touch opposite sides. Stand with legs at different widths.</p> <p>Vocabulary: Balance, Hands, Feet Opposite, Wide</p>	<p>Throwing and Catching Bean bags Large balls</p> <p>Core learning: Roll with two hands in a direction. Throw a ball with two hands in the direction they are aiming for. Identify which hand to throw with when throwing with one hand.</p> <p>Vocabulary: Roll, Aim, Direction</p>	<p>Striking and Kicking Aim towards target</p> <p>Core learning: Identify which foot to kick with. Demonstrate a whole leg motion. Kick in the direction of a target.</p> <p>Vocabulary: Kick, Aim, Direction</p>	<p>Rolling and Bouncing Small and large balls</p> <p>Core learning: Roll with two hands from different positions (i.e. sitting, kneeling, standing). Bounce a ball with two hands with some control. Bounce a ball to a partner/ target.</p> <p>Vocabulary: Sit, Stand, Kneel, Bounce Control, Target</p>
---	---	--	--	--	--	--

<p>Year 1 1 PE session per week until the summer term- Coach (Outdoor/ Indoor)</p> <p>1 Forest school session per week until summer term- Mrs Bell (Outdoor)</p> <p>Theory Based PE: Healthy Eating: 5 a day</p> <p>Being active: Activity log- when am I active, when could I be more active? How could I achieve this?</p> <p>Healthy Mind: Emotions- how do I deal with them? Why do I do this?</p>	<p>FMS- Coach No core task Core learning: Demonstrate some control over body movements, using both arms, legs and being aware of the space around them</p> <p>Vocabulary: Space, Large, Small Big, Little, Circle Control, Swing, Movement</p>	<p>Games- Coach Throwing and Catching (large balls) Piggy in the middle Core learning: Throw a ball with two hands with increasing accuracy towards a target. Demonstrate a chest pass to a partner. Demonstrate an over head throw to a partner. Have some success when catching with two hands. Vocabulary: Roll, Aim, Direction Throw, Catch, Chest pass, Overhead throw</p>	<p>Games- Coach Bouncing No core task Core learning: Bounce a ball with two hands with increasing control. Bounce a ball to a targeted area. Demonstrate bouncing with different forces for high and low bouncing. Begin to use dominant hand to bounce a ball one handed. Vocabulary: Sit, Stand, Kneel, Bounce Control, Target Hard, Soft</p>	<p>Games- Coach Bat and Ball No core task Core learning: Use a racket/ bat to strike a ball with some success. Show some control of a bat with two hands. Vocabulary : Racket, Bat, Strike</p>	<p>Games- Coach Kicking No core task Core learning: Kick with the inside part of the foot with some control. Kick with some accuracy towards a partner/ target. Vocabulary: Kick, Aim, Direction Inside foot, Accurate Dance- Mrs Bell (indoors) Moving along Core learning: Suggest different ways of moving and demonstrate for their peers (e.g. skipping, hopping, walking). Remember a simple sequence of 3 moves directed by the teacher. Perform different shapes with their body (e.g. star, straight, crouched).</p> <p>Vocabulary: Hop, Skip, Jump, Walk Run Demonstrate, Sequence, Shapes</p>	<p>Athletics- Coach Honey Pot Core learning: Demonstrate a standing jump with the use of bended knees. Begin to change speeds From walking, jogging to running. Begin to underarm throw with increasing force to gain distance. Vocabulary: Bended knee, Speed, Force, Distance Gymnastics- Mrs Bell (indoors) Making Shapes Core learning: Balance on 4 points. Demonstrate 3 simple shapes made with their body (tuck, star and pike). Show some control of their core when demonstrating rolls. (log roll, tuck roll, teddy bear roll). Perform a simple sequence of moves including a travel, a shape/ balance and a roll. Vocabulary: Balance, Hands, Feet Opposite, Wide Tuck, Star, Pike Log roll, Tuck roll, Teddy bear roll, Travel</p>
---	---	--	--	--	--	---

<p>Year 2 2 PE sessions per week- Coach</p> <p>Theory Based PE: Healthy Eating: Food labels- making choices</p> <p>Being active: Activity log- when am I active, when could I be more active? How could I achieve this?</p> <p>Healthy Mind: Power of words- what I say can change the way a person feels.</p>	<p>FMS (indoor) No core task Core learning: Demonstrate increased control over body movements, using both arms, legs and being aware of the space around them.</p> <p>Vocabulary: Space, Large, Small Big, Little, Circle Control, Swing, Movement</p> <p>Throwing and Catching Small balls and Bean bags No core task Core learning: Consistently stand correctly (opposite arm to leg) when throwing. Demonstrate a correct underarm and overarm throw. Throw towards a target when demonstrating both underarm and overarm throws. Catch with increasing success with two hands.</p> <p>Vocabulary: Roll, Aim, Direction Stand, Opposite arm to Leg, Underarm, Catch Overarm, Cradle catch</p>	<p>Dance (indoor) How does it feel? (EDS) Core learning: Demonstrate different travels with different levels. (i.e. on the floor, at body height, on tip toes). Suggest and perform a sequence of moves as part of a group performance. Perform different shapes with their body on different levels (star, crouch, straight). Use facial expressions to express an emotion.</p> <p>Vocabulary: Hop, Skip, Jump, Walk Run, Demonstrate, Sequence, Shapes Travel, Levels, High, Low, Perform, Expression</p> <p>Games Bouncing No core task Core learning: Bounce a ball with one hand with increasing control. Bounce a ball with interchanging hands showing some control.</p> <p>Vocabulary: Sit, Stand, Kneel, Bounce Control, Target, Hard, Soft Control, Force, One handed, Interchange</p>	<p>Gymnastics (indoor) Families of Actions Core learning: Demonstrate simple balances with a partner. Demonstrate 3 simple shapes made with their body (tuck, star and pike) on different levels (floor, standing, air- use of apparatus). Show increased control of their core when demonstrating rolls. (log roll, tuck roll, teddy bear roll). Perform a sequence of moves including a travel, a jump and a roll including the use of apparatus.</p> <p>Vocabulary: Balance, Hands, Feet Opposite, Wide Tuck, Star, Pike Log roll, Tuck roll, Teddy bear roll, Travel Level, Apparatus</p> <p>Games Rolling No core task Core learning: Roll a ball with one hand with increasing control to a target. Roll a ball with one Hand with interchanging hands through cones.</p> <p>Vocabulary: Roll, Stand, Sit, Target, Kneel Accurate, Interchange</p>	<p>Games (indoor) Throwing and Catching (large balls) No core task Core learning: Demonstrate various types of passes with a partner (overarm, underarm, overhead). Have increasing success when catching with two hands. Have some success when using a range of passes in simple and competitive games.</p> <p>Vocabulary: Roll, Aim, Direction Throw, Catch, Chest pass, Overhead throw Dominant hand, Cradle catch, Shoulder pass</p> <p>Games Bat and Ball Mini Tennis Core learning: Use a racket to strike a ball with increasing success. Show increased control of a bat with two hands. Demonstrate some Control of a bat with the dominant hand.</p> <p>Vocabulary: Racket, Bat, Strike Dominant hand</p>	<p>Games (indoor) Striking and Fielding No core task Core learning: Use different bats and rackets to strike a ball/ shuttlecock with increasing success. Catch a ball with some success (apply cradle catch). Show an awareness of empty space.</p> <p>Vocabulary: Strike, Bats, Racket, Shuttlecock</p> <p>Games Kicking Kick Rounders Core learning: Kick with the inside part of the foot with increasing control. Kick with increasing accuracy towards a target (empty space). Show some power when kicking into an empty space</p> <p>Vocabulary: Kick, Aim, Direction Inside foot, Accurate Power, Spatial awareness,</p>	<p>Athletics (indoor) Off Up and Away (EDS) Core learning: Demonstrate a standing jump and forward jump with the use of bended knees on take off and landing. Show an awareness of arms to support both running at a quicker pace and jumping a further distance. Have increased control and power when using a shoulder pass to gain distance.</p> <p>Vocabulary: Bended knee, Speed, Force, Distance Forward, Take off, Landing, Quicker Pace</p> <p>Games Sending and receiving No core task Core learning: Demonstrate an ability to roll, throw, kick and hit with increasing accuracy towards a target/ partner. Identify empty spaces to aim towards as part of a tactical game. Demonstrate some success when receiving a roll, kick, throw or hit from a partner. Show increasing control when in contact with a ball.</p> <p>Vocabulary: Receive, Send, Control Accuracy, Target</p>
---	---	--	--	--	---	--

End of Key Stage One targets:

- Pupils should develop fundamental movement skills
- Engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.
- Master basic movements including running, jumping, throwing and catching
- Develop balance, agility and co-ordination, and begin to apply these in a range of activities
- Participate in team games
- Develop simple tactics for attacking and defending
- Perform dances using simple movement patterns.

<p>Year 3 2 PE sessions per week- Mrs Pole</p> <p>Theory Based PE: Healthy Eating: Impact of sugary foods/ drinks</p> <p>Being active: Activity log- when am I active, when could I be more active? How could I achieve this?</p> <p>Healthy Mind: Changes to relationships- how can this affect my mood and my feelings. How can I adjust to changes?</p>	<p>Invasion Games (indoor) Football</p> <p>No core task Core learning: Ball control- use of inside and outside foot- dribbling. Move to try and intercept the ball.</p> <p>Vocabulary: Kick, Aim, Direction Inside foot, Accurate Power, Spatial awareness, Ball control, Consistency</p> <p>Net and Wall Tennis</p> <p>Target Baggers Core learning: Know how to correctly hold a tennis racket. Demonstrate a forehand, backhand and overhead shot in tennis. Perform a simple Rally in tennis.</p> <p>Vocabulary: Shuttlecock, Racket, Forehand, Backhand, Overhead, Shot, Rally</p>	<p>Dance (indoor) Indian Delight Core learning: Compose an individual Sequence. Coordinate and synchronise movement-link phrases to music.</p> <p>Vocabulary: Hop, Skip, Jump, Walk Run, Demonstrate, Sequence, Shapes Travel, Levels, High, Low, Perform, Expression Coordination, Synchronise, Expression, Performance</p> <p>Invasion Games Basketball</p> <p>No core task Core learning: To identify free players to pass the ball to. Move into different positions to receive the ball.</p> <p>Vocabulary: Position, Receive, Pivot</p>	<p>Gymnastics (indoor) Balancing Act Core learning: Know the difference between a top and base. Compose a sequence with a change of level, speed or direction. Perform a range of acrobatic balances. Begin to use apparatus to demonstrate movements and balances.</p> <p>Vocabulary: Balance, Hands, Feet Opposite, Wide Tuck, Star, Pike Log roll, Tuck roll, Teddy bear roll, Travel Level, Apparatus, Counter, Sequence, Technique Top, Base, Compose, Acrobatic balance</p> <p>Invasion Games Hockey</p> <p>No core task Core learning: Select appropriate passes to hit an intended target.</p> <p>Vocabulary: Invasion, Opponent, Put, Grip</p>	<p>Invasion Games (indoor) Netball</p> <p>3 Touch Ball Core learning: Demonstrate a range of Techniques to pass the Ball (chest and shoulder) Show an awareness of free space by passing to available players.</p> <p>Vocabulary: Position, Receive, Pivot</p> <p>Invasion Games Tag Rugby</p> <p>No core task Core learning: Demonstrate a side pass. Move into different positions to receive the ball (behind the player with the ball).</p> <p>Vocabulary: Invasion, Tag, Belt, V position, Line on, Try, Receive, Back pass, Offside</p>	<p>OAA (indoor) No core task Core learning: Plan before starting challenge. Listen, contribute ideas and cooperate with others.</p> <p>Vocabulary: Teamwork, Communication, Trust,</p> <p>Striking and Fielding Rounders</p> <p>No core task Core learning: Hit the ball hard. Hit the ball into free space. Identify where to bowl a ball too (between knee and shoulder height).</p> <p>Vocabulary: Strike, Bats Field, Batting Technique, bowl</p>	<p>Athletics (indoor) Faster, Higher, Further (EDS) Core learning: Demonstrate a range of Jumps (standing forward jump, vertical jump) with appropriate landing. Demonstrate a range of throws with correct technique (overarm, shoulder pass). Demonstrate a correct running stance.</p> <p>Vocabulary: Bended knee, Speed, Force, Distance Forward, Take off, Landing, Quicker Pace Appropriate Technique, Stance</p> <p>Striking and Fielding Cricket</p> <p>Boundary Line Core learning: Demonstrate the correct batting stance. Demonstrate an awareness of the ball when fielding.</p> <p>Vocabulary: Stance, Spatial awareness,</p>
--	---	---	---	---	---	--

<p>Year 4 1 PE session per week (Miss Rawlings) 1 swimming session per week- Mrs Warwick</p> <p>Theory Based PE: Healthy Eating: Impact of sugary foods/ drinks</p> <p>Being active: Activity log- when am I active, when could I be more active? How could I achieve this?</p> <p>Healthy Mind: Changes to relationships- how can this affect my mood and my feelings. How can I adjust to changes?</p>	<p>Swimming</p> <p>Striking and Fielding Rounders Run the Loop Core learning: Demonstrate batting hand and Technique for rounders. Understand the rules and format of the game. Demonstrate different throwing techniques (overarm, underarm) and when to use them in rounders.</p> <p>Vocabulary: Strike, Bats, Field, Bat Technique, base</p>	<p>Swimming</p> <p>Net and Wall Badminton Mini Tennis 2 Core learning: Know how to correctly hold a badminton racket. Demonstrate a forehand, backhand and overhead shot in badminton. Perform a rally with some variation of shot type in badminton.</p> <p>Vocabulary: Racket, Forehand, Backhand, Overhead, Shot, Rally, Shuttlecock, Variation,</p>	<p>Swimming</p> <p>Invasion Games Netball On the Attack Core learning: Use a range of techniques to pass the ball (chest pass, shoulder pass) and when to use them. Move into different positions to receive the ball.</p> <p>Vocabulary: Invasion, Tag, Belt, V position, Line on, Try, Receive, Back pass, Offside</p>	<p>Swimming</p> <p>Athletics Pass the Baton Demonstrate a correct running stance and stance to receive the baton. Understand the need to and demonstrate driving arms forward to run faster. Demonstrate a correct hand over of the baton.</p> <p>Vocabulary: Bended knee, Speed, Force, Distance Forward, Take off, Landing, Quicker Pace Appropriate Technique, Stance, handover</p>	<p>Swimming</p> <p>Dance (indoors) Round the Clock Core learning: Perform expressively. Work constructively with a partner/group. Begin to show rhythm to music/ beat.</p> <p>Vocabulary: Hop, Skip, Jump, Walk Run, Demonstrate, Sequence, Shapes Travel, Levels, High, Low, Perform, Expression Coordination</p>	<p>Swimming</p> <p>Gymnastics (indoors) Durham Gymnastics Unit 4- Tasks 1 and 2 Core learning: Compose a sequence with a change of level, speed and direction. Perform a range of acrobatic balances. Use apparatus confidently to demonstrate movements and balances. Develop balance skills (counter balance).</p> <p>Vocabulary: Balance, Hands, Feet Opposite, Wide Tuck, Star, Pike Log roll, Tuck roll, Teddy bear roll, Travel Level, Apparatus, Counter, Sequence, Technique Top, Base, Compose, Acrobatic balance</p>
--	---	---	---	--	--	--

<p>Year 5</p> <p>2 PE sessions per week 1 x coach 1 x Miss Goldsborough</p> <p>Theory based PE:</p> <p>Healthy Eating: Snacking habits</p> <p>Being active: Activity log- when am I active, when could I be more active? How could I achieve this?</p> <p>Healthy Mind: Pressure/ Stress /Anxiety- How can I deal with these negative emotions- mindfulness/ yoga/ relaxation techniques.</p>	<p>Invasion Games- Coach (Yr5) Football Calling the Shots Core learning: Demonstrate increased ball control- use of inside and outside foot. Move to try and intercept the ball. Show consistency, control and speed.</p> <p>Vocabulary: Kick, Aim, Direction Inside foot, Accurate Power, Spatial awareness, Ball control, Consistency Speed</p> <p>Net and Wall Games- Miss Goldsborough Tennis Long and Thin, Short and Fat Core learning: Consistently get a tennis ball near a target. Perform a rally with variation of shot type.</p> <p>Vocabulary:</p>	<p>Dance- Coach Machines Core learning: Refine, repeat and remember dance phrases. Put moves to a dance rhythm (5,6,7,8).</p> <p>Vocabulary: Vocabulary: Hop, Skip, Jump, Walk Run, Demonstrate, Sequence, Shapes Travel, Levels, High, Low, Perform, Expression Coordination, Synchronise, Expression, Performance Rhythm, Counts, Beats</p> <p>Invasion Games (Yr5)- Miss Goldsborough Netball 5s and 3s Core learning: Make decisions quickly in netball (moving into free space, selecting appropriate throws, marking players).</p> <p>Vocabulary: Position, Receive, Pivot Techniques</p>	<p>Gymnastics- Coach Partner Work Core learning: Demonstrate balance skills (counter balance). Devise a sequence with a beginning, a middle and an end. Apply a range of travel techniques to move from one balance to another. Continue to use apparatus to challenge moves and balances.</p> <p>Vocabulary: Balance, Hands, Feet Opposite, Wide Tuck, Star, Pike Log roll, Tuck roll, Teddy bear roll, Travel Level, Apparatus, Counter, Sequence, Technique</p> <p>Invasion Games (Yr5)- Miss Goldsborough Hockey No core task Core learning: Select appropriate passes to hit an intended target. Attempting to outwit their opponent by using agreed tactics.</p> <p>Vocabulary:</p>	<p>Invasion Games (Yr5)- Coach Basketball Core learning: Demonstrate different passes in basketball and when to use them (chest pass, overhead pass, bounce pass and wraparound pass). Move into different Positions on the court to receive the ball. Make decisions quickly in games (which pass to use, where to move to become free, which players to mark).</p> <p>Vocabulary: Technique, Pass, Control, Spatial awareness Invasion, Dribble, Positions, Jump shot</p> <p>Invasion Games- Miss Goldsborough Tag Rugby Grid Rugby Core learning: Use a range of Techniques to pass the Ball (side pass and back pass). Make decisions quickly in tag rugby (which throw to use, find appropriate space to receive the ball, which how and when to intercept the ball).</p>	<p>OAA (Yr5)- Coach Crystal Star Challenge Core learning: Work collaboratively as a group to create a plan before starting a challenge. Listen, contribute ideas and cooperate with others. Choose efficient approaches to challenges.</p> <p>Vocabulary: Teamwork, Communication, Trust Cooperate, Contribute, Challenge</p> <p>Striking and Fielding- Miss Goldsborough Rounders Zone Rounders Core learning: Run between bases without stopping where possible. To understand that throwing a ball is quicker than running to a base and demonstrate this.</p> <p>Vocabulary: Strike, Bats Field, Batting Technique Base, Teamwork, Communication</p>	<p>Striking and Fielding (Yr5)- Coach Cricket Pairs Crickets Core learning: Demonstrate the correct batting stance for cricket. Deny space when fielding.</p> <p>Vocabulary: Stance, Spatial awareness, Tactics</p> <p>Athletics- Miss Goldsborough Distance Challenge (EDS) Core learning: Stamina- sustain pace over longer distances. Throw with greater control, accuracy and efficiency. Perform a range of jumps (forward jump, long jump, triple jump) showing power, control, consistency at both take off and landing.</p> <p>Vocabulary: Bended knee, Speed, Force, Distance Forward, Take off, Landing, Quicker Pace Appropriate Technique, Stance Stamina, Power</p>
--	---	---	--	---	---	--

	Shuttlecock, Racket, Forehand, Backhand, Overhead, Shot, Rally, Vary, opponent		Invasion, Opponent, Put, Grip Tactics, shoot, defend	Vocabulary: Technique, Pass, Control, Spatial awareness Invasion, Tag, Belt, V position, Line on, Try, Receive, Back pass,		
--	--	--	--	---	--	--

<p>Year 6 2 PE sessions per week- Coach</p> <p>Theory Based PE: Healthy Eating: What are calories?</p> <p>Being active: Activity log- when am I active, when could I be more active? How could I achieve this?</p> <p>Healthy Mind: Social Media- impact on what I think I am meant to be like (perfect bodies)</p>	<p>Invasion Games Football No core Task Core learning: Consistently demonstrate increased ball control- use of inside and outside foot- throughout game play. Apply tactical strategies to games play (deciding a game plan between the team, identify key individuals to pass to/ mark).</p> <p>Vocabulary: Kick, Aim, Direction Inside foot, Accurate Power, Spatial awareness, Ball control, Consistency Speed Intercept</p> <p>Net and Wall Games Badminton On Target Core learning: To apply an appropriate shot. Consistently hit a target. Play the shuttlecock away from their opponent. Demonstrate a serve.</p>	<p>Dance Do it in style Core learning: Show coordination, control, strength, alignment and flow of energy. Show an awareness of dance styles- name some styles of dance e.g. tap, ballet, street. Demonstrate different techniques (cannon, complimentary, mirroring).</p> <p>Vocabulary: Hop, Skip, Jump, Walk Run, Demonstrate, Sequence, Shapes Travel, Levels, High, Low, Perform, Expression Coordination, Synchronise, Expression, Performance Rhythm, Counts, Beats Control, Strength, Cannon, Mirroring</p> <p>Invasion Games Netball 5s and 3s Core learning: Consistently apply the rules of netball. Analyse a netball performance- checking for foul play.</p> <p>Vocabulary: Position, Receive, Pivot, Techniques Pass, Intercept, Defend</p>	<p>Gymnastics Double Take Core learning: Know the difference between a top and base. Compose a sequence with a change of level, speed and direction. Perform a range of acrobatic balances. Use apparatus confidently to demonstrate movements and balances.</p> <p>Vocabulary: Balance, Hands, Feet Opposite, Wide Tuck, Star, Pike Log roll, Tuck roll, Teddy bear roll, Travel Level, Apparatus, Counter, Sequence, Technique Top, Base, Compose, Acrobatic balance</p> <p>Invasion Games Hockey No core task Core learning: Apply principles of team play to keep possession. Make decisions quickly in a game of hockey.</p> <p>Vocabulary:</p>	<p>Invasion Games Tag Rugby No core task Core learning: Demonstrate correct technique of passing the ball (side pass and back pass) and when to do so. Show consistency, control and speed. Apply tactical strategies to games play (deciding a game plan between the team, identify key individuals to pass to/ mark).</p> <p>Vocabulary: Technique, Pass, Control, Spatial awareness Invasion, Tag, Belt, V position, Line on, Try, Receive, Back pass, Offside</p> <p>Invasion Games Basketball No core task Core learning: Consistently apply the rules of basketball. Analyse a basketball performance- suggest improvement points. Show consistency, control and speed.</p> <p>Vocabulary: Technique, Pass, Control, Spatial awareness</p>	<p>Striking and Fielding (outdoor) Rounders Runners Core learning: Decide on the best position for fielders. Know and apply the rules of the game and follow them fairly. Successfully catch the ball with one hand.</p> <p>Vocabulary: Strike, Bats Field, Batting Technique Base, Teamwork, Communication Positions, Striker, Fielder, Tactics, Outwit, Opponents</p> <p>OAA (outdoor) Electric Fence Core learning: Use a map to find their way between check points. Show control and coordination in their physical skills. Adapt plans to work more efficiently.</p> <p>Vocabulary: Teamwork, Communication, Trust, Cooperate, Contribute, Challenge Coordination</p>	<p>Athletics (outdoor) Furthest Five Core learning: Explain how warming up can affect their performance. Describe how some activities improve strength, power and stamina. Continue to run, jump and throw with consistent techniques.</p> <p>Vocabulary: Bended knee, Speed, Force, Distance Forward, Take off, Landing, Quicker Pace Appropriate Technique, Stance, Stamina, Power Strength</p> <p>Striking and Fielding (outdoor) Cricket Zone Cricket Core learning: Use the correct batting stance. Consistently move into a position to intercept a moving ball. Select appropriate fielding positions.</p> <p>Vocabulary: Stance, Spatial awareness, Tactics Intercept, positions</p>
--	---	--	--	--	---	--

	Vocabulary: Racket, Bat, Strike Dominant hand, Racket, Rally, Forehand, Backhand, Overhead, Shot, Vary Opponent, Serve		Invasion, Opponent, Put, Grip, shoot, defend, Tactics Possession, Intercept	Invasion, Dribble, Positions, Jump shot Intercept, Possession		
--	--	--	--	---	--	--

End of Key Stage Two targets:

- 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.
- Enjoy communicating, collaborating and competing with each other.
- Develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games and apply basic principles suitable for attacking and defending
- Develop flexibility, strength, technique, control and balance
- 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
- Children can confidently swim 25m
- Perform a safe self-rescue within the water
- Demonstrate a range of swim strokes

