

PE LTP 2023/2024

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

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

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

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

Veen 2	EMC (indeed)	Names (indees)		Comes (index)	Compa (indeen)	
Year 2	FMS (indoor) No core task	Dance (indoor) How does it feel? (EDS)	Gymnastics (indoor) Families of Actions	Games (indoor) Throwing and Catching	Games (indoor) Striking and Fielding	Athletics (indoor) Off Up and Away (EDS)
2 PE sessions per week-	Core learning:	Core learning:	Core learning:	(large balls)	No core task	Core learning:
Coach	Demonstrate increased	Demonstrate different	Demonstrate simple	No core task	Core learning:	Demonstrate a standing
	control over body	travels with different	balances with a partner.	Core learning:	Use different bats and	jump and forward jump
Theory Based PE:	movements, using both	levels. (i.e. on the floor,	Demonstrate 3 simple	Demonstrate various types of	rackets to strike a ball/	with the use of
Healthy Eating:	arms, legs and being	at body height, on tip	shapes made with their		shuttlecock with increasing	bended knees on take off
Food labels-	aware of the space	toes).	body (tuck, star and	passes with a partner	Success.	and landing.
making choices	around them.	Suggest and perform a	pike) on different	(overarm, underarm,	Catch a ball with some	Show an awareness of
		sequence of moves as	levels (floor, standing,	overhead).	SUCCESS	arms to support both
Being active:	Vocabulary:	part of a group	air- use of apparatus).	Have increasing success when	(apply cradle catch).	running at a guicker pace
-	Space, Large, Small	performance.	Show increased control	catching with two hands.	Show an awareness of	and jumping a further
Activity log-	Big, Little, Circle	Perform different shapes	of their core when	Have some success when using	empty space.	distance.
when am I active,	Control, Swing,	with their body on	demonstrating rolls.	a range of passes in simple		Have increased control
when could I be	Movement	different levels (star,	(log roll, tuck roll,	and competitive games.	Vocabulary:	and power when using a
more active? How		crouch, straight).	teddy bear roll).	and componente games.	Strike,	shoulder pass to gain
could I achieve	Throwing and Catching	Use facial expressions to	Perform a sequence of	Vocabulary:	Bats, Racket, Shuttlecock	distance.
this?	Small balls and	express an emotion.	moves including a	Roll, Aim, Direction		
	Bean bags		travel, a jump and a	Throw, Catch, Chest pass,	Games	Vocabulary:
Healthy Mind:	No core task	Vocabulary:	roll including the use of		Kicking	Bended knee, Speed,
Power of words-	Core learning:	Hop, Skip, Jump, Walk	apparatus.	Overhead throw	Kick Rounders	Force, Distance
	Consistently stand	Run, Demonstrate,		Dominant hand, Cradle catch,	Core learning:	Forward, Take off, Landing,
what I say can	correctly (opposite	Sequence, Shapes	Vocabulary:	Shoulder pass	Kick with the inside part of	Quicker Pace
change the way a	arm to leg) when	Travel, Levels, High, Low,	Balance, Hands, Feet		the foot with increasing	Comos
person feels.	throwing.	Perform, Expression	Opposite, Wide	Games	control.	Games Sending and receiving
	Demonstrate a		Tuck, Star, Pike	Bat and Ball	Kick with increasing	No core task
	correct underarm	Games	Log roll, Tuck roll,	Mini Tennis	accuracy towards a target	Core learning:
	and overarm throw.	Bouncing	Teddy bear roll, Travel	Core learning: Use a racket to strike	(empty space).	Demonstrate an ability to
	Throw towards a	No core task	Level, Apparatus	a ball with increasing	Show some power when	roll, throw, kick and hit
	target when	Core learning: Bounce a ball with one	Level, Apparatas	success.	kicking into an empty space	with increasing accuracy
	demonstrating both	hand with increasing	Games	Show increased control		towards a target/
	underarm and	control.	Rolling	of a bat with two hands.	Vocabulary:	partner.
	overarm throws.	Bounce a ball with	No core task	Demonstrate some	Kick, Aim, Direction	Identify empty spaces to
	Catch with	interchanging hands	Core learning:	Control of a bat with the	Inside foot, Accurate	aim towards as part of a
	increasing success	showing some control.	Roll a ball with one	dominant hand.	Power, Spatial awareness,	tactical game.
	with two hands.	showing some control.	hand with increasing	dominant hand.		Demonstrate some
		Vocabulary:	control to a target.	Vocabulary:		success when receiving a
	Vocabulary:	Sit, Stand, Kneel, Bounce	Roll a ball with one	Racket, Bat, Strike		roll, kick, throw or hit
	Roll, Aim, Direction		Hand with			from a partner.
	Stand, Opposite arm to	Control, Target, Hard,	interchanging hands	Dominant hand		Show increasing control
	Leg, Underarm, Catch	Soft	through cones.			when in contact with a
	Overarm, Cradle catch	Control, Force,	5			ball.
	,	One handed, Interchange	Vocabulary:			
			Roll, Stand, Sit, Target,			Vocabulary:
			Kneel			Receive, Send, Control
			Accurate, Interchange			Accuracy, Target
L			riccurure, inter chunge		1	-

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.

Year 3	Invasion Games	Dance (indoor)	Gymnastics (indoor)	Invasion Games (indoor)	OAA (indoor)	Athletics (indoor)
2 PE sessions per	(indoor)	Indian Delight	Balancing Act	Netball	No core task	Faster, Higher, Further
week- Mrs Pole	Football	Core learning:	Core learning:	3 Touch Ball	Core learning:	(EDS)
	No core task	Compose an individual	Know the difference	Core learning:	Plan before starting	Core learning:
Theory Based PE:	Core learning:	Sequence.	between a top and	Demonstrate a range of	challenge.	Demonstrate a range of
Healthy Eating:	Ball control- use of	Coordinate and	base.	Techniques to pass the	Listen, contribute ideas	Jumps (standing forward
Impact of sugary	inside and outside	synchronise	Compose a sequence with a change of level,	Ball (chest and shoulder)	and cooperate with others.	jump, vertical jump) with
foods/	foot- dribbling.	movement-link	speed or direction.	Show an awareness of		appropriate landing.
drinks	Move to try and	phrases to music.	Perform a range of	free space by passing to	Vocabulary:	Demonstrate a range of
	intercept the ball.	Vocabulary:	acrobatic balances.	available players.	Teamwork, Communication,	throws with correct
Being active:	Vocabulary:	Hop, Skip, Jump, Walk	Begin to use apparatus	Marahalana	Trust,	technique (overarm, shoulder pass).
Activity log-	Kick, Aim, Direction	Run, Demonstrate,	to demonstrate	Vocabulary:		Demonstrate a correct
when am I active,	Inside foot, Accurate	Sequence, Shapes	movements and balances.	Position, Receive, Pivot	Striking and Fielding	running stance.
when could I be	Power, Spatial	Travel, Levels, High, Low, Perform, Expression			Rounders	
more active? How	awareness,	Coordination, Synchronise,	Vocabulary:	Invasion Games	No core task	Vocabulary:
could I achieve	Ball control,	Expression, Performance	Balance, Hands, Feet	Tag Rugby	Core learning:	Bended knee, Speed,
	Consistency		Opposite, Wide	No core task	Hit the ball hard.	Force, Distance
this?		Invasion Games	Tuck, Star, Pike		Hit the ball into free space.	Forward, Take off, Landing, Quicker Pace
14 1.1 44. 1	Net and Wall	Basketball	Log roll, Tuck roll, Teddy bear roll, Travel	Core learning: Demonstrate a side pass.	Identify where to bowl a ball	Appropriate Technique,
Healthy Mind:	Tennis	No core task	Level, Apparatus,	Move into different	too (between knee and	Stance
Changes to	Target Baggers	Core learning:	Counter, Sequence,	positions to receive the	shoulder height).	
relationships-	Core learning:	To identify free players	Technique	ball (behind the player		Striking and Fielding
how can this	Know how to	to pass the ball to. Move into different	Top, Base, Compose,	with the ball).	Vocabulary: Strike, Bats	Cricket
affect my mood	correctly hold a	positions to receive	Acrobatic balance		Field, Batting Technique, bowl	Boundary Line
and my feelings.	tennis racket.	the ball.		Vocabulary:	· · · · · · · · · · · · · · · · · · ·	Core learning:
How can I adjust	Demonstrate a	mo ban.	Invasion Games	Invasion, Tag, Belt,		Demonstrate the correct
to changes?	forehand,	Vocabulary:	Hockey	V position, Line on,		batting stance. Demonstrate an awareness
	backhand and	Position, Receive, Pivot	No core task	Try, Receive, Back pass, Offside		of the ball when fielding.
	overhead shot in		Core learning:	Offside		of the ball when fielding.
	tennis.		Select appropriate			Vocabulary:
	Perform a simple		passes to hit an			Stance, Spatial awareness,
	Rally in tennis.		intended target.			
	Manahulanu		Vocabulary:			
	Vocabulary: Shuttlecock, Racket,		Invasion, Opponent, Put,			
	Forehand, Backhand,		Grip			
	Overhead, Shot,					
	Rally					

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

Year 5	Invasion Games-	Dance- Coach	Gymnastics- Coach	Invasion Games (Yr5)-	OAA (Yr5)- Coach	Striking and Fielding
2 PE sessions per	Coach (Yr5)	Machines	Partner Work	Coach	Crystal Star Challenge	(Yr5)- Coach
week	Football	Core learning:	Core learning:	Basketball	Core learning:	Cricket
1 x coach	Calling the Shots	Refine, repeat and	Demonstrate balance	Core learning:	Work collaboratively as a	Pairs Crickets
1 x Miss	Core learning:	remember dance	skills (counter balance).	Demonstrate different	group to create a plan before	Core learning:
Goldsborough	Demonstrate	phrases.	Devise a sequence with	passes in basketball and	starting a challenge.	Demonstrate the correct
	increased ball	Put moves to a dance	a beginning, a middle	when to use them (chest	Listen, contribute ideas	batting stance for cricket.
Theory based PE:	control- use of	rhythm (5,6,7,8).	and an end.	pass, overhead pass,	and cooperate with others.	Deny space when fielding.
Haalthy Eating:	inside and outside	Vocabulary:	Apply a range of travel	bounce pass and	Choose efficient approaches	
Healthy Eating:	foot.	Vocabulary:	techniques to move	wraparound pass).	to challenges.	Vocabulary:
Snacking habits	Move to try and	Hop, Skip, Jump, Walk	from one balance to another.	Move into different Positions on the court to	Vocabulary:	Stance, Spatial
	intercept the ball.	Run, Demonstrate,	Continue to use	receive the ball.	Teamwork, Communication,	awareness , Tactics
Being active:	Show consistency,	Sequence, Shapes	apparatus to challenge	Make decisions quickly	Trust	Tueries
Activity log-	control and speed.	Travel, Levels, High,	moves and balances.	in games (which pass to	Cooperate, Contribute,	Athletics- Miss
when am I active,		Low, Perform, Expression Coordination, Synchronise,		use, where to move to	Challenge	Goldsborough
when could I be	Vocabulary: Kick, Aim, Direction	Expression, Performance	Vocabulary:	become free, which players	_	•
more active? How	Inside foot, Accurate	Rhythm, Counts, Beats	Balance, Hands, Feet	to mark).	Striking and Fielding- Miss	Distance Challenge (EDS)
could I achieve	Power, Spatial		Opposite, Wide		Goldsborough	Core learning:
this?	awareness, Ball	Invasion Games (Yr5)-	Tuck, Star, Pike	Vocabulary:	Rounders	Stamina- sustain pace over longer distances.
TRIS?	control, Consistency	Miss Goldsborough	Log roll, Tuck roll,	Technique, Pass, Control,	Zone Rounders	Throw with greater
1.1 1.1 44. 1	Speed	Netball	Teddy bear roll, Travel	Spatial awareness	Core learning:	control, accuracy and
Healthy Mind: Pressure/ Stress		5s and 3s	Level, Apparatus, Counter, Sequence,	Invasion, Dribble,	Run between bases without	efficiency.
/Anxiety- How	Net and Wall	Core learning:	Technique	Positions, Jump shot	stopping where possible.	Perform a range of
can I deal with	Games- Miss	Make decisions quickly			To understand that	jumps (forward jump, long
these negative	Goldsborough	in netball (moving into	Invasion Games (Yr5)-	Invasion Games- Miss	throwing a ball is quicker	jump, triple jump) showing
emotions-	Tennis	free space, selecting	Miss Goldsborough	Goldsborough	than running to a base and	power, control, consistency
mindfulness/	Long and Thin,	appropriate throws,	Hockey	Tag Rugby	demonstrate this.	at both take off and
yoga/ relaxation	Short and Fat	marking players).	No core task	Grid Rugby	Marshallana	landing.
techniques.			Core learning:	Core learning:	Vocabulary:	
	Core learning: Consistently get a	Vocabulary:	Select appropriate	Use a range of	Strike, Bats Field Patting Taskning	Vocabulary: Bended knee, Speed,
	tennis ball near a	Position, Receive, Pivot	passes to hit an	Techniques to pass the	Field, Batting Technique Base, Teamwork,	Force, Distance
	target.	Techniques	intended target.	Ball (side pass and back	Communication	Forward, Take off,
	Perform a rally		Attempting to outwit	pass).	communication	Landing, Quicker Pace
	with variation		their opponent by using	Make decisions quickly		Appropriate Technique,
	of shot type.		agreed tactics.	in tag rugby (which throw		Stance
				to use, find appropriate space to receive the ball,		Stamina, Power
	Vocabulary:		Vocabulary:	which how and when to		
				intercept the ball).		

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

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

