

WRENBURY PRIMARY SCHOOL						
EYFS – Physical Development						
	N1 Autumn	N1 Spring	N1 Summer	N2 Autumn	N2 Spring	N2 Summer
Gross Motor Skills	<p>Walk, run, jump and climb – and start to use the stairs independently. Spin, roll and independently use ropes and swings (for example, tyre swings). Sit on a push-along wheeled toy, use a scooter or ride a tricycle. Around their third birthday, can the child climb confidently, catch a large ball and pedal a tricycle? Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. Learn to use the toilet with help, and then independently.</p>			<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Choose the right resources to carry out their own play. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p>		

	<p>Children to be encouraged to 'active travel' to and from the setting – for example, walking, scooter or bike. Provide children with a range of climbing and jumping activities. Encourage children to ride a tricycle safely and correctly. Children to learn to walk upstairs correctly and come down them correctly.</p>	<p>Encourage children to use materials flexibly and combine them in different ways. Help young children learn what physical risks they are confident and able to take. Encourage children to climb unaided and to stop if they do not feel safe. Children to learn to roll, spin and use a tyre swing or ropes in the hall.</p>	<p>Children to begin toilet training when they show signs of readiness and discuss this with their parents. Do children know when they know when they have got a wet or dirty nappy? Do they show an awareness when they are urinating and tell you they are doing it? Do they show they need to pee by fidgeting or going somewhere quiet or hidden? Do they know when they need to pee and may say so in advance? Practice and learn to throw and catch a ball. Learn to ride a scooter effectively and safely.</p>	<p>Encourage children to transfer physical skills learnt in one context to another one. Encourage children to paint, chalk or make marks with water on large vertical surfaces. Activities and experiences such as these help children to 'cross the mid-line' of their bodies.</p>	<p>Adult to lead movement-play activities when appropriate. These will challenge and enhance children's physical skills and development – using both fixed and flexible resources, indoors and outside. Model the vocabulary of movement – 'gallop', 'slither' – and encourage children to use it. Also model the vocabulary of instruction – 'follow', 'lead', 'copy' – and encourage children to use it. Explain why safety is an important factor in handling tools, and moving equipment and materials. Have clear and sensible rules for everybody to follow.</p>	<p>Encourage children to become more confident, competent, creative and adaptive movers. Provide opportunities to play outdoors in larger areas, such as larger parks and spaces in the local area, or through Forest or Beach school Children to run safely on their whole foot avoiding obstacles. *Balance ability to be completed and progression in children development to be monitored in the balance ability planning across the year.</p>
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Fine Motor Skills	<p>Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.</p> <p>Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.</p>	<p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Start to eat independently and learning how to use a knife and fork.</p> <p>Show a preference for a dominant hand.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Make healthy choices about food, drink, activity and tooth brushing.</p>
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	<p>Encourage children to help with carrying, pouring drinks, cleaning and sorting.</p> <p>At meal and snack times, encourage children to try a range of foods as they become more independent eaters.</p> <p>Children can zip and unzip large zippers</p> <p>Children can build a tower 9 blocks high</p> <p>Children can complete lacing cards</p> <p>Children can transfer small objects (sequins, sand, glitter etc) using a spoon.</p>	<p>Encourage young children's personal decision making by offering real choices – water or milk, for example.</p> <p>Encourage good eating habits and behaviours, such as not snatching, sharing and waiting for a second helping.</p> <p>Children can cut a piece of paper in half.</p> <p>Children can thread ½ inch beads on a string or pipe cleaner</p>	<p>Encourage them to dress and undress independently. Be patient, do not rush and take time to talk about what they are doing and why: "It's a bit cold and wet today – what do we need to wear to keep warm and dry?"</p> <p>They can comment on how to eat healthily, listen to children's responses and develop conversations about this.</p> <p>Children to be able to put one arm in their coat independently with support from an adult to put in their second arm.</p> <p>Children can cut along a line within ½ inch of accuracy.</p> <p>Children can copy pre-writing vertical and horizontal lines, as well as circles.</p>	<p>Encourage children by helping them, but leaving them to do the last steps, such as pulling up their zip after you have started it off. Gradually reduce your help until the child can do each step on their own.</p> <p>Encourage children to pick up small objects like individual gravel stones or tiny bits of chalk to draw with.</p> <p>Children to put both arms in their coat and put it on with some support.</p>	<p>You can begin by showing children how to use onehanded tools (scissors and hammers, for example) and then guide them with hand-over-hand help. Talk to children about the importance of eating healthily and brushing their teeth.</p> <p>Consider how to support oral health. For example, some settings use a tooth brushing programme. Talk to children about why it's important to wash their hands carefully and throughout the day, including before they eat and after they've used the toilet.</p>	<p>Children to select a dominant hand and hold their mark making tools correctly.</p> <p>The tripod grip is a comfortable way to hold a pencil or pen. It gives the child good control. The pen is pinched between the ball of the thumb and the forefinger, supported by the middle finger with the other fingers tucked into the hand. You can help children to develop this grip with specially designed pens and pencils, or grippers.</p> <p>Children to independently put their coat on and zip it up.</p> <p>Children to put their shoes on without support.</p>
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PE

Base 1 – Year 1 (Reception curriculum - see Reception MTP for gross and fine motor skills)

Whole School Theme	Around the World	Wild Isles	Peering into the Past
What does this mean to me? Why does this matter?			

Unit of Work	Agility and coordination	Throwing and catching	Developing balance	Running	Jumping	Throwing and catching
National Curriculum	Tennis	Basketball/ and netball	Dance and gymnastics	Football	Athletics	Striking and fielding
Additional focus pupils:	<i>Master basic movements in agility and coordination and begin to apply these in a range of activities through participating in team games</i>	<i>Participate in team games, developing simply tactics for attacking and defending. Master basic movements in throwing and catching</i>	<i>Master basic movements in balance and coordination through a range of activities and gymnastics Perform dances using simple movement patterns</i>	<i>Master basic movements in balance and running while participating in team games and developing simply tactics for attacking and defending</i>	<i>Master basic movements in jumping and coordination</i>	<i>Master basic movements in running and agility Master basic movements in throwing and catching</i>
Prior Learning	Y1 as YR developed gross motor skills through a range of activities in indoor and outdoor environments using a range of equipment. Tennis is a new sport for Y1. Y1 as YR began to develop spatial awareness.	Y1 as YR developed gross motor skills through a range of activities in indoor and outdoor environments using a range of equipment. Y1 as YR developed throwing and catching skills with a range of ball sizes within provision to develop gross motor skills.	Y1 as YR developed gross motor skills through a range of activities in indoor and outdoor environments using a range of equipment. Y1 as YR learnt to develop fluent styles of moving with control and grace. Y1 as YR learnt to develop strength, coordination, balance and agility within gymnastics and combine movements with ease and fluency.	Y1 as YR developed gross motor skills through a range of activities in indoor and outdoor environments using a range of equipment. Football is a new sport to develop for Y1. Y1 as YR develop a range of ball skills, including kicking and aiming.	Y1 as YR developed gross motor skills through a range of activities in indoor and outdoor environments using a range of equipment. Y1 as YR refined fundamental movement skills.	Y1 as YR developed gross motor skills through a range of activities in indoor and outdoor environments using a range of equipment. Y1 as YR learnt to develop a range of ball skills including throwing, catching and passing and developed confidence and precision in activities involving a ball.

<p>Why this, why now?</p>	<p>Agility is developed in Autumn 1 following the 6 week holiday to develop children's stamina and fitness. Tennis is a new sport to both Y1 and Y2.</p>		<p>Dance and gymnastics will be taught alongside each other as they both develop similar skills. Football is a new sport to year 1.</p>			
<p>Core Learning</p>	<p>Year 1 To send the ball. To return the ball. To learn how to hold a tennis racket correctly. To develop linear and lateral movement.</p>	<p>Year 1 To use running in basketball/netball. To receive a ball. To catch in a nest. To throw a basketball/netball.</p>	<p>Year 1 TO perform own dance moves. To copy or make up a short dance. To move safely in a space. Year 1 To learn the shapes star, tuck and stretch. To develop balancing. To roll in a log and egg. To developing ability to jump. To travel in bunny hops.</p>	<p>Year 1 To use running within football games/activities. To kick a ball. To receive a ball with feet.</p>	<p>Year 1 To run with speed. To throw for distance. To develop jumping to land on two feet.</p>	<p>Year 1 To develop an understanding of cricket and rounders. To learn to run for points. To throw a small ball underarm.</p>
<p>Opportunities for deepening learning ... <i>Know more and remember more.</i></p>	<p>Competitive elements will be provided for children to embed and apply their skills/knowledge of tennis. Potential to utilise the tennis courts for realistic experience.</p>	<p>Competitive elements will be provided for children to embed and apply their skills/knowledge of basketball/netball. Infant Sportshall festival - TBC</p>	<p>Opportunities for performing in front of a group of people and providing constructive feedback at an age appropriate level. Opportunity for a multi-skills after school club to develop previously learnt skills.</p>	<p>Competitive elements will be provided for children to embed and apply their skills/knowledge of football. Opportunity for a football club</p>	<p>Competitive elements will be provided for children to embed and apply their skills/knowledge of athletics. Sports Day during Health and Wellbeing Week Health and Wellbeing week will embed and develop a range of</p>	<p>Competitive elements will be provided for children to embed and apply their skills/knowledge of cricket/rounders. Infant cricket skills festival TBC.</p>

					sports skills and game knowledge. Opportunity for an Athletics afterschool club in summer 2 to practise and embed skills.	
Opportunities for oracy and reading...	<p>Discussion in revisit/review session Text orders from ELS Discussion in enquiry question Explanations of skills, tactics or game rules. Opportunities to lead and referee games</p>					
Key Figure / Artist	Billie Jean King	Michael Jordan	Bryony Page	Lucy Bronze	Paavo Nurmi	Sachin Tendulkar
Vocabulary	<p>Tracking a ball Opposite team Rebound Racket Net Send Receive Controlling Direction Passing Timing Follow</p>	<p>Catching throwing Bouncing Free space Own space Team Rules Overarm throw Underarm throw</p>	<p>Beat Perform Flow Movements Performance Travel Apparatus Direction Onto and off Pike Posture Rolling – egg, log Sequence Straddle Straight Travel Tuck Balance Points Shapes</p>	<p>Tracking a ball. Free space Own space Opposite team Follow Aiming Speed Speed Direction Passing Controlling Shooting scoring</p>	<p>Balance Obstacle Overarm throw Relay Speed Sprint Take-off and landing Balance Direction Distance Hurdle Power</p>	<p>Striking Fielding Tracking a ball Catching Underarm throw Overarm throw Direction Scoring</p>

			Travelling			
Quick Quiz	<p>Year 1</p> <p>Can you show me how to send a ball using a tennis racket?</p> <p>How do you hold a tennis racket?</p> <p>Can you return the ball to me using the tennis racket?</p> <p>How do you move when playing tennis?</p>	<p>Year 1</p> <p>Can you show me how you would use running in basketball/netball?</p> <p>Can you show me how to receive a ball?</p> <p>How do you catch in a nest?</p> <p>Can you show me how to throw a basketball/netball?</p>	<p>Year 1</p> <p>What dance moves have you performed?</p> <p>Can you show me a short dance you have copied or made?</p> <p>How do you move safely into a space?</p> <p>Year 1</p> <p>Can you show me a star, tuck and stretch?</p> <p>How do you balance?</p> <p>Can you show me how to roll in a log and an egg?</p> <p>How do you jump in gymnastics?</p> <p>Can you show me travelling in a bunny hop?</p>	<p>Year 1</p> <p>Why do you need to use running in football?</p> <p>Can you show me how you would kick a football?</p> <p>Which part of your foot do you use to kick a football?</p> <p>How do you receive and stop a football with your feet?</p>	<p>Year 1</p> <p>Can you show me how you can run with speed? What techniques did you use to go as fast as you can?</p> <p>How do you throw so that the javelin will go far?</p> <p>Can you show me how to jump and land correctly?</p>	<p>Year 1</p> <p>What do you know about cricket and rounders? Can you tell me some of the rules? How do you gain the most points?</p> <p>Can you show me how to throw a small ball underarm?</p>

PE						
Base 2 – Year 1/2						
Whole School Theme	Around the World		Wild Isles		Peering into the Past	
What does this mean to me? Why does this matter?						
Unit of Work	Agility and coordination	Throwing and catching	Developing balance	Running	Jumping	Throwing and catching

	Tennis	Basketball/ and netball	Dance and gymnastics	Football	Athletics	Striking and fielding
National Curriculum	<p>Master basic movements in agility and coordination and begin to apply these in a range of activities through participating in team games</p>	<p>Participate in team games, developing simply tactics for attacking and defending.</p> <p>Master basic movements in throwing and catching</p>	<p>Master basic movements in balance and coordination through a range of activities and gymnastics</p> <p>Perform dances using simple movement patterns</p>	<p>Master basic movements in balance and running while participating in team games and developing simply tactics for attacking and defending</p>	<p>Master basic movements in jumping and coordination</p>	<p>Master basic movements in running and agility</p> <p>Master basic movements in throwing and catching</p>
Prior Learning	<p>Y1 as YR developed gross motor skills through a range of activities in indoor and outdoor environments using a range of equipment.</p> <p>Y2 as Y1 developed agility and coordination through the sport of hockey. Tennis is a new sport for Y1 and Y2.</p> <p>Y1 as YR and Y2 as Y1 began to develop spatial awareness.</p>	<p>Y1 as YR developed gross motor skills through a range of activities in indoor and outdoor environments using a range of equipment.</p> <p>Y2 as Y1 learnt to throw and receive/catch a netball/basketball in a nest catch.</p> <p>Y1 as YR developed throwing and catching skills with a range of ball sizes within provision to develop gross motor skills.</p>	<p>Y1 as YR developed gross motor skills through a range of activities in indoor and outdoor environments using a range of equipment.</p> <p>Y2 as Y1 learnt to perform own dance moves, copy/make up a short dance and move safely in a space.</p> <p>Y1 as YR learnt to develop fluent styles of moving with control and grace.</p> <p>Y2 as Y1 learnt the shapes star, tuck and stretch, developed balance, to roll in a log and egg, develop ability to jump and travel in bunny hops.</p>	<p>Y1 as YR developed gross motor skills through a range of activities in indoor and outdoor environments using a range of equipment.</p> <p>Y2 as Y1 learnt to move in different ways.</p> <p>Football is a new sport to develop for Y1 and Y2.</p> <p>Y1 as YR develop a range of ball skills, including kicking and aiming.</p>	<p>Y1 as YR developed gross motor skills through a range of activities in indoor and outdoor environments using a range of equipment.</p> <p>Y2 as Y1 learnt to run with speed, throw for distance and develop jumping to land on two feet.</p> <p>Y1 as YR refined fundamental movement skills.</p>	<p>Y1 as YR developed gross motor skills through a range of activities in indoor and outdoor environments using a range of equipment.</p> <p>Y2 as Y1 developed an understanding of cricket and rounders, learnt to run for points and throw a small ball underarm.</p> <p>Y1 as YR learnt to develop a range of ball skills including throwing, catching and passing and developed confidence and precision in activities involving a ball.</p>

			Y1 as YR learnt to develop strength, coordination, balance and agility within gymnastics and combine movements with ease and fluency.			
Why this, why now?	Agility is developed in Autumn 1 following the 6 week holiday to develop children's stamina and fitness. Tennis is a new sport to both Y1 and Y2.		Dance and gymnastics will be taught alongside each other as they both develop similar skills. Football is a new sport to both Year 1 and 2. Last year Y2 as Y1 developed rugby skills which are transferable to football.		Paris 2024 Olympics	
Core Learning	<p>Year 1</p> <ul style="list-style-type: none"> To send the ball. To return the ball. To learn how to hold a tennis racket correctly. To develop linear and lateral movement. <p>Year 2</p> <ul style="list-style-type: none"> To use a one handed throw with accuracy. To send and receive over a net. To develop tennis game knowledge. 	<p>Year 1</p> <ul style="list-style-type: none"> To use running in basketball/netball. To receive a ball. To catch in a nest. To throw a basketball/netball. <p>Year 2</p> <ul style="list-style-type: none"> To change speed and direction in netball/basketball context. To develop teamwork. To bounce a ball. To catch a ball (bird). 	<p>Year 1</p> <ul style="list-style-type: none"> TO perform own dance moves. To copy or make up a short dance. To move safely in a space. <p>Year 2</p> <ul style="list-style-type: none"> To change rhythm, speed and direction in dance. To make a sequence by linking sections together. To use dance to show a mood or feeling. <p>Year 1</p> <ul style="list-style-type: none"> To learn the shapes star, tuck and stretch. To develop balancing. To roll in a log and egg. To developing ability to jump. 	<p>Year 1</p> <ul style="list-style-type: none"> To use running within football games/activities. To kick a ball. To receive a ball with feet. <p>Year 2</p> <ul style="list-style-type: none"> To change speed and direction. To develop spatial awareness. To kick and receive a ball with increasing accuracy. 	<p>Year 1</p> <ul style="list-style-type: none"> To run with speed. To throw for distance. To develop jumping to land on two feet. <p>Year 2</p> <ul style="list-style-type: none"> To run over distance. To increase stamina for running. To jump for distance. To develop technique for jumping. 	<p>Year 1</p> <ul style="list-style-type: none"> To develop an understanding of cricket and rounders. To learn to run for points. To throw a small ball underarm. <p>Year 2</p> <ul style="list-style-type: none"> To throw underarm within cricket/rounders. To catch a ball in a bird position within cricket/rounders. To further develop an understanding of cricket and rounders.

			<p>To travel in bunny hops. Year 2</p> <p>To learn the shapes pike and straddle. To develop the rolls rock and roll and side roll.</p> <p>TO jump and land correctly. To jump creating different shapes. TO travel in monkey walk, crab walk and caterpillar walk. To create balance in partners.</p>			
<p>Opportunities for deepening learning ...</p> <p><i>Know more and remember more.</i></p>	<p>Competitive elements will be provided for children to embed and apply their skills/knowledge of tennis. Potential to utilise the tennis courts for realistic experience.</p>	<p>Competitive elements will be provided for children to embed and apply their skills/knowledge of basketball/netball. Infant Sportshall festival - TBC</p>	<p>Opportunities for performing in front of a group of people and providing constructive feedback at an age appropriate level. Opportunity for a multi-skills after school club to develop previously learnt skills.</p>	<p>Competitive elements will be provided for children to embed and apply their skills/knowledge of football. Opportunity for a football club</p>	<p>Competitive elements will be provided for children to embed and apply their skills/knowledge of athletics. Sports Day during Health and Wellbeing Week</p> <p>Health and Wellbeing week will embed and develop a range of sports skills and game knowledge.</p> <p>Opportunity for an Athletics afterschool club in summer 2 to</p>	<p>Competitive elements will be provided for children to embed and apply their skills/knowledge of cricket/rounders. Infant cricket skills festival TBC.</p>

					practise and embed skills.	
Opportunities for oracy and reading...	Discussion in revisit/review session Text orders from ELS Discussion in enquiry question Explanations of skills, tactics or game rules. Opportunities to lead and referee games					
Key Figure / Artist	Billie Jean King	Michael Jordan	Bryony Page	Lucy Bronze	Paavo Nurmi	Sachin Tendulkar
Vocabulary	Tracking a ball Opposite team Rebound Racket Net Send Receive Controlling Direction Passing Timing Follow	Catching throwing Bouncing Free space Own space Team Rules Overarm throw Underarm throw	Beat Perform Flow Movements Performance Travel Apparatus Direction Onto and off Pike Posture Rolling – egg, log Sequence Straddle Straight Travel Tuck Balance Points Shapes Travelling	Tracking a ball. Free space Own space Opposite team Follow Aiming Speed Direction Passing Controlling Shooting scoring	Balance Obstacle Overarm throw Relay Speed Sprint Take-off and landing Balance Direction Distance Hurdle Power	Striking Fielding Tracking a ball Catching Underarm throw Overarm throw Direction Scoring
Quick Quiz	Year 1 Can you show me how to send a ball using a tennis racket?	Year 1 Can you show me how you would use running in basketball/netball?	Year 1 What dance moves have you performed?	Year 1 Why do you need to use running in football?	Year 1 Can you show me how you can run with speed? What techniques did you use	Year 1 What do you know about cricket and rounders? Can you tell me some of the rules?

	<p>How do you hold a tennis racket? Can you return the ball to me using the tennis racket? How do you move when playing tennis?</p> <p>Year 2 Can you show me how you would use a one handed throw in tennis? How do you send and receive and ball over a net with a tennis racket? How do you play tennis?</p>	<p>Can you show me how to receive a ball? How do you catch in a nest? Can you show me how to throw a basketball/netball? Year 2 Why is changing speed and direction important in basketball/netball? How would you use teamwork in basketball/netball? Can you show me how you would bounce a ball in basketball? How do you catch a ball in a bird position?</p>	<p>Can you show me a short dance you have copied or made? How do you move safely into a space? Year 2 How do you change rhythm, speed and direction in dance? Why is this important in dance? Can you show me how you would link sections in a sequence? Which moods or feelings have you showed through dance? Year 1 Can you show me a star, tuck and stretch? How do you balance? Can you show me how to roll in a log and an egg? How do you jump in gymnastics? Can you show me travelling in a bunny hop? Year 2 Can you show me a pike and a straddle? Can you show me the rolls you have learnt?</p>	<p>Can you show me how you would kick a football? Which part of your foot do you use to kick a football? How to you receive and stop a football with your feet? Year 2 Why is being able to change speed and direction important in football? What is spatial awareness? Why do you need to use spatial awareness in football? Can you show me how to kick and receive a football? Which parts of your foot can you use to kick a football?</p>	<p>to go as fast as you can? How do you throw so that the javelin will go far? Can you show me how to jump and land correctly? Year 2 What do you do to run for a longer distance? Can you show me how you would jump? What makes you jump further?</p>	<p>How do you gain the most points? Can you show me how to throw a small ball underarm? Year 2 Can you show me how you throw underarm in cricket/rounders? How do you catch in a bird position? What do you know about playing cricket/rounders? What rules have you learnt?</p>
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			<p>How do you jump and land in gymnastics? What shapes can you create when you jump? How can you travel in gymnastics? Can you show me a partner balance?</p>			
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PE						
Base 3 – Year 3						
Whole School Theme	Around the World		Wild Isles		Peering into the Past	
What does this mean to me? Why does this matter?						
Unit of Work	Strength and flexibility	Throwing and catching	Control and balance	Running	Jumping	Throwing and catching
National Curriculum	Tennis	Basketball/netball	Dance and gymnastics	Football	Athletics	Striking and fielding – cricket + rounders
Additional focus pupils:	<i>Develop flexibility, strength while playing competitive games and apply basic principles suitable for attacking and defending</i>	<i>Perform dances using a range of movement patterns Use running and throwing and catching in combination while playing competitive games and apply basic principles</i>	<i>Develop flexibility, strength, technique, control and balance through a range of games and gymnastics</i>	<i>Use running in isolation and whilst playing competitive games and apply basic principles suitable for attacking and defending</i>	<i>Through a range of games and athletics use running, jumping, throwing and catching in isolation and in combination</i>	<i>Use throwing and catching whilst also playing competitive games and apply basic principles suitable for attacking and defending</i>

		<i>suitable for attacking and defending</i>				
Prior Learning	<p>As Y2 children developed basic movements (changing speed and direction) within the sport of hockey.</p> <p>As y1 children began their learning about the basic skills needed for tennis.</p>	<p>As Y2, the children learnt to change speed and direction within a netball/basketball context. They learnt to develop teamwork and the bounce and catch a ball.</p>	<p>As Y2, the children learned to change rhythm, speed and direction in dance. They learning to make and link sequences.</p>	<p>As Y2, children developed basic movement skills within a game of rugby. Children learnt how to use spatial awareness. As Y1, children learnt to pass and receive a football.</p>	<p>As Y2 the children developed their running skills to increase stamina and run over a longer distance. They developed their jumping techniques to jump for distance.</p>	<p>As Y2, the children learnt to throw underarm and catch in the bird position. The children developed their understanding of cricket and rounders.</p>
Why this, why now?	<p>Last year the children developed their skills for playing hockey and the previous year as year 1 they learnt some skills for tennis. They will build on previously learnt tennis skills but also apply skills learnt within hockey to another sport. Agility is developed in Autumn 1 following the 6 week holiday to develop children's stamina and fitness.</p>		<p>Dance and gymnastics will be taught alongside each other as they both develop similar skills. Football was taught to Y3 as Y1 so they will build on previously learnt skills and knowledge. As Y2 they developed skills in rugby which are transferable to football.</p>			
Core Learning	<p>Y3 – To send and return a ball over a net. To use space on a tennis court. To develop game knowledge of tennis.</p>	<p>To pass with hands. To receive with hands. To shoot with hands at a goal.</p>	<p>Y3 – to improvise freely and translate ideas from a stimulus to a movement. To share and create phrases with a partner/small group. To remember and repeat dance performance phrases. Y 3 – To learn shapes front support and back support. To balance in a bridge. To roll in a teddy bear roll. To jump along a bench.</p>	<p>Y3 – to dribble a ball using their feet. To turn with and without a football. To pass and receive a football with feet. To shoot at a goal. To develop football game knowledge.</p>	<p>Y3 – To run over obstacles. To develop throwing technique. To jump for height.</p>	<p>Y3 – To bowl underarm. To catch one handed. To strike a ball with a cricket/rounders bat.</p>

			To travel in front and back support. To partner balance with matching and mirroring.			
<p>Opportunities for deepening learning ...</p> <p><i>Know more and remember more.</i></p>	<p>Competitive elements will be provided for children to embed and apply their skills/knowledge of tennis. Potential to utilise the tennis courts for realistic experience</p>	<p>Competitive elements will be provided for children to embed and apply their skills/knowledge of basketball/netball.</p> <p>Opportunity for an afterschool netball club – offered to all Y3/4 children</p>	<p>Opportunities for performing in front of a group of people and providing constructive feedback at an age appropriate level.</p>	<p>Competitive elements will be provided for children to embed and apply their skills/knowledge of football.</p>	<p>Competitive elements will be provided for children to embed and apply their skills/knowledge of athletics. Sports Day during Health and Wellbeing Week</p> <p>Health and Wellbeing week will embed and develop a range of sports skills and game knowledge.</p> <p>Some children will participate in Town Sports – annual athletics competitions against other Crewe and Nantwich schools. Opportunity for an afterschool athletics club – offered to all Y3/4 children</p>	<p>Competitive elements will be provided for children to embed and apply their skills/knowledge of cricket/rounders.</p>

					Opportunity for an athletics after school club.	
Opportunities for oracy and reading...	<p>Discussion in revisit/review session Text orders from ELS Discussion in enquiry question Explanations of skills, tactics or game rules. Opportunities to lead and referee games</p>					
Key Figure / Artist	Billie Jean King	Michael Jordan	Bryony Page	Lucy Bronze	Paavo Nurmi	Sachin Tendulkar
Vocabulary	<p>Send Receive Court Net Hitting Stance Forehand Backhand Volley Singles Doubles Rally Overhead</p>	<p>Passing Marking Netball positions (High 5) Defence Scoring goals Making space Chest pass Bounce pass Dribble Speed Attack Receiving support</p>	<p>Direction Formation Performance Pivot Tempo Timing Unison Agility Dynamics Balance Posture Beats Emotion Rhythm Sequence Timing Flexibility Space Cooperation Jumps Landing Empathy Shapes Roll Teamwork Travel</p>	<p>Keep possession Keep the ball Scoring goals Making space Dribble Travel with a ball Make use of space Goals Rules tactics</p>	<p>Balance Direction Distance Hurdle Obstacle Power Relaxed Relay Speed Improve Landing Overarm Take-off underarm</p>	<p>Batting Fielder Bowler Wicket Base Boundary Innings Rounder Backstop Hitting</p>

			Balance Asymmetry Counterbalance Moves Pike Posture Sequence Straddle Symmetry Techniques Tension Tuck Unison			
Quick Quiz	Y3 – show me the position I would stand in to send a ball over a net. How would you stand to receive a ball over the net? What must you do with you arm to return a ball over the net. How do you use the space on a tennis court? Can you tell me about a game of tennis and how you play it?	Y3 How do you pass in netball/basketball? How do you receive a ball in netball/basketball? How do you shoot at a goal/hoop?	Y3 How would you use ideas from a stimulus in movement? What phrases can you create within a group for dance? Can you show me any dance performances you have learnt this term? Y3 What does a front/back support look like? How do you balance in a bridge? What does a teddy bear roll look like? Can you show me how you would jump along a bench? How can you travel in gymnastics?	Y3 – Can you show me how to dribble a ball with your feet and explain what you are doing? Can you show me how to turn using a football? Why would you need to turn in a game of football? What do you need to do to shoot at the goal? How do you pass and receive a football with your feet? Can you tell me about how to play a game of football?	Y3 Can you show me how you would rub over obstacle? What technique have you used? Which throwing techniques have you learnt? Can you show me any? How do you jump for height?	Y3 What do you need to do when you bowl underarm? Can you show me how you would catch one handed? How do you strike and ball with a cricket/rounders bat?

			Can you show me a partner balance where you match/mirror?			
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PE						
Base 4 – Year 4/5						
Whole School Theme	Around the World		Wild Isles		Peering into the Past	
What does this mean to me? Why does this matter?						
Unit of Work	Strength and flexibility	Throwing and catching	Control and balance	Running	Jumping	Throwing and catching
	Tennis	Basketball/netball	Dance and gymnastics	Football	Athletics	Striking and fielding – cricket + rounders
National Curriculum	<i>Develop flexibility, strength while playing competitive games and apply basic principles suitable for attacking and defending</i>	<i>Perform dances using a range of movement patterns Use running and throwing and catching in combination while playing competitive games and apply basic principles suitable for attacking and defending</i>	<i>Develop flexibility, strength, technique, control and balance through a range of games and gymnastics</i>	<i>Use running in isolation and whilst playing competitive games and apply basic principles suitable for attacking and defending</i>	<i>Through a range of games and athletics use running, jumping, throwing and catching in isolation and in combination</i>	<i>Use throwing and catching whilst also playing competitive games and apply basic principles suitable for attacking and defending</i>
Prior Learning	Y4 as Y2 began to develop basic skills to send and receive a ball with a racket over a	Y4 as Y3 learnt to pass and receive with hands and shoot at the goal.	Y4 as Y3 learnt to improvise freely and translate ideas from a stimulus to a movement,	Y4 and 5 as y3 and y4 developed skills with rugby including fundamental movements	Y4 as Y3 learnt to run over obstacles, developed throwing	Y4 as Y3 learnt to bowl underarm, catch one handed and strike a ball

	<p>net. Y4 as Y3 developed different ways of moving, spatial awareness and developed aiming skills Y5 as Y3 learnt how to send and receive a ball with a racket over a net with increasing accuracy and started to use lateral and linear movements. Y5 as Y4 learnt to move into space, start defending and pass and move.</p>	<p>Y5 as Y4 learnt to use a chest and bounce pass, move into space, shoot at a goal and develop their netball/basketball knowledge.</p>	<p>create performances in groups, remember and repeat dance performance phrases. Y5 as Y4 learn to take the lead within a group and use dance to communicate ideas.</p> <p>Y4 as Y3 learnt front and back support, balance in a bridge, teddy bear roll, how to jump along a bench, travel in front and back support and develop partner balances.</p> <p>Y5 as Y4 learnt the dish, arch, arabesque balance, half and full turns, to travel using stepping and develop partner balances.</p>	<p>and team work which will be transferred to football. Y4 as Y2 started to develop their understanding of football and learnt to kick and receive a football. Y5 as Y3 developed their knowledge of the game of football, sent and received a ball with increasing accuracy and developed shooting at a goal.</p>	<p>techniques, and jumping for height. Y5 as Y4 learn to run in relays, throw a javelin and shot put and jump in different combinations.</p>	<p>with a cricket/rounders bat. Y5 as Y4 learn to hit with power using a cricket/rounders bat, run for points and increase accuracy when throwing over and underarm.</p>
Why this, why now?	<p>Agility is developed in Autumn 1 following the 6 week holiday to develop children's stamina and fitness.</p> <p>Tennis is a new sport to both Y1 and Y2.</p>		<p>Dance and gymnastics will be taught alongside each other as they both develop similar skills.</p> <p>Football is a new sport to both Year 1 and 2. Last year Y2 as Y1 developed rugby skills which are transferable to football.</p>		<p>Paris 2024 Olympics</p>	
Core Learning	<p>Y4 – to control the ball with a racket. To send the ball To return the ball. To develop movement on the court. To hit the ball with accuracy.</p>	<p>Y4 To use chest and bounce pass. To pass and move. To move into a space. To shoot at a net. To develop defending skills.</p>	<p>Y4 – To take the lead when working with a partner of group. To use dance to communicate ideas. Y5 – To compose own dances in a creative way. To perform dance to an accompaniment.</p>	<p>Y 4 – to dribble a ball with accuracy. To pass and move. To pass and receive a football. To shoot at a net. To develop defending skills.</p>	<p>Y 4- to run in relays. To throw a javelin. To throw a shotput. To jump in different combinations.</p> <p>Y5 – To throw javelins, shotput and</p>	<p>Y4 – To hit with power using a cricket/rounders bat. To hit with accuracy use a cricket/rounders bat. To run for points with increasing speed.</p>

	<p>Y5 – to hit the ball using forearm drive. To hit the ball using backhand drive, To hit for success. To learn and use tennis game knowledge.</p>	<p>To develop netball and basketball game knowledge. Y5 - To set up a pass. To exploit space. To use netball and basketball game knowledge.</p>	<p>To dance showing clarity, fluency, accuracy and consistency. Y4 – To learn shapes dish and arch. To learn the arabesque balance. To jump half and full turns. To travel using stepping. To develop partner balances that are contrasting. To develop partner balances with and against a partner. To build sequences. Y5 – to learn the shapes happy and angry cat. To develop forwards rolls. To jump with/without a partner (over a roll). To match jumps with a partner. To balance with a partner support partial weight</p>	<p>To develop football game knowledge. Y5 – To exploit space. To create space. To utilise knowledge of space within a game of football. To build up play. To utilise football game knowledge. To pass, send and receive a football with precision and control.</p>	<p>discus with increasing accuracy. To compete in events using accurate technique. To run over obstacles with speed.</p>	<p>To use accurate technique when throwing overarm and underarm. Y5 – to bowl overarm. To strike a ball with a rounders bat and cricket bat. To use crickets and rounders games knowledge.</p>
<p>Opportunities for deepening learning ... <i>Know more and remember more.</i></p>	<p>Competitive elements will be provided for children to embed and apply their skills/knowledge of tennis.</p>	<p>Competitive elements will be provided for children to embed and apply their skills/knowledge of basketball/netball.</p>	<p>Opportunities for performing in front of a group of people and providing constructive feedback at an age appropriate level.</p>	<p>Competitive elements will be provided for children to embed and apply their skills/knowledge of football.</p>	<p>Competitive elements will be provided for children to embed and apply their skills/knowledge of athletics.</p>	<p>Competitive elements will be provided for children to embed and apply their skills/knowledge of cricket/rounders.</p>

	Potential to utilise the tennis courts for realistic experience.	Opportunity to attend a netball after school club		Opportunity to attend a football after school club (Y5)	Sports Day during Health and Wellbeing Week Health and Wellbeing week will embed and develop a range of sports skills and game knowledge. Opportunity to attend an athletics after school club. Opportunity to participate in Town Sports	
Opportunities for oracy and reading...	<p>Discussion in revisit/review session Text orders from ELS Discussion in enquiry question Explanations of skills, tactics or game rules. Opportunities to lead and referee games</p>					
Key Figure / Artist	Billie Jean King	Michael Jordan	Bryony Page	Lucy Bronze	Paavo Nurmi	Sachin Tendulkar
Vocabulary	Target Net Hitting Court Forhand Backhand Volley Overhead Rally stance	Passing Shooting Dribbling Marking Attackers Defenders Netball positions (high 5) Scoring goals Tactics Making space	Agility Posture Balance Coordination Dynamics Emotion Expression Improvise Rhythm Sequence Flexibility	Keeping possession Passing Dribbling Shooting Pass/send/receive Scoring goals Making space Rules Tactics Marking covering	Control Direction Distance Javelin Landing Long jump Pace Position Relay Stride length Take off	Wicket Tee Base Boundary Backstop Hitting Stance Batting Fielding Bowler Rounder

		<p>Keep the ball Support partner/team Make use of space Rules Bounce/chest pass Pivot Shoulder pass</p>	<p>Timing Control Fluency Motif Muscular strength Unison Variation</p> <p>Balance Asymmetry Counterbalance Moves Pike Posture Sequence Straddle Symmetry Techniques Tension Tuck Unison</p>		<p>Technique Baton Extend Throw</p>	
Quick Quiz	<p>Y4 – How can you use the racket to control the ball? Can you show me how to send/receive the ball with a tennis racket? How do you move on a tennis court?</p> <p>Y5 – can you show me a forearm hit/backhand hit?</p>	<p>Y4 - Can you show me a chest and bounce pass? Can you show me how you would pass and move? Why should you move into a space? Can you show me how you would shoot?</p>	<p>Y4 What would taking the lead in dance look like? How have you used dance to communicate ideas? Y5 How have you composed your own dance? Can you show me some of your dance routines you have developed?</p>	<p>Y4 – how do you dribble a football accurately? Why do you need to pass and move in football? How do you pass and receive a football? Can you show me how you would shoot at a net? What would you do to defend? Tell me about how you play a game of football.</p>	<p>Y4 What technique do you use in relay? How do you throw a javelin? How do you throw a shotput? What jumps can you do? Y5</p>	<p>Y4 Can you show me how you hit with a cricket/rounders bat? What can give you more power when hitting with a bat? How do you ensure the maximum points for runs? How do you throw overarm?</p>

	<p>What does hitting for success mean? What do you know about the game of tennis?</p>	<p>How do your defending skills help you? What knowledge of the game netball/basketball do you have? Y5 - How do you set up a pass? How can you utilise space to your advantage? How does game knowledge help you and what game knowledge have you learnt?</p>	<p>Y4 Can you show me a dish and an arch? What is an arabesque balance? What is a half/full turn jump? How can you travel in gymnastics? Can you show me a contrasting partner balance? Can you show me a partner balance with/against your partner? How have you built a sequence in gymnastics?</p> <p>Y5 Can you show me happy and angry cat? What is the technique for a forwards roll? Can you show me how you would jump with/without a partner (over a roll)? Can you show me how you can match jumps with a partner? Can you show me how you would balance with a partner and support them?</p>	<p>Y5 – Why do you need to use and create space in football? Why is knowing the rules of football important? What do you do to develop a game of football? Show me how you would pass/send/receive a football with control.</p>	<p>How do you throw javelin, shotput and discus effectively? What do you need to do to compete in athletics events? How do you run over obstacles with speed? What techniques do you need?</p>	<p>How do you bowl overarm and underarm?</p> <p>Y5 How do you bowl overarm (technique)? How do you strike a ball with a cricket/rounders bat and ensure you are accurate? Can you explain how to play cricket/rounders successfully?</p>
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PE						
Base 5 – Y5/6						
Whole School Theme	Around the World		Wild Isles		Peering into the Past	
What does this mean to me? Why does this matter?						
Unit of Work	Strength and flexibility	Throwing and catching	Control and balance	Running	Jumping	Throwing and catching
	Tennis	Basketball/netball	Dance and gymnastics	Football	Athletics	Striking and fielding – cricket + rounders
National Curriculum	<i>Develop flexibility, strength while playing competitive games and apply basic principles suitable for attacking and defending</i>	<i>Perform dances using a range of movement patterns Use running and throwing and catching in combination while playing competitive games and apply basic principles suitable for attacking and defending</i>	<i>Develop flexibility, strength, technique, control and balance through a range of games and gymnastics</i>	<i>Use running in isolation and whilst playing competitive games and apply basic principles suitable for attacking and defending</i>	<i>Through a range of games and athletics use running, jumping, throwing and catching in isolation and in combination</i>	<i>Use throwing and catching whilst also playing competitive games and apply basic principles suitable for attacking and defending</i>
Prior Learning	Y5 as Y4 learnt the game knowledge to play hockey, to move into a space, to pass and move, to shoot with a stick at a goal, to start defending	Y5 as Y3 in basketball/netball, children learnt to pass and receive with their hands, throw overarm and shooting at a goal/net.	Y5 as Y3 learnt front and back support, bridge, teddy bear roll. Jump along a bench, travel in front/back support, matching and mirroring partner balances.	Y5 as Y3 learnt skills of turning, passing, receiving, and moving within football. Y6 as Y4 learnt skills of passing and moving, moving into space and	Y5 as Y3 learnt to run over obstacles, throwing and jumping for height. Y6 as Y4 running in relays, throwing javelin and shotput and	Y5 as Y3 learnt to bowl underarm, catch one-handed and striking a ball with a cricket/rounders bat. Y6 as Y4 learnt to fit with power and hit with accuracy along with

	<p>Y6 as Y3 learnt to change speed, change direction, spatial awareness, making turns and different ways of moving.</p> <p>Y5 as Y3 learnt the basic skills and game knowledge for tennis</p> <p>Y6 as Y4 learnt the basic skills and game knowledge for tennis</p>	<p>Y6 as Y4 In basketball/netball, children developed basketball/netball game knowledge, chest pass, bounce pass, pass and move, moving into a space and shooting at a net.</p> <p>Y5 as Y4 developed netball and basketball game knowledge, to pass and move, shoot in a net and develop defending skills.</p> <p>Y6 as Y5 learnt to set up a pass, exploit space, use basketball/netball knowledge.</p>	<p>Y6 as Y4 learnt dish and arch shapes, arabesque balance, jumps (half and full turn), travel by stepping, contrasting partner balance, partner balance with and against and sequence building.</p> <p>Y5 as Y3 learnt to improvise freely and translate ideas into movement. They shared and created routines with a partner and small group.</p> <p>Y6 as Y4 used dance to communicate an ideas and learnt to take the lead when working with a partner or small group.</p> <p>Y5 as Y4 learnt to take the lead in groups and used dance to communicate ideas.</p> <p>Y6 as Y5 learnt to compose own dances, perform dances to an accompaniment, to dance showing clarity, fluency and accuracy.</p> <p>Y5 as Y4 learnt dish and arch, arabesque balance, jump half and</p>	<p>defending within football.</p> <p>Y5 as Y4 learnt to play 1 v 1 in rugby, pass and move with rugby ball, defence, develop rugby game knowledge.</p> <p>Y6 as Y5 learnt to set up a pass, exploit space, create and use space, use rugby game knowledge.</p>	<p>jumping in different combinations.</p> <p>Y5 as Y4 learnt to run in relays, throw a javelin, throw a shotput, jump in different combinations.</p> <p>Y5 as Y4 learnt to throw javelins, shotput and discus, compete in events using accurate technique, run over obstacles with speed.</p>	<p>revisiting throwing overarm and bowling underarm.</p> <p>Y5 as Y4 learnt to hit with power and accuracy using cricket/rounders bat, run for points with increasing speed, develop technique to throw overarm and underarm.</p> <p>Y6 as Y5 learnt to bowl overarm, strike a ball with rounders/ cricket bat, use cricket/rounders game knowledge.</p>
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			<p>full turns, developed partner balances.</p> <p>Y6 as Y5 learnt angry and happy cat, developed forwards rolls, jump with/without partner, balance with partner support partial weight.</p>			
Why this, why now?	<p>Agility is developed in Autumn 1 following the 6 week holiday to develop children's stamina and fitness.</p> <p>Tennis is a new sport to both Y1 and Y2.</p>		<p>Dance and gymnastics will be taught alongside each other as they both develop similar skills.</p> <p>Football is a new sport to both Year 1 and 2. Last year Y2 as Y1 developed rugby skills which are transferable to football.</p>		<p>Paris 2024 Olympics</p>	
Core Learning	<p>Concept: Net and Wall</p> <p>Y5 – To hit the ball with forearm drive and backhand drive. To hit for success. To develop tennis game knowledge.</p> <p>Y6 – To serve the ball. To maintain a rally with a partner in tennis. To send and return a ball using a racket. To develop movement on the court.</p>	<p>Concept: Invasion</p> <p>Y5 - To set up a pass. To exploit space. To use netball and basketball game knowledge.</p> <p>Y6 - To develop game knowledge of netball and basketball. To dribble into spaces and pass. To use a range of throws</p>	<p>Concept: Dance/Gymnastics</p> <p>Y5 – To compose own dances in a creative way. To perform dance to an accompaniment. To dance showing clarity, fluency, accuracy and consistency.</p> <p>Y6 - To develop sequences in a specific style. To choose own music and style.</p> <p>Y5 – to learn the shapes happy and angry cat. To develop forwards rolls.</p>	<p>Concept: Invasion</p> <p>Y5 – To set up a pass. To develop and use a javelin pass. To create and exploit space. To develop a knowledge of how to use space in a game situation.</p> <p>To develop play within a game situation. Y6 – To implement tactics within a game situation. To defend in numbers. To use football game knowledge effectively. To build up play during a game.</p>	<p>Concept: Athletics</p> <p>Y5 – To throw javelins, shotput and discus with increasing accuracy. To compete in events using accurate technique. To run over obstacles with speed.</p> <p>Y6 - To throw a discus. To use correct technique for throwing a discus. To use correct technique for a triple jump. To do a triple jump.</p>	<p>Concept: Striking and fielding</p> <p>Y5 – to bowl overarm. To strike a ball with a rounders bat and cricket bat. To use crickets and rounders games knowledge.</p> <p>Y6 - To field successfully. To field in appropriate places based on the batter. To further develop overarm bowling. To strike a ball with a cricket/rounders bat accurately and consistently with power.</p>

			<p>To jump with/without a partner (over a roll). To match jumps with a partner. To balance with a partner support partial weight. Y6- To balance in a handstand, V-sit, T-balance. To perform a backwards roll. To travel in a cartwheel. To partner balance supporting full weight. To balance in groups. To work in groups.</p>			
<p>Opportunities for deepening learning ...</p> <p><i>Know more and remember more.</i></p>	<p>Competitive elements will be provided for children to embed and apply their skills/knowledge of tennis. Potential to utilise the tennis courts for realistic experience.</p>	<p>Competitive elements will be provided for children to embed and apply their skills/knowledge of basketball/netball. Opportunity to attend a netball after school club</p>	<p>Opportunities for performing in front of a group of people and providing constructive feedback at an age appropriate level.</p>	<p>Competitive elements will be provided for children to embed and apply their skills/knowledge of football. Opportunity to attend a football after school club (Y5)</p>	<p>Competitive elements will be provided for children to embed and apply their skills/knowledge of athletics. Sports Day during Health and Wellbeing Week Health and Wellbeing week will embed and develop a range of sports skills and game knowledge. Opportunity to attend an athletics after school club.</p>	<p>Competitive elements will be provided for children to embed and apply their skills/knowledge of cricket/rounders.</p>

					Opportunity to participate in Town Sports	
Opportunities for oracy and reading...	<p>Discussion in revisit/review session Text orders from ELS Discussion in enquiry question Explanations of skills, tactics or game rules. Opportunities to lead and referee games</p>					
Key Figure / Artist	Billie Jean King	Michael Jordan	Bryony Page	Lucy Bronze	Paavo Nurmi	Sachin Tendulkar
Vocabulary	Net Target Hitting Stance Forehand Court Backhand Volley Overhead Singles Doubles rally	Passing Dribbling Tactics Technique Shoot Basket Rules Rebound Intercepting Marking positions	Compose Creative Perform Accompaniment Demonstrate clarity Fluency Accuracy Consistency Style Interpret Precise Posture Beat Choreograph Match Mirror Pose Routine Timing Unison Asymmetrical Balance Direction	Keeping possession Passing Dribbling Shooting Support Marking Covering Team play Attackers Defenders	Control Direction Distance Extend Handover Javelin Landing Long jump Pace Position Pull Relay Sprint start Standing start Take off Target technique	Batting Fielding Bowler Wicket Base Target Stance Runs Boundary Rounder Backstop Innings

			Front and back support Level Movement Rolling and bridging Rotation Sequence Shape Symmetrical unison			
Quick Quiz	Y5 – can you show me a forearm hit/backhand hit? What does hitting for success mean? What do you know about the game of tennis? Y6 – Show me how to serve a ball. What do you need to do in order to maintain a rally? Show me how to send and return a ball. How do you use movement on the court?	Y5 - How do you set up a pass? How can you utilise space to your advantage? How does game knowledge help you and what game knowledge have you learnt? Y6 - What is some key knowledge you need to play netball/basketball? Can you show me how you dribble into spaces and pass? Which passes can be used in netball/basketball?	Y5 How have you composed your own dance? Can you show me some of your dance routines you have developed? Y6 - Could you show me a sequence in dance? What music would you chose and why? Which style of dance do you prefer? Y5 Can you show me happy and angry cat? What is the technique for a forwards roll? Can you show me how you would jump with/without a partner (over a roll)?	Y5 – Why do you need to use and create space in football? Why is knowing the rules of football important? What do you do to develop a game of football? Show me how you would pass/send/receive a football with control. Y6 – What tactics could I use within a game of football? How would you use those tactics? How could you defend in football? How can I use the knowledge of the game of football to develop play?	Y5 How do you throw javelin, shotput and discus effectively? What do you need to do to compete in athletics events? How do you run over obstacles with speed? What techniques do you need? Y6 -What technique do you use when throwing a discus? Can you throw a discus? What is the technique you need for a triple jump? Can you show me a triple jump?	Y5 How do you bowl overarm (technique)? How do you strike a ball with a cricket/rounders bat and ensure you are accurate? Can you explain how to play cricket/rounders successfully? Y6 -What is fielding? How can you field successfully? Where would you field for a right/left handed batter? Which areas need fielders and why? Can you show me your improved overarm bowl? What technique do you use to strike with a cricket/rounders bat?

			<p>Can you show me how you can match jumps with a partner?</p> <p>Can you show me how you would balance with a partner and support them?</p> <p>Y6 -Can you show me a handstand/V-sit/T balance?</p> <p>Can you perform a backwards roll?</p> <p>How do you travel in a cartwheel?</p> <p>Can you show me a partner balance?</p> <p>Can you show me a group balance?</p> <p>What would working in a team look like in gymnastics?</p>			
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