

## Curriculum Intent – Knowledge Builder

### Physical Education - Primary Curriculum

**Subject Intent Statement:**

Our intent is to inspire and allow all whatever their starting points pupils to participate, succeed and excel in competitive sport and other physically demanding activities.

We aim to provide opportunities for children to enjoy activity and become physically confident in order to support their health, wellbeing and fitness. We aim to provide wide ranging opportunities for children to compete in sport and other activities, to build character and help embed values such as fairness, resilience, perseverance and respect. We want all our pupils to leave our schools physically literate and confident in their own physical abilities.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Key knowledge</b> Pupils will learn how to: -</p> <p>master basic movements including running, jumping, throwing and catching,</p> <p>move with an awareness of space</p> <p>move in a variety of ways with coordination</p> <p>move in different directions with coordination</p> <p>recognize what a good warm up should include</p> <p>copy movements</p>	<p><b>Key Knowledge</b> Pupils will learn how to: -</p> <p>Perfect basic movements through practice</p> <p>Use simple tactics for attacking and defending</p> <p>Move in a variety of ways and in different directions with coordination and spatial awareness</p> <p>Combine several movements to create a simple dance</p>	<p><b>Key Knowledge:</b> Pupils will learn how to: -</p> <p>Run, jump, throw and catch in isolation and in combination</p> <p>Play competitive games and apply basic principles suitable for attacking and defending</p> <p>Develop flexibility strength, technique, control and balance</p> <p>Use learnt technique when travelling, balancing and using equipment</p> <p>Use a range of movement patterns and memorize a sequence</p> <p>Take risks in a safe and controlled environment.</p>	<p><b>Key Knowledge:</b> Pupils will learn how to: -</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders, tag rugby and tennis]</p> <p>Perform dances using a range of movement patterns</p> <p>Use a variety of gym equipment</p> <p>Perfect running techniques</p> <p>Perfect throwing and catching technique and accuracy.</p> <p>Take risks in a safe and controlled environment.</p>	<p><b>Key Knowledge:</b> Pupils will learn how to:</p> <p>Remember and repeat short phrases and actions showing control, coordination, and spatial awareness.</p> <p>Select and use simple tactics and compositional ideas to effect successful outcomes in activities.</p> <p>Show body awareness, tension and control performing simple skills and actions.</p> <p>Demonstrate confidence, engagement and persistence when learning and developing skills.</p>	<p><b>Key Knowledge:</b> Pupils will learn to:</p> <p>Show co-ordination and control when performing a range of skills and actions.</p> <p>Develop the range of skills, tactics, strategies and compositional ideas to meet different challenges.</p> <p>Understand and demonstrate how to prepare for and recover from physical activity.</p> <p>Compare and comment on skills, techniques and ideas and suggest alternative solutions to problems or difficulties.</p> <p>Demonstrate and describe how exercise affects the body.</p>
<p><b>Key Skills</b> Say what is good about a performance</p> <p>Begin to use ICT to video a performance.</p> <p><b>Subject specific</b> <b>Dance</b> Copies and remembers simple dance movements</p> <p>Begins to link movement to sound.</p> <p><b>Gymnastics</b> Jumps off an object and lands appropriately.</p>	<p><b>Key Skills</b> Use ICT to video a performance and review this to self-evaluate and begin to improve a performance.</p> <p><b>Subject specific</b> <b>Dance</b> Copies and explores movement with developing control</p> <p>Varies levels and speed in sequence.</p> <p>Varies the size of their body shape</p> <p>Responds imaginatively to stimuli appropriately.</p>	<p><b>Key Skills:</b> Compare their performances with previous ones using It as appropriate Demonstrate improvement to achieve their personal best</p> <p><b>Subject specific</b> <b>Dance</b> Begins to improvise independently or with a partner to create a simple dance</p> <p>Begins to adapt movements and motifs to create a larger sequence</p>	<p><b>Key Skills:</b> Uses subject specific language and careful analysis to compare and modify performance</p> <p><b>Subject specific</b> <b>Dance</b> Confidently improvises with a partner or individually.</p> <p>Beginning to create a larger dance in a larger group. Beginning to vary dynamics and develop actions and motifs.</p> <p>Demonstrates rhythm and spatial awareness.</p>	<p><b>Key Skills:</b> <b>Overarching</b> Understand and communicate why physical activity is essential for health and well-being.</p> <p><b>Subject specific</b> <b>Dance</b> Uses the body to tell a story through actions.</p> <p>Develops musicality putting movements to music.</p> <p>Understands and develops a motif and links moves together to create a themed dance.</p>	<p><b>Key Skills:</b> <b>Overarching</b> Develop the range of skills, tactics and strategies to meet different challenges.</p> <p><b>Subject specific</b> <b>Dance</b> Replicates movements and motifs accurately.</p> <p>Within a group independently devises a motif to a set beat.</p> <p>Uses facial expression and gestures to tell a story through actions.</p>

<p>Travels with confidence and skill around, under, over and through balancing and climbing equipment.</p> <p>Handles equipment and tools safely and with coordination and can perform different body shapes. .</p> <p><b>Games</b> Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p> <p>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p> <p><b>Athletics</b> Jumps from a standing position</p> <p>Runs at different speeds</p> <p>Performs a variety of throws with basic control</p> <p><b>Healthy lifestyles</b> Recognizes how exercise affects the body.</p>	<p>Describes a short dance using appropriate vocabulary</p> <p><b>Gymnastics</b> Explores and creates different pathways and patterns</p> <p>Uses equipment in a variety of ways to create a sequence</p> <p>Links movement together to create a sequence and continues to develop a range of jumps.</p> <p><b>Games</b> Confidently sends a ball to others in a range of ways</p> <p>Beginning to develop own games with peers</p> <p>Understands the importance of rules in games</p> <p>Develops simple tactics and use them appropriately</p> <p>Beginning to develop an understanding of attacking and defending.</p> <p><b>Athletics</b> Changes speed and direction while running</p> <p>Jumps from a standing position with accuracy</p> <p>Performs a variety of throws with control and coordination</p> <p>Uses equipment safely</p> <p><b>Healthy lifestyles</b> Describes the effect exercise has on the body</p> <p>Can explain the importance of exercise in a healthy lifestyle.</p>	<p><b>Gymnastics</b> Applies compositional ideas individually and with a partner to create a sequence</p> <p>Copies, explores and remembers a variety of movements and uses these to create a sequence.</p> <p>Uses turns while travelling in a variety of ways</p> <p>Begins to show flexibility in movements</p> <p><b>Games</b> Understands tactics and how they respond to an opponent</p> <p>Varies skills, actions and ideas to suit different games.</p> <p>Begins to communicate with team members.</p> <p>Works with a group to develop various games.</p> <p>Begins to understand how to compete in a controlled manner.</p> <p>Begins to select resources independently to carry out different skills.</p> <p><b>Athletics</b> Begins to run at the speed appropriate for the distance.</p> <p>Performs a running jump with some accuracy.</p> <p>Performs a series of throws with some accuracy.</p> <p>Can use equipment safely and with control.</p> <p><b>Outdoor adventurous activity</b> Develops listening skills</p> <p>Thinks activities through and applies problem-solving skills.</p>	<p><b>Gymnastics</b> Develops flexibility, strength, technique, control and balance</p> <p>Links skills with control, technique and fluency.</p> <p>Understands composition and performs more complex sequences.</p> <p>Combines equipment with movement to create sequences.</p> <p><b>Games</b> Uses running, jumping, throwing and catching in isolation and in combination</p> <p>Applies basic principles suitable for attacking and defending</p> <p>Shows confidence in using ball skills in a variety of ways and can link these e.g. dribbling, bouncing, kicking.</p> <p>Takes part in competitive sports with strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p><b>Athletics</b> Beginning to build a variety of running techniques</p> <p>Performs a running jump with more than one component.</p> <p>Demonstrates accuracy in throwing and catching</p> <p>Uses equipment safely and with good control.</p> <p><b>Outdoor adventurous activity</b> Demonstrates strong listening skills</p> <p>Uses a simple map</p>	<p><b>Invasion Games</b> Understands and implements the basics of creating space and denying space.</p> <p>Implements the basics of defence and attack and uses effective strategies and decision-making techniques to create successful outcomes.</p> <p><b>Net &amp; Wall Games</b> Handles a bat/racket effectively with the correct grip.</p> <p>Strikes a ball with accuracy and consistency.</p> <p>Develops confidence in using the correct stance and movement patterns around the court/table.</p> <p>Understands the basic rules and develop an understanding of how games are started and scored.</p> <p><b>Gymnastics</b> Uses the body to create different shapes.</p> <p>Uses the body to balance effectively and identify the definition of a balance, leading into balancing on different parts of the body (Points and Patches).</p> <p>Explores different methods of travel including the teaching of different ways in which pupils can roll and jump.</p> <p><b>Athletics</b> Learns how to pace ourselves when running different distances.</p> <p>Learns how to run different distances including short, middle and long distance.</p> <p>Begins to throw, run and jump safely with basic technique.</p>	<p><b>Invasion Games</b> Learns how to receive and offload possession.</p> <p>Creates scoring opportunities in game situations.</p> <p>Maintains possession through effective movement.</p> <p><b>Net &amp; Wall Games</b> Develops use of the Forehand to strike a ball effectively.</p> <p>Develops use of the Backhand to strike a ball effectively.</p> <p>Maintains a rally with a partner.</p> <p><b>Gymnastics</b> Begins to link moves together to create a sequence.</p> <p>Work with others to create sequences that focus on canon and synchronisation.</p> <p>Links balances and methods of travel effectively to create aesthetically pleasing sequences.</p> <p><b>Athletics</b> Runs the 75m, 150m, 600m and 1200m, demonstrating an appropriate pace for each.</p> <p>Throws a Shot Put effectively and safely.</p> <p>Throws a ball effectively and safely using the correct technique.</p> <p>Links a run and jump effectively to jump for distance.</p> <p><b>Outdoor adventurous activity</b> Listens to other pupils and suggest own opinions to find solutions to problems.</p> <p>Works as a team to achieve set challenges.</p>
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<p><b>Key Vocabulary</b> Pushing, kicking, throwing, catching, patting, jump, run, gallop, skip, climb, space, exercise, control, speed, obstacle, movement, performance, pattern</p>	<p><b>Key Vocabulary</b> Agility, coordination, tactic, attack, defend, pattern, pathways, travelling, position, competition, dribbling, bouncing</p>	<p><b>Key Vocabulary:</b> All vocabulary from KS1 plus: -</p> <p><b>KS2:</b> Athletics, gymnastics, improvise, sequence, devise, motif, composition, flexibility, core strength, balance</p>	<p><b>Key Vocabulary:</b> badminton, basketball, cricket, football, hockey, netball, rounders, tag rugby and tennis component, communicate, accuracy, technique, modify, improve</p>	<p><b>Key Vocabulary:</b> Invasion, space, decision-making, defence, attack, balance, travel, pace, communication, trust, patience, fitness, motif, musicality.</p>	<p><b>Key Vocabulary:</b> Possession, receive, offload, movement, sequence, track &amp; field, pace, endurance, strategies, warm-up, cool-down, replicate, facial expressions, gestures.</p>

### Curriculum Implementation and Impact

<b>Subject xxxxxxxxxx– Year xxx</b>		
<b>Term 1</b>	<b>Themes &amp; Teaching Sequence ( including enrichment opportunities) (Implementation)</b>	<b>Evaluating Learning and milestones to be achieved (Impact)</b>
<b>Key Knowledge:</b> master basic movements including running, jumping, throwing and catching,	<b><u>Invasion games</u></b>	<p><b>...all children should be able to:</b></p> <ul style="list-style-type: none"> <li>• travel in at least two different ways;</li> </ul>

<p>move with an awareness of space</p> <p>move in a variety of ways with coordination</p> <p>move in different directions with coordination</p> <p>recognize what a good warm up should include</p> <p>copy movements</p> <p><b>Key Skills:</b> Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p> <p>Shows increasing control over an object in pushing, patting</p> <p><b>Key Vocabulary</b></p> <p>Agility, coordination, tactic, attack, defend, pattern, pathways, travelling, position, competition, dribbling, bouncing</p> <p><b>Key Areas to Revisit</b></p>	<p><b>Fairground Fun!</b></p> <ul style="list-style-type: none"> <li>To travel in different ways with control.</li> </ul> <p><b>Roll-a-ball</b></p> <ul style="list-style-type: none"> <li>To travel with a ball in different ways.</li> </ul> <p><b>Monoball</b></p> <p>To travel with a ball in different directions.</p> <p><b>Pinball</b></p> <p>To travel with a ball in different directions.</p> <p><b>Coconut shy</b></p> <p>To pass the ball to another player.</p> <p><b>All the fun of the fair</b></p> <p>To use all the travelling and passing skills I have learnt in a game.</p>	<ul style="list-style-type: none"> <li>stop travelling to change direction;</li> <li>begin to travel with a ball;</li> <li>pass a ball to another player over a short distance.</li> </ul> <p><b>...most children will be able to:</b></p> <ul style="list-style-type: none"> <li>travel forwards, backwards and sideways;</li> <li>change direction while travelling;</li> <li>travel with a ball using their feet and hands;</li> <li>change direction while travelling with a ball;</li> <li>use their feet to pass a ball to another player;</li> <li>use their hands to pass a ball to another player;</li> <li>pass a ball accurately to another player;</li> <li>pass a ball quickly to another player while in a game situation;</li> <li>travel with and pass a ball to another player to score points in a game.</li> </ul> <p><b>...some children will be able to:</b></p> <ul style="list-style-type: none"> <li>travel in different ways with control in order to get into a useful space;</li> <li>select the most appropriate way of travelling for the game context;</li> <li>keep good control of a ball while travelling with it;</li> <li>pass a ball quickly and accurately to another player;</li> <li>make quick decisions about which player to pass to.</li> </ul>
<p><b>Term 2:</b></p>	<p><b>Themes &amp; Teaching Sequence ( including enrichment opportunities) (Implementation)</b></p>	<p><b>Evaluating Learning and milestones to be achieved (Impact)</b></p>
<p><b>Key Knowledge:</b></p> <p>master basic movements including running, jumping, throwing and catching,</p> <p>move with an awareness of space</p> <p>move in a variety of ways with coordination</p> <p>move in different directions with coordination</p> <p>recognize what a good warm up should include</p> <p>copy movements</p>	<p><b>Attacking and defending</b></p> <p><b>Using Space</b></p> <p>To participate in team games, developing simple tactics for attacking and defending.</p> <p><b>Think about using space in a team game.</b></p> <p><b>Marking Players</b></p> <p>To participate in team games, developing simple tactics for attacking and defending.</p> <p><b>Pass a ball to another player.</b></p> <p><b>Mark another player.</b></p> <p><b>Dynamic Defenders</b></p>	<p>...all children should be able to:</p> <ul style="list-style-type: none"> <li>identify useful spaces for passing and receiving a ball;</li> <li>defend a goal or space;</li> <li>indicate their intentions to their teammates;</li> <li>attempt to evade defenders;</li> <li>identify strengths and areas in which they could improve</li> </ul> <p>...some children will be able to:</p> <ul style="list-style-type: none"> <li>use space effectively and intentionally;</li> <li>use both attacking and defending skills at the same time during a team game;</li> <li>identify ways they can improve.</li> </ul>

<p><b>Key Skills:</b> Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p> <p>Shows increasing control over an object in pushing, patting</p> <p><b>Key Vocabulary</b></p> <p>Agility, coordination, tactic, attack, defend, pattern, pathways, travelling, position, competition, dribbling, bouncing</p> <p><b>Key Areas to Revisit</b></p>	<p><b>Defend the place between two people.</b> I can defend the space between players.</p> <p><b>Perfect Passing</b> To participate in team games, developing simple tactics for attacking and defending. Pass the ball to another play</p> <p><b>Dodging Defenders</b> To participate in team games, developing simple tactics for attacking and defending. Get past a defender</p> <p><b>Using Your Skills</b> To participate in team games, developing simple tactics for attacking and defending. Using and defending skills in a team game.</p>	<p>..most children will be able to: • begin to use space well to pass and receive a ball; • mark a player by staying close to them; • attempt to intercept a ball between other players; • use eye contact to indicate their intentions to their teammates; • evade defenders by quickly changing direction</p>
<p><b>Key knowledge</b> Say what is good about a performance</p> <p>Begin to use ICT to video a performance.</p> <p>Perfect basic movements through practice</p> <p>Use simple tactics for attacking and defending</p> <p>Move in a variety of ways and in different directions with coordination and spatial awareness</p> <p>Combine several movements to create a simple dance</p> <p><b>Key skills</b> Explores and creates different pathways and patterns</p> <p>Uses equipment in a variety of ways to create a sequence</p>	<p><b>Dance- external people come in</b></p> <p><u><b>Gymnastics</b></u></p> <p><b>The Three Billy Goats Gruff</b> To develop balance, agility and co-ordination when performing a range of contrasting movements and balances. The Three Little Pigs To develop balance, agility and co-ordination when travelling in a variety of ways.</p> <p><b>The Gingerbread Man</b> To develop balance, agility and co-ordination when jumping and rolling in a variety of ways.</p> <p><b>Goldilocks and the Three Bears</b> To develop balance, agility and co-ordination when linking movements to create a sequence.</p> <p><b>The Enormous Turnip</b></p>	<p>all children should be able to:</p> <ul style="list-style-type: none"> <li>• show a star, straight and tuck shape with their body and hold it still;</li> <li>• choose two contrasting balances with support and perform them;</li> <li>• copy the movements of others to travel and balance in different ways;</li> <li>• create a simple sequence with support, repeating movements if necessary;</li> <li>• perform a log or egg roll with some control;</li> <li>• perform a straight jump and land safely;</li> <li>• follow a structure to perform a simple sequence;</li> <li>• watch a partner’s sequence and give one example of a movement that they saw;</li> <li>• perform a front support and hold their body in this position for a few seconds;</li> <li>• answer some prompt questions to evaluate a sequence that they have watched;</li> </ul>

<p>Links movement together to create a sequence and continues to develop a range of jumps.</p> <p><b>Key Vocabulary</b> Agility, coordination, tactic, attack, defend, pattern, pathways, travelling, position, competition, dribbling, bouncing</p>	<p>To develop balance, agility and co-ordination when working with a partner.</p> <p><b>The Whole Story</b> To develop balance, agility and co-ordination by linking movements to create a sequence.</p>	<ul style="list-style-type: none"> <li>• remember and perform a simple sequence with some repeated movements;</li> <li>• talk about their learning by identifying what new skills they have learnt and what skills they have practised.</li> </ul> <p>..most children will be able to:</p> <ul style="list-style-type: none"> <li>• adapt star, straight and tuck shapes to create balances showing some control;</li> <li>• choose and perform two contrasting balances showing some control;</li> <li>• travel and balance in different ways, showing changes in speed and direction;</li> <li>• create a sequence using a range of controlled balances and different ways of travelling;</li> <li>• maintain a clear body shape when performing a log and egg roll;</li> <li>• perform a controlled straight jump on the floor, landing safely;</li> <li>• create their own sequence using a variety of rolls and balances;</li> <li>watch and describe a partner’s sequence using prompt questions;</li> <li>• perform a front support wheelbarrow and support their partner in this position;</li> <li>• identify examples of quality balances and controlled rolls in a sequence that they have watched and identify some skills needed for effective teamwork;</li> <li>• create an interesting sequence using a range of skills that they have practised;</li> <li>• talk about their learning by identifying which skills they need to practise further.</li> </ul> <p>...some children will be able to:</p> <ul style="list-style-type: none"> <li>• adapt star, straight and tuck shapes to create balances showing good control;</li> <li>• choose and perform two contrasting balances showing good control;</li> <li>• demonstrate clear contrasts when balancing and travelling in different ways;</li> <li>• create a sequence including changes of speed and direction when travelling and a range of</li> </ul>
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		<p>controlled, contrasting balances; • perform a log and egg roll showing a clear body shape and good body control; • perform controlled straight and tuck jumps, landing safely; • create their own sequence and choose the order of the movements to make the sequence flow smoothly; • watch and describe a partner’s sequence, identifying examples of contrast correctly and commenting on the control of rolls and balances; • perform a front support moving wheelbarrow and support their partner in the wheelbarrow position; • identify the strengths and areas for improvement in a sequence that they have watched and can talk about the skills needed for effective teamwork; • create an interesting sequence using different levels and choose the order of movements to make the sequence flow smoothly; • talk about their learning by identifying why they need to practise particular skills further.</p>
Term 3:	Themes & Teaching Sequence ( including enrichment opportunities) (Implementation)	Evaluating Learning and milestones to be achieved (Impact)
<p><b>Key knowledge</b> Perfect basic movements through practice</p> <p>Use simple tactics for attacking and defending</p> <p>Move in a variety of ways and in different directions with coordination and spatial awareness</p> <p><b>Key skill</b> sends a ball to others in a range of ways</p> <p>Beginning to develop own games with peers</p> <p>Understands the importance of rules in games</p>	<p style="text-align: center;"><b>Tennis Man comes in</b></p> <p><b>Holding a Racket</b> To develop balance and co-ordination when holding a racket. To master basic movements and apply these in a range of activities.</p> <p><b>Strike It!</b> To develop balance and co-ordination when hitting a ball or beanbag. To master basic movements and apply these in a range of activities.</p> <p><b>Game Time!</b> To develop balance and co-ordination when playing a small-sided game. To master basic movements and apply these in a range of activities.</p>	<p style="text-align: center;"><b>...all children should be able to:</b></p> <p>copy the correct grip for a racket; balance a beanbag on their racket; hit a beanbag forwards towards a target; show some control when hitting a ball in a modified activity; watch a partner and give feedback with support; cooperate with a partner to play a modified target game; hold a cricket ball correctly when prompted and use it to control a ball along a drawn line; use a cricket bat to hit a ball towards a target; use a cricket ball to hit a ball along the ground; follow instructions to take on different roles within a game;</p>

<p>Develops simple tactics and use them appropriately</p> <p>Beginning to develop an understanding of attacking and defending.</p> <p><b>Key Vocabulary</b> Agility, coordination, tactic, attack, defend, pattern, pathways, travelling, position, competition, dribbling, bouncing</p>	<p><b>Cricket Bats</b> To develop balance and co-ordination when using a cricket bat. To master basic movements and apply these in a range of activities.</p> <p><b>Bat the Ball</b> To develop balance and co-ordination when hitting a ball. To master basic movements and apply these in a range of activities.</p> <p><b>Use Your Skills</b>  To develop balance and co-ordination when applying bat and ball skills. To master basic movements and apply these in a range of activities.</p>	<p>use a cricket bat to hit a ball that has been rolled to them from a short distance; roll a ball accurately over a short distance and stop a rolled ball.</p> <p><b>...most children will be able to:</b> hold a racket correctly; balance a beanbag on their racket while walking and throw and catch it a short distance into the air; hit a beanbag forwards into a target with some control; use a racket to hit a ball into the air, gradually improving control; watch a partner and give feedback using prompt questions; cooperate with a partner and follow rules to play a target game; hold a cricket bat correctly and use it to control a ball along a line and around cones; use a cricket bat to hit a ball towards a target with some accuracy; use a cricket bat to hit a ball that has been rolled to them; take on different roles within a game and understand their purpose; use a cricket bat to hit a ball that has been rolled to them, showing control of its path; roll a ball accurately and track and stop a rolled ball.</p> <p><b>...some children will be able to:</b> balance a beanbag on their racket and travel in a variety of ways; use their racket to throw and catch a beanbag to a variety of heights confidently; hit a beanbag forwards into a target with good control; use a racket to hit a ball into the air with good control; watch a partner and give feedback, including how to improve performance;</p>
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		<p>support their partner to play a target game, showing good understanding of the rules;</p> <p>hold a cricket bat correctly and use it to control a ball in a variety of ways, including weaving around cones;</p> <p>use a cricket bat to hit a ball to a target accurately;</p> <p>use a cricket bat to hit a ball that has been rolled to them, controlling its path;</p> <p>demonstrate competence in each role within a game;</p> <p>use a cricket bat to hit a ball that has been rolled to them, deliberately choosing its path for tactical play;</p> <p>roll a ball accurately, varying speed and distance, and track and stop a rolled ball.</p>
<b>Term 3:</b>	<b>Themes &amp; Teaching Sequence ( including enrichment opportunities) (Implementation)</b>	<b>Evaluating Learning and milestones to be achieved (Impact)</b>
<p><b>Key Knowledge:</b> Perfect basic movements through practice</p> <p>Use simple tactics for attacking and defending</p> <p>Move in a variety of ways and in different directions with coordination and spatial awareness</p> <p>Combine several movements to create a simple dance</p> <p><b>Key Skills:</b> Changes speed and direction while running</p> <p>Jumps from a standing position with accuracy</p> <p>Performs a variety of throws with control and coordination</p> <p>Uses equipment safely</p> <p><b>Key Vocabulary</b> gymnastics, improvise, sequence, devise, motif, composition, flexibility, core strength, balance, skip, climb, space, exercise, control, speed, travel, movement, performance, pattern</p>	<p><b>Athletics</b></p> <p><b>Changing Gears</b> To move at different speeds.</p> <p><b>Changing Routes</b> To move along different pathways.</p> <p><b>Kangaroos</b> To jump for height.</p> <p><b>Jumping Frogs</b> To jump for distance.</p> <p><b>Island Jumping</b> To jump in different ways.</p>	<p>all children should be able to:</p> <ul style="list-style-type: none"> <li>• begin to run at different speeds;</li> <li>• move along some basic pathways, for example move in a straight or curved line;</li> <li>• begin to use the correct technique for jumping as high and as far as they can;</li> <li>• explore different types of jumps;</li> <li>• land safely;</li> <li>• make a simple sequence of jumps.</li> </ul> <p>..most children will be able to:</p> <ul style="list-style-type: none"> <li>• run at different speeds, recognising the difference between walking, jogging and sprinting;</li> <li>• move along a wide range of different pathways;</li> <li>• jump as high and as far as possible using correct technique;</li> <li>• use different ways of jumping;</li> <li>• land safely with control;</li> <li>• create a sequence of jumps and show it to a partner.</li> </ul>

<b>Key Areas to Revisit:</b>		
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