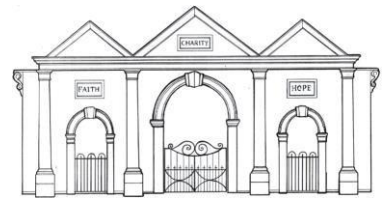


PE Organisational Structure

Class	Cycle	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Bumblebees (2 Year Rolling Plan)	A	Fundamentals EYFS Unit 1	Ball Skills EYFS Unit 1 & 2	Dance KS1 - Year 1	Sending & Receiving KS1 - Year 1	Striking & Fielding KS1 - Y1	Tennis Tennis Coach
	B	Fundamentals EYFS Unit 2	Games EYFS Unit 1 & 2	Gymnastics KS1 - Year 1	Invasion Unit Y1	Athletics KS1 Y1	Tennis Tennis Coach
Hedgehogs (2 Year Rolling Plan)	A	Y2 Fundamentals KS1 Y2	Y2 Ball Skills KS1 Y2	Dance KS1&2 Y2 & Y3	Invasion KS1 - Y2	Striking & Fielding KS1 - Y2	Tennis Tennis Coach
	B			Gymnastics KS1&2 Y2 & Y3	Hockey KS2 Y3/4	Athletics KS1&2 Y2 & Y3	Tennis Tennis Coach
Barn Owls (2 Year Rolling Plan)	A	Swimming	Swimming	Dance KS2 Y4 & Y5	Rounders KS2	Tennis Tennis Coach	Netball KS2
	B			Gymnastics KS2 Y4 & Y5	Football KS2	Tennis Tennis Coach	Athletics KS2 Y4 & Y5
Otters		Tag Rugby KS2 Y5/6 <i>(Swimming for any children not met 25m)</i>	Dance KS2 Y6	Gymnastics KS2 Y6	Cricket KS2 Y5/6	Tennis Tennis Coach	Athletics KS2 Y6



Title	Fundamentals 1
Overview	In this unit children will develop their fundamental movement skills through the topic of 'all about me'. Fundamental skills will include balancing, running, changing direction, jumping, hopping and travelling. Children will develop gross motor skills through a range of activities. They will learn how to stay safe using space, working independently and with a partner.
Vocabulary	Balance, body parts, run, skip, jump, hop, hopscotch, gallop, sidestep, crabcrawl, forwards, backwards, sideways, landing, travelling, direction Heartbeat, breathing, temperature Equipment: cone, hoop, skipping rope, base station, bench, bean bag
Key Learning Objectives	To develop balancing whilst stationary and on the move. To develop running and stopping. To develop changing direction. To develop jumping and landing. To develop hopping and landing with control. To explore different ways to travel. To explore different ways to travel using equipment.
Suggested Learning Experiences	Discussing PE/movement and how the changes it makes on your body Moving in different directions, at different speeds, in different ways Changing direction, stopping safely Balancing on differing numbers of body parts Balance a bean bag while moving Lots of games to develop all of the above

Title	Ball Skills
Overview	In this unit children will develop their ball skills through the topics of 'minibeasts' and 'weather'. Children will develop fundamental ball skills such as rolling and receiving a ball, throwing to a target, bouncing and catching, dribbling with feet and kicking a ball. Children will be able to develop their fine and gross motor skills through a range of game play using a variety of equipment. Children will be given opportunities to work independently and with a partner.
Vocabulary	Body parts, roll, stop, throw, bounce, dribble, kick, target, aim, accurate, co-operation, team, honesty, perseverance
Key Learning Objectives	To develop rolling a ball to a target and tracking the ball. To develop stopping a rolling ball. To develop accuracy when throwing to a target and to a partner. To develop bouncing, catching and dribbling a ball. To develop dribbling a ball with your feet. To develop kicking a ball including to a target and to a partner.
Suggested Learning Experiences	Following instructions to play simple games with ball skills Playing partner and team activities and games with increasing accuracy of throwing, catching, kicking and stopping Counting passes, catches, steps away



Changing directions Taking turns and playing cooperatively

Title	Dance
Overview	Pupils will explore travelling actions, movement skills and balancing. They will understand why it is important to count to music and use this in their dances. Pupils will copy and repeat actions linking them together to make short dance phrases. Pupils will work individually and with a partner to create ideas in relation to the theme. Pupils will be given the opportunity to perform and also to provide feedback, beginning to use dance terminology to do so.
Vocabulary	Travel, copy, perform, shape, balance, co-ordination, co-operation, communication Vocabulary specific to the dance topic, e.g. sway, float, gust, swirl, gallop
Key Learning Objectives	To explore travelling actions and use counts of 8 to move in time with the music. To remember and repeat actions and respond imaginatively to a stimulus. To copy, remember and repeat actions that represent the theme. To copy, repeat, create and perform actions that represent the theme. To use expression and create actions that relate to the story. To use a pathway when travelling. To copy, repeat and choose actions that represent the theme. To show changes in expression, level and shape.
Suggested Learning Experiences	Use counts to stay in time with the music Copy, remember and repeat actions in a theme e.g. pirates, trees and leaves, puddles, the lost toy. Work with others to share ideas and select actions Evaluation: say what you like about your own or others' performance

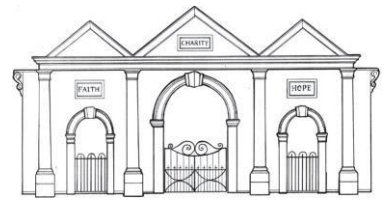
Title	Sending & Receiving
Overview	Pupils will develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. Pupils will be given opportunities to work with a range of different sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by the rules to keep themselves and others safe.
Vocabulary	Roll, kick, throw, catch, track, taking turns, communication, challenge myself, perseverance, honesty, points, estimate distances
Key Learning Objectives	To develop rolling and throwing a ball towards a target. To develop receiving a rolling ball and tracking skills. To be able to send and receive a ball with your feet. To develop throwing and catching skills over a short distance. To develop throwing and catching skills over a longer distance. To apply sending and receiving skills to small games.
Suggested Learning Experiences	Send and receive ball with your feet Throw and catch a ball with a partner with increasing accuracy Track a ball coming towards you



	<p>Work cooperatively with a partner</p> <p>Estimate distances (e.g. number of steps)</p> <p>Add points in a game situation</p> <p>Discuss changes in your body when you exercise</p>
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Title	Striking & Fielding
Overview	Pupils develop their basic understanding of striking and fielding games such as Rounders and Cricket. They learn skills including throwing and catching, stopping a rolling ball, retrieving a ball and striking a ball. They are given opportunities to play one against one, one against two, and one against three. They learn how to score points and how to use simple tactics. They learn the rules of the games and use these to play fairly. They show respect towards others when playing competitively and develop communication skills.
Vocabulary	Throw, catch, retrieve, track, strike, communication, encouragement, perseverance, honesty, fair play, opponent, batter, bowler, fielder, score
Key Learning Objectives	<p>To develop underarm throwing and catching and put this into small sided games.</p> <p>To develop overarm throwing.</p> <p>To develop striking a ball with my hand and equipment.</p> <p>To retrieve a ball when fielding.</p> <p>To understand how to get a batter out.</p> <p>To develop decision making and understand how to score points.</p>
Suggested Learning Experiences	<p>Throw and catch bean bags and medium sized balls</p> <p>Roll a ball towards a target</p> <p>Strike a ball using your hand</p> <p>Play simple games requiring keeping track of points – discuss honesty and fair play</p>

Title	Tennis (with a tennis coach)
Overview	Pupils will be introduced to the basic skills required in Net and Wall games. Pupils will learn the importance of the ready position. They will develop throwing, catching and racket skills, learning to track and hit a ball. They will learn to play against an opponent and over a net. They will begin to use rules and simple tactics when playing against a partner. They will be encouraged to demonstrate good sportsmanship and show respect towards others.
Vocabulary	Throw, catch, hit, track, racket, net, court, respect, communication, fair play, honesty, determination, opponent
Key Learning Objectives	<p>To defend space, using the ready position.</p> <p>To play against an opponent and keep the score.</p> <p>To develop control when handling a racket.</p> <p>To develop racket and ball skills.</p> <p>To develop sending a ball using a racket.</p> <p>To develop hitting over a net.</p>



Suggested Learning Experiences	<p>Hit a ball with a racket</p> <p>Throw and catch a ball over a net, or to a target area</p> <p>Track balls thrown</p> <p>Learn how to score points</p> <p>Discuss honesty and fair play</p>
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Title	Fundamentals 2
Overview	In this unit children will develop their fundamental movement skills through the topic of 'places and spaces'. Children will develop skills of balancing, running, hopping, jumping, travelling and changing direction. Children will develop fine and gross motor skills, through handling equipment. They will learn how to stay safe using space. They work independently and with a partner to complete tasks.
Vocabulary	<p>Balance, body parts, run, skip, jump, hop, hopscotch, gallop, sidestep, slide, crabcrawl, forwards, backwards, sideways, landing, travelling, direction</p> <p>Heartbeat, breathing, temperature</p> <p>Equipment: cone, hoop, skipping rope, base station, bench, bean bag</p>
Key Learning Objectives	<p>To develop balancing whilst stationary and on the move.</p> <p>To develop running and stopping.</p> <p>To develop changing direction.</p> <p>To develop jumping and landing.</p> <p>To develop hopping and landing with control.</p> <p>To explore different ways to travel.</p> <p>To explore different ways to travel using equipment.</p>
Suggested Learning Experiences	<p>Discussing PE/movement and how the changes it makes on your body</p> <p>Moving in different directions, at different speeds, in different ways</p> <p>Changing direction, stopping safely</p> <p>Balancing on differing numbers of body parts</p> <p>Balance a bean bag while moving</p> <p>Lots of games to develop all of the above</p>

Title	Games
Overview	In this unit, children will develop their understanding of playing games through the topic of 'transport'. Children will practise and further develop fundamental movement skills through games. They will also learn how to score and play by the rules, how to work with a partner and begin to understand what a team is, as well as learning how to behave when winning and losing.
Vocabulary	<p>Run, balance, direction, forwards, backwards, left, right, communication, taking turns, honesty, fair play, encouragement, tactics/making decisions, rules</p>
Key Learning Objectives	<p>To work safely and develop running and stopping.</p> <p>To develop throwing and learn how to keep score.</p>



	<p>To be able to play games showing an understanding of the different roles within it.</p> <p>To follow instructions and move safely when playing tagging games.</p> <p>To work co-operatively and learn to take turns.</p> <p>To work with others to play team games.</p> <p>To learn to play against an opponent.</p> <p>To play by the rules.</p>
Suggested Learning Experiences	<p>Follow instructions with several ideas or actions</p> <p>Take turns and encourage others in game situations</p> <p>Counting points</p> <p>Discuss honesty and consideration of the rules</p> <p>Discuss feelings and how to regulate feelings and actions in games</p>

Title	Gymnastics
Overview	In this unit pupils learn to use space safely and effectively. They explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create movement phrases. Pupils are given opportunities to select their own actions to build short sequences and develop their confidence in performing. Pupils begin to understand the use of levels, directions and shapes when travelling and balancing.
Vocabulary	Travelling actions, shape, balance, jump, barrel roll, straight roll, forward roll, tuck jump, pike jump, straddle jump, sharing, working safely, confidence, feedback
Key Learning Objectives	<p>To explore travelling movements using the space around you.</p> <p>To develop quality when performing gymnastic shapes.</p> <p>To develop stability and control when performing balances.</p> <p>To develop technique and control when performing shape jumps.</p> <p>To develop technique in the barrel, straight and forward roll.</p> <p>To link gymnastic actions to create a sequence.</p>
Suggested Learning Experiences	<p>Practice making your body tense, relaxed, stretched, curled and in different shapes</p> <p>Discuss safe use of equipment and your body</p> <p>Use apparatus safely, waiting your turn</p> <p>Remember and repeat actions and shapes</p> <p>Link actions together in a short sequence</p> <p>Learn different types of roll and how to do these safely</p> <p>Give feedback on others performances</p>

Title	Invasion
Overview	Pupils develop the basic skills required in invasion games such as sending, receiving and dribbling a ball. They develop their understanding of attacking and defending and what being 'in possession' means. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and how to play to the rules. They work independently, with a partner and in a small group and begin to self-manage



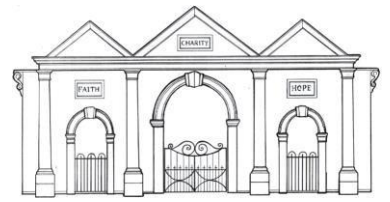
	their own games, showing respect and kindness towards their teammates and opponents.
Vocabulary	Throw, catch, kick, dribble, dodge, communication, encouragement, respect, honesty, fair play, attacker, defender, opponent, possession, intercept
Key Learning Objectives	To understand what being 'in possession' means. To understand who to pass to and why when playing against a defender. To move towards a goal with the ball. To support a teammate when in possession. To move into space showing an awareness of defenders. To be able to stay with a player when defending.
Suggested Learning Experiences	Activities involving dribbling with hands and feet and changing direction, e.g. round obstacles such as cones Finding a space within a game Learning to move towards a goal and aim for the goal Learning who is an attacker and defender, and moving to stay with attacker while defending Discuss following simple rules fairly

Title	Athletics
Overview	In this unit, pupils will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently.
Vocabulary	Run, jump, hop, leap, throw, distance, balance, safety, determination, honesty
Key Learning Objectives	To learn to move at different speeds for varying distances. To develop a foundation for balance and stability. To develop agility and co-ordination. To explore hopping, jumping and leaping for distance. To develop throwing for distance. To develop throwing for accuracy.
Suggested Learning Experiences	Throwing towards a target Overarm throwing Running at different speeds and changing direction Explore hopping, jumping, leaping and choose which allows moving the furthest Discuss working safely with other people and equipment Discuss challenging yourself and being determined

Title	Tennis (with a tennis coach)
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Overview	Pupils will be continuing the basic skills required in Net and Wall games. Pupils will learn the importance of the ready position. They will develop throwing, catching and racket skills, learning to track and hit a ball. They will learn to play against an opponent and over a net. They will begin to use rules and simple tactics when playing against a partner. They will be encouraged to demonstrate good sportsmanship and show respect towards others.
Vocabulary	Throw, catch, hit, track, racket, net, court, respect, communication, fair play, honesty, determination, opponent
Key Learning Objectives	<p>To defend space, using the ready position.</p> <p>To play against an opponent and keep the score.</p> <p>To develop control when handling a racket.</p> <p>To develop racket and ball skills.</p> <p>To develop sending a ball using a racket.</p> <p>To develop hitting over a net.</p>
Suggested Learning Experiences	<p>Hit a ball with a racket</p> <p>Throw and catch a ball over a net, or to a target area</p> <p>Track balls thrown</p> <p>Learn how to score points</p> <p>Discuss honesty and fair play</p>



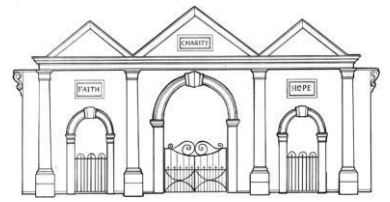
Title	Ball Skills
Overview	In this unit, pupils will develop their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Pupils will have the opportunity to work independently, in pairs and small groups.
Vocabulary	Distance Overarm, underarm Received, send Accurate Target Dribbling Jogging, skips, high knees, side steps
Key Learning Objectives	<ul style="list-style-type: none"> ➤ To be able to roll a ball to hit a target ➤ To develop coordination and be able to stop a rolling ball ➤ To develop technique and control when dribbling a ball with your feet ➤ To develop control and technique when kicking a ball ➤ To develop coordination and technique when throwing and catching ➤ To develop control and coordination when dribbling a ball with your hands
Suggested Learning Experiences	<ul style="list-style-type: none"> ➤ Warm up games – traffic, safe space, hats, freeze/unfreeze, change it ➤ Skill development games – gatekeepers, jackpot, roll bad, ball tag, follow the leader, goal ball, roller ball, ball familiarisation, sharks, kick cricket, catch tennis, magic moment, remote control ➤ Challenges! ➤ How can we make this game fair? Discussions about turn taking, honesty, fair play and inclusion. ➤ Observe and describe how my body feels after exercise



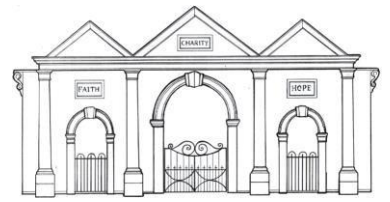
Title	Fundamentals
Overview	Pupils will develop the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. Pupils will be given opportunities to work with a range of different equipment. Pupils will be asked to observe and recognise improvements for their own and others' skills and identify areas of strength. Pupils will be given the opportunity to work collaboratively with others, taking turns and sharing ideas.
Vocabulary	Balance Balanced position Skipping galloping Side stepping Hoops hurdles beanbags base station Walk, jump, sprint, momentum Route, Changing direction, dodging, Jumping, hopping, skipping Right, left, forwards, backwards, sideways Coordination, Combing
Key Learning Objectives	<ul style="list-style-type: none"> ➤ To develop balance, stability and landing safely ➤ To explore how the body moves differently when running at different speeds ➤ To develop changing direction and dodging ➤ To develop and explore jumping, hopping and skipping actions ➤ To develop co-ordination and combing jumps ➤ To develop combination jumping and skipping in an individual rope
Suggested Learning Experiences	<ul style="list-style-type: none"> ➤ Warm up games – banana tag, car game, domes and dishes, daisy chain tag, foxes and rabbits ➤ Jumping and landing, creating patterns and sequences, linking jumps ➤ Skill development games - Square Rush Game, octopus, gold, popcorn, snakes and waves ➤ Learning French Skipping ➤ Challenges! ➤ How can we make this game fair? Discussions about turn taking, honesty, fair play and inclusion. ➤ Observe and describe how my body feels after exercise



Dance			
Overview	In this unit the children will explore their use of space and how their body can move in response to a stimulus. The children will expand their knowledge of travelling actions and understand what dynamics in dance means and use these to effectively to express an idea. Children will learn to keep in time with music or with partner / group. Children will explore pathways, levels, shapes, directions, speed and timing. They will work independently and with others to perform, including in unison, formation and short, self-choreographed phrases. They will also have opportunities to evaluate others' performances, using the correct vocabulary.		
Key Learning Objectives	<ul style="list-style-type: none"> ➤ To repeat, link and choose actions, including changes in level and direction using counts of 8. ➤ To create actions and accurately copy others' actions using different levels and shapes. ➤ To create ideas and mirror a partner using different directions, levels and speeds. ➤ To create actions in response to a stimulus and move in unison with a partner. To learn a set choreography. ➤ To create actions to move in contact or interact with a partner using opposites. ➤ To understand how dynamics affect the actions performed 		
Vocabulary	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top; padding: 5px;"> Action gesture pathways levels shapes direction speed timing / count direction / travel mirror image / mirroring motif choreography </td> <td style="width: 50%; vertical-align: top; padding: 5px;"> unison dynamics (how the actions are performed – force, speed, flow) rhythm repeat contact – pupils move whilst in physical contact with their partner interact - one action has an effect on another action formation (how you set out – straight line, square etc) facial expression posture </td> </tr> </table>	Action gesture pathways levels shapes direction speed timing / count direction / travel mirror image / mirroring motif choreography	unison dynamics (how the actions are performed – force, speed, flow) rhythm repeat contact – pupils move whilst in physical contact with their partner interact - one action has an effect on another action formation (how you set out – straight line, square etc) facial expression posture
Action gesture pathways levels shapes direction speed timing / count direction / travel mirror image / mirroring motif choreography	unison dynamics (how the actions are performed – force, speed, flow) rhythm repeat contact – pupils move whilst in physical contact with their partner interact - one action has an effect on another action formation (how you set out – straight line, square etc) facial expression posture		
Suggested Learning experiences	<ul style="list-style-type: none"> ➤ Develop use of facial expression in dance (machines) ➤ Record the children's performances so they can watch back and evaluate ➤ Children to watch other dance performances e.g., famous dance groups like Diversity. 		

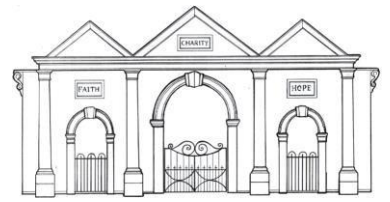


Title	Invasion	
Overview	The aim of this unit is for pupils to develop their understanding of invasion games and the principles of defending and attacking. They will use and develop skills such as sending and receiving with both feet and hands, as well as dribbling with both feet and hands. They will have the opportunity to play uneven and even sided games. They will learn how to score points in these types of games and learn to play to the rules.	
Vocabulary	possession defend / defenders teammate receive (the ball) invasion game attacking shot target chest pass bounce pass overhead pass overarm / underarm throw	travel goalkeeper communicate intercept / intercepting marking opponent consecutive (passes) tactics
Key Learning Objectives	<ul style="list-style-type: none"> ➤ To understand what being in possession means and support a teammate to do this. ➤ To use a variety of skills to score goals. ➤ To develop stopping goals. ➤ To learn how to gain possession of the ball. ➤ To develop an understanding of marking an opponent. ➤ To learn to apply simple tactics for attacking and defending. 	
Suggested Learning Experiences	The children will develop skills through playing a variety of partner and team games such as: <ul style="list-style-type: none"> ➤ 'Taggers' ➤ Possession game ➤ Four goal frenzy ➤ The Royals ➤ Stop the pass 	



Title	Striking and Fielding
Overview	In this unit, pupils develop their understanding of the principles of striking and fielding games. They develop the skills of throwing and catching, tracking and retrieving a ball and striking a ball. They begin to self-manage small sided games. Pupils learn how to score points and play to the rules. Pupils will begin to think about how to use skills, strategies and tactics to outwit the opposition appropriate to the situation
Vocabulary	striking fielding target opponent batter bowler track retrieve
Key Learning Objectives	<ul style="list-style-type: none"> ➤ To be able to track a rolling ball and collect it. ➤ To develop accuracy in underarm throwing and consistency in catching when fielding a ball. ➤ To develop accuracy with overarm throwing to send over a greater distance and limit a batter's score. ➤ To develop striking for distance and accuracy. ➤ To develop decision making to get a batter out. ➤ To develop decision making when under pressure.
Suggested Learning Experiences	<ul style="list-style-type: none"> ➤ Warm up games – Rainbow run, Run Catch Tag, Messy Bedroom, Follow the Leader, Actions, How many? ➤ Skill development games – Roll and track, Which way? Move to the ball, Underarm throwing and catching, scoring runs, all catch, Exploring technique, Scoring runs, Scatterball, Bronze Silver Gold, Out of area, Stumping out, Quick decision, Which base? ➤ Challenges ➤ How can we make this game fair? Discussions about turn taking, honesty, fair play and inclusion. ➤ Observe and describe how my body feels after exercise

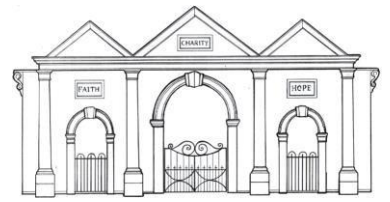
Title	Tennis
Overview	At Worham Primary School, Tennis is taught by a qualified Tennis coach.
Vocabulary	
Key Learning Objectives	
Suggested Learning Experiences	<ul style="list-style-type: none"> ➤ The children go to Worham Tennis Courts for these lessons. ➤ Mini Wimbledon.



Title	Gymnastics
Overview	In this unit pupils learn explore and develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases. Pupils develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions and are also introduced to the terms 'extension' and 'body tension.' They learn to work safely with and around others and whilst using apparatus. Pupils are given opportunities to provide feedback to others and recognise elements of high quality performance.
Vocabulary	Straight Barrel Tuck Pike Straddle Sequence Extension body tension momentum rotate
Key Learning Objectives	<ul style="list-style-type: none"> ➤ To be able to create interesting point and patch balances ➤ To develop stepping into shape jumps with control ➤ To develop the straight, barrel and forward roll ➤ To be able to link travelling actions and balances using apparatus ➤ To create a sequence with matching and contrasting actions and shapes. ➤ To develop sequence work on apparatus
Suggested Learning Experiences	<ul style="list-style-type: none"> ➤ Warm up games – Shapes, Follow the leader, Corners, Travelling actions, Stretches, Superman Tag, Listen, Simon Says ➤ Skill development games – What makes a good balance? Body tension, Points and Patches, Listen and create, Creating a sequence, Stepping, Straight Jump, Star Jump, Tuck Jump, Linking jumps and balances, Performing, Barrel roll, Straight roll, Forward roll, Sequence Work, Using the apparatus and balancing, Linking high and low balances, Match and contrast, Building and performing a sequence ➤ Challenges ➤ Self and peer reflection and appraisal ➤ Observe and describe how my body feels after exercise



Title	Hockey
Overview	<p>Pupils will learn to contribute to the game by helping to keep possession of the ball, use simple attacking tactics using sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They will begin to think about defending and winning the ball. Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition. Pupils will understand the importance of playing fairly and keeping to the rules. They will be encouraged to be a supportive teammate and identify why this behaviour is important.</p>
Vocabulary	<p>push pass sending and receiving dribble Indian dribble rotate reverse possession defender & attacker tackle intercepting open stick (block) tackle barrier</p>
Key Learning Objectives	<ul style="list-style-type: none"> ➤ To develop sending the ball with a push pass. ➤ To develop receiving the ball. ➤ To develop dribbling using the reverse stick (Indian dribble) ➤ To develop moving into a space after passing the ball. ➤ To develop an open stick tackle to gain possession. ➤ To apply depending and attacking principles and skills in a hockey tournament.
Suggested Learning Experiences	<ul style="list-style-type: none"> ➤ Warm up games – knee boxing, hockey numbers, ball tag, numbers ➤ Skill development – Ball steal 1v1, 2v2, 3v1, 4v4 games, pass and move, create space, turning the stick, trapping the ball, gates. ➤ Hold a mini tournament



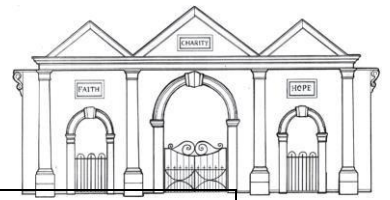
Title	Athletics	
Overview	<p>In this unit, pupils will develop skills required in athletic activities such as running at different speeds, jumping and throwing techniques. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others including achieving their best speed, distance and accuracy. They are given opportunities to work collaboratively as well as independently. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also given opportunities to measure, time and record scores.</p>	
Vocabulary	Sprint Relay Baton Changeover Distance Accuracy Alternating (arms & legs) Balls of feet Stride Half squat position	vertical throwing arm over / under arm release opposite transfer of weight push throw pull throw
Key Learning Objectives	<ul style="list-style-type: none"> ➤ To develop the sprinting action. ➤ To develop changeover in relays. ➤ To develop technique for jumping for height. ➤ To develop technique for jumping for distance. ➤ To develop throwing for accuracy. ➤ To take part in an athletics carousel and to develop officiating and performing skills. 	
Suggested Learning Experiences	<ul style="list-style-type: none"> ➤ Warm up games: Use a range of warm up games taken from the year 2 and year 3 units. ➤ Skill development: Sprinting technique, <i>beat the cone</i>, <i>cone relay</i>, <i>personal best</i>, <i>race</i>, baton familiarisation, shuttle relay, pass and run relay, lily pads, cross the stream, measure this, <i>jump the stream</i>, <i>hop</i>, <i>step or jump</i>, high five, jumping course using your arms, practising the vertical jump, over the fence, overarm, how many?, how far?, flip it, two handed push throw, target chest push, experiment, pull throw technique, target circuit. ➤ Athletics carousel – Use a range of stations from both the year 2 and year 3 unit. 	



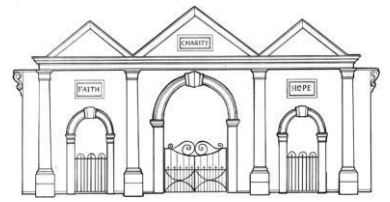
Barn Owl Class – Cycle A

Title	Swimming
Overview	The children at Wortham are taken to a local swimming pool and are taught by qualified swimming instructors. They are taught swimming strokes and water safety. Please see the swimming progression document for further details on the learning objectives children will be focusing on depending on their individual level.
Vocabulary	
Key Learning Objectives	
Suggested Learning Experiences	<ul style="list-style-type: none"> ➤ Swimming gala – School Games ➤ The children take part in swimming events such as swimming as many laps around the pool.

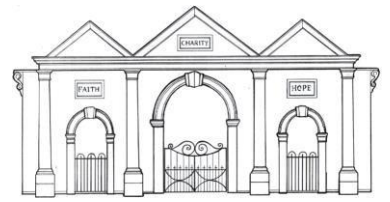
Title	Dance
Overview	Pupils learn different styles of dance, working individually, as a pair and in small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. As they work, they develop an awareness of the historical and cultural origins of different dances. Pupils will be provided with the opportunity to create and perform their work. They will be asked to provide feedback using the correct dance terminology and will be able to use this feedback to improve their work. Pupils will work safely with each other and show respect towards others.
Vocabulary	Movements sequence pace tempo rhythm routine contrast stretch
Key Learning Objectives	<ul style="list-style-type: none"> ➤ To use basic movements in sequence and to be aware of the space around them. ➤ To use varied movement to show different actions. ➤ To express movement that shows different emotions and seasons. ➤ To follow sequences with several sections ➤ To come up with dance routines that accompany music. ➤ To use contrasting actions in routines
Suggested Learning Experiences	<ul style="list-style-type: none"> ➤ 16 Counts - Pupils travel using different movements and return to the same spot in 16 counts. Practice using different speeds. Work with a partner to produce combination movements in 16 counts. ➤ Emotive moves - Pupils to use different actions to show scenes, such as bubbles, swinging from a rope, space, etc. Pupils to make movements of a machine they can think of. Work in groups to create machines with many different sections. ➤ Change Pace - Make movements of a freezing stream, skating, snowflakes caught by the wind, snow melting, etc. Work individually and in groups ➤ Combinations - Pupils to act out sequences with several sections, E.g. Branches swaying in the wind and then going still, life cycle of a butterfly, balancing like a tightrope walker, the sun rising and setting, etc ➤ Choreographing to music - Pupils to come up with dances using different types of music; classical and more modern. E.g. Holst's Planet music. Also work in pairs & groups. ➤ Contrast - Act out favourite sport, then in fast forward, rewind, slow motion, etc. Make pairs of opposite shapes, etc. Use music with fast and slow parts in



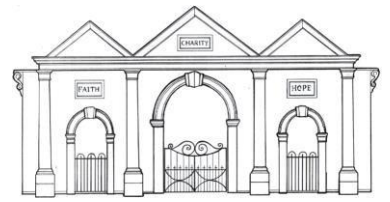
Title	Rounders
Overview	Pupils develop the quality and consistency of their fielding skills and understanding of when to use them such as throwing underarm and overarm, catching and retrieving a ball. They learn how to play the different roles of bowler, backstop, fielder and batter and to apply tactics in these positions. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils work with a partner and group to organise and self-manage their own games. Pupils play with honesty and fair play when playing competitively.
Vocabulary	Throw catch field bat bowl backstop base team work anticipation
Key Learning Objectives	<ul style="list-style-type: none"> ➤ To develop the bowling action and understand the role of the bowler. ➤ To develop batting technique. ➤ To make decisions about where and when to send the ball to stump a batter out. ➤ To develop a variety of fielding techniques and when to use them in a game. ➤ To develop long and short barriers in fielding and understand when to use them. ➤ To apply the rules and skills you have learnt to play in a rounders tournament.
Suggested Learning Experiences	<p>Demonstrate how to bowl underarm. Long arm, 3 steps, swing arm, let ball go when arm is long in front at waist height to aim at catcher shoulder height. To catch the ball, the children make a cup, let ball drop into it, and bring cup into body. Always have body behind the ball. <u>Skills practise</u> In pairs - one child bowls, one child catches. Avoid high throwing, remind waist height from bowler to shoulder height of catcher.</p> <p>Demonstrate the coaching points on batting. Stand sideways, bring bat across the breakfast table and knock the teapot off, or spread the butter on toast. Finish in position with bat low. <u>Skill practise</u> - Give children a bat between 2 to practice swinging as demonstrated. Children play in 3's: One batter, one bowler, one fielder. EXTENSION: If successful at throwing and catching, increase the distance between the 2 players.</p> <p>Fielding Introduce the idea of bowler, batter, backstop and fielder. If fielder or backstop has the ball after the batter has/has not hit then it is to be thrown to the bowler. Batter to run to 1st base. <u>Skills practise</u> – Put children into positions and practise bowling, batting and catching the ball. EXTENSION: If successful then add person at 1st base.</p> <p>Develop knowledge of rules and scoring Introduce the idea of batting and running to 2nd base to score a point. Runner goes around the outside of 1st base. Must hold contact with 1st base if running no further. Explain 'running out' rule – 1 person per base, next base must be clear for person to run to – otherwise person running is out. Can't run past 1st base if the ball goes backwards.</p> <p><u>Skills practise</u> – Split into 8 teams. Play a basic game. Batter, bowler, backstop, 1st base and 4 fielders. EXTENSION: Introduce the idea of batting and running beyond 1st base to score a point. Must hold contact with base if running no further. Batter, bowler, backstop, 1st-4th bases and 1 fielder.</p>



Title	Tennis
Overview	In this unit pupils develop their competencies in racket skills when playing Tennis. They learn specific skills such as a forehand, backhand, volley and underarm serve. Pupils are given opportunities to work cooperatively with others and show honesty and fair play when abiding by the rules. Pupils develop their tactical awareness, learning how to outwit an opponent.
Vocabulary	Forehand back hand serve volley drop shot lob balance attack defensive coordination release court
Key Learning Objectives	<ul style="list-style-type: none"> ➤ Understand importance of having good ABC's in tennis ➤ To be able to change direction of ball. ➤ To understand the ready position ➤ To be able to push ball using f/h and b/h ➤ To understand what shots can be used in attacking play ➤ To be able to use a tennis serve (underarm) to start play.
Suggested Learning Experiences	<ul style="list-style-type: none"> ➤ Practise hand grip. How many times can you keep the tennis ball up – focus on hand/eye coordination and feet movement. ➤ Children to play floor tennis, passing all over the net but staying in the court. ➤ Children to be served a ball then practise moving feet to make contact with the ball. ➤ Children to aim ball in different direction to hit into a coloured hoop (hoop colour called by server before releasing the ball). ➤ Movements and positioning for striking the ball (forehand and backhand). ➤ Use technique to have a rally. ➤ Play small court games using techniques learnt throughout the topic.



Title	Netball
Overview	In this unit pupils will develop defending and attacking play during even-sided 5-a-side netball. Pupils will learn to use a range of different passes to keep possession and attack towards a goal. Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They will start to show control and fluency when passing, receiving and shooting the ball. They will learn key rules of the game such as footwork, held ball, contact and obstruction. Pupils also develop their understanding of the importance of fair play and honesty while self managing games.
Vocabulary	Netball position invasion hoop court teammate opposition Ball control passing defending shooting moving
Key Learning Objectives	<ul style="list-style-type: none"> ➤ To develop passing and moving. ➤ To be able to use the attacking principle of creating and using space. ➤ To be able to change direction and lose a defender. ➤ To be able to defend ball side and know when to go for interceptions. ➤ To develop the shooting action. ➤ To use and apply skills and tactics to small sided games.
Suggested Learning Experiences	<ul style="list-style-type: none"> ➤ I can communicate with my team and move into space to keep possession and score. ➤ I can identify when I was successful and what I need to do to improve. ➤ I can pass, receive and shoot the ball with some control under pressure. ➤ I can stay with an opponent and I confident to attempt to intercept. ➤ I know what position I am playing in and how to contribute when attacking and defending. ➤ I understand the need for tactics and can identify when to use them in different situations. ➤ I understand the rules of the game and I can apply them honestly most of the time. ➤ I understand there are different skills for different situations and I am beginning to apply this.



Barn Owl Class – Cycle B

Title	Swimming
Overview	The children at Wortham are taken to a local swimming pool and are taught by qualified swimming instructors. They are taught swimming strokes and water safety. Please see the swimming progression document for further details on the learning objectives children will be focusing on depending on their individual level.
Vocabulary	
Key Learning Objectives	
Suggested Learning Experiences	<ul style="list-style-type: none"> ➤ Swimming gala – School Games ➤ The children take part in swimming events such as swimming as many laps around the pool.

Title	Gymnastics
Overview	In this unit, pupils create longer sequences individually, with a partner and a small group. They learn a wider range of actions such as inverted movements to include cartwheels and handstands. They explore partner relationships such as canon and synchronization and matching and mirroring. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.
Vocabulary	Balance stretch repeat sequence control conditioning tuck pike straddle jump coordination
Key Learning Objectives	<ul style="list-style-type: none"> ➤ To be able to perform symmetrical and asymmetrical balances. ➤ To develop the straight, forward, straddle and backward roll. ➤ To be able to explore different methods of travelling, linking actions in both canon and synchronization. ➤ To be able to perform progressions of inverted movements. ➤ To explore matching and mirroring using actions both on the floor and on apparatus. ➤ To be able to create a partner sequence using apparatus.
Suggested Learning Experiences	<p><u>Warm up- example</u></p> <p>Play 'Crocodiles and Alligators'. In pairs, children to decide who is going to be the crocodile and who is going to be the alligator.</p> <p>Explain that you would like them to travel around the room in any method they choose (e.g. skipping, jogging, side stepping, hopping). When you call 'Amazon' the crocodiles must jump onto the mats and perform a balance for a count of five. When you call 'Grub's up!', the alligators must jump onto the mats and perform a balance for a count of five.</p> <ul style="list-style-type: none"> ➤ Variation: when you call 'hunter's coming', the children must curl up into a tight ball (tuck), as if they were hiding; when you call 'hunter's gone', all the children jump as high as they can and start travelling around the room again. <p><u>Floorwork – example</u></p> <ul style="list-style-type: none"> ➤ Organise the children into small groups and give each group a different shape, for example, group 1—thin, group 2—small, group 3—round, group 4—wide, etc. Children to see how many different shapes they can make in two minutes with the style you have given them. ➤ Rotate groups with different shapes to try. Children to perform. ➤ Individually, children to put together a sequence of three or four shapes that they like. Children to perform their sequences. Other children to peer assess. ➤ Model gymnastics fingers and toes. Model pike, tuck and straddle position.



Apparatus work- example

- Ask children to get out benches and tables.
 - Organise children into small groups and give an area to work in, either with mats, benches or tables. Children to explore creating shapes and balancing on the different pieces of apparatus.
 - Give each group a number and ask children to find how many different balances they can make on this number of body parts.
 - Rotate the groups giving equal opportunity to experience different apparatus. Children to explore combinations of floor, mats and apparatus to find different ways of using shapes and balances on different levels.
 - Children to perform their work. Other children to peer assess.
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- Apparatus- example
 - In pairs, revisit finding three low ways, three medium ways and three high ways of travelling across the apparatus. Rotate groups frequently. Invite performers (different from last week) for class to evaluate. Emphasise quality movement.
 - Challenge children to choreograph a different sequence that combines three different ways of travelling with three different shapes of balances as they go across the mats, bench or table. Children to explore mirroring, contrasting shapes and moving in unison and canon.
 - Children given the opportunity to showcase work and peer review their own and others work.



Title	Football
Overview	Pupils will improve their defending and attacking play, developing further knowledge of the principles and tactics of each. Pupils will begin to develop consistency and control in dribbling, passing and receiving a ball. They will also learn the basics of goalkeeping. Pupils will evaluate their own and other's performances, suggesting improvements. They will learn the importance of playing games fairly, abiding by the rules of the game and being respectful of their teammates, opponents and referees.
Vocabulary	Dribbling passing inside foot outside foot control attack defend control anticipation
Key Learning Objectives	<ul style="list-style-type: none"> ➤ Perform dribbling skills with accuracy, confidence and control. ➤ Perform passing skills with accuracy, confidence and control. ➤ I can use different parts of my feet to pass the ball ➤ I can strike a ball with control ➤ Develop a broader range of techniques for attacking and defending. ➤ Apply skills learnt (dribbling, passing, attacking and defending) to game situations
Suggested Learning Experiences	<ul style="list-style-type: none"> ➤ Begin by dribbling around the area keeping the ball under close control at own pace. ➤ Children to look for "traffic lights" which the teacher holds up in the air. ➤ Red cone means "Stop" ➤ Yellow cone means "Change direction" ➤ Green cone means "Speed up" ➤ Children must use eye contact, voice, body language to find a partner and pass/ swap balls accurately. ➤ Ghosts (Group Activity) ➤ Children in a suitably sized area. ➤ Choose an appropriate number of "Ghosts". ➤ Children in the game dribble around the area at their own pace. The aim of the game is for the non-ghosts to keep possession of their ball by close control and change of pace and direction. Ghosts act as defenders. ➤ Serve and pass: Children to be served a ball and then pass the ball through different coloured gates. Gates to be made wider or smaller depending on ability.



Title	Tennis
Overview	In this unit pupils develop their competencies in racket skills when playing Tennis. They learn specific skills such as a forehand, backhand, volley and underarm serve. Pupils are given opportunities to work cooperatively with others and show honesty and fair play when abiding by the rules. Pupils develop their tactical awareness, learning how to outwit an opponent.
Vocabulary	Forehand back hand serve volley drop shot lob balance attack defensive coordination release court
Key Learning Objectives	<ul style="list-style-type: none"> ➤ Understand importance of having good ABC's in tennis ➤ To be able to change direction of ball. ➤ To understand the ready position ➤ To be able to push ball using f/h and b/h ➤ To understand what shots can be used in attacking play ➤ To be able to use a tennis serve (underarm) to start play.
Suggested Learning Experiences	<ul style="list-style-type: none"> ➤ Practise hand grip. How many times can you keep the tennis ball up – focus on hand/eye coordination and feet movement. ➤ Children to play floor tennis, passing all over the net but staying in the court. ➤ Children to be served a ball then practise moving feet to make contact with the ball. ➤ Children to aim ball in different direction to hit into a coloured hoop (hoop colour called by server before releasing the ball). ➤ Movements and positioning for striking the ball (forehand and backhand). ➤ Use technique to have a rally. ➤ Play small court games using techniques learnt throughout the topic.



Title	Athletics
Overview	<p>In this unit, pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others.</p> <p>In this unit pupils learn the following athletic activities: running over longer distances, sprinting, relay, triple jump, shot put and javelin.</p>
Vocabulary	Pace reaction relay baton push accelerate pace teamwork jog triple jump shot put Javelin
Key Learning Objectives	<ul style="list-style-type: none"> ➤ To be able to apply different speeds over varying distances. ➤ To develop fluency and co-ordination when running for speed. ➤ To develop technique in relay changeovers. ➤ To develop technique and co-ordination in the triple jump. ➤ To develop throwing with force for longer distances. ➤ To develop throwing with greater control and technique.
Suggested Learning Experiences	<ul style="list-style-type: none"> ➤ I can choose the best pace for a running event. ➤ I can identify good athletic performance and explain why it is good. ➤ I can perform a range of jumps showing some technique. ➤ I can show control at take-off and landing in jumping activities. ➤ I can take on the role of coach, official and timer when working in a group. ➤ I can use feedback to improve my sprinting technique. ➤ I persevere to achieve my personal best. ➤ I show accuracy and power when throwing for distance.



Title	Rugby
Overview	<i>In this unit pupils will develop key skills and principles such as defending, attacking, throwing, catching, running and dodging. When attacking, pupils will support the ball carrier using width and drawing defence. When defending, pupils learn how to tag, how to track and slow down an opponent, working as a defensive unit. They will play collaboratively in both uneven and then even sided games. Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition. They develop their understanding of the importance of fair play and honesty while self-managing games, as well as developing their ability to evaluate their own and others' performances.</i>
Vocabulary	Attack Defend Pass Tag Mark Dodge Non-contact
Key Learning Objectives	<ul style="list-style-type: none"> • To develop attacking principles, understanding when to run and when to pass • To be able to use the 'forward pass' and 'offside' rules • To be able to play games using tagging rules • To develop dodging skills to lose a defender • To develop drawing defence and understanding when to pass • To be able to apply the rules and tactics you have learnt to play in a tag rugby tournament
Suggested Learning Experiences	<ul style="list-style-type: none"> • Ball keep away game • 3v3, 3v1, 3v2, 5v5, 2v2, 4v4 tag • Snake game • Tag bulldog • Through the gate game • Draw and pass game • Two attack game • Tag rugby tournament



Title	Dance
Overview	<p><i>Pupils will focus on developing an idea or theme into dance choreography. They will work in pairs and groups using different choreographing tools to create dances e.g. formations, timing, dynamics. Pupils will have opportunities to choreograph, perform and provide feedback on dance. Pupils think about how to use movement to convey ideas, emotions, feelings and characters. Pupils will show an awareness of keeping others safe and will have the opportunity to lead others through short warm ups.</i></p>
Vocabulary	<p>Dance Routine Repetition Canon Unison Rhythm Beat Travelling Dynamics Motifs</p>
Key Learning Objectives	<ul style="list-style-type: none"> • To copy and repeat a set dance phrase showing confidence in movements • To work with others to explore and develop the dance idea • To use changes in dynamics in response to the stimulus • To demonstrate a sense of rhythm and energy when performing bhangra style motifs • To perform a bhangra dance, showing an awareness of timing, formations and direction • To select, order, structure and perform movements in a bhangra style, showing various group formations.
Suggested Learning Experiences	<ul style="list-style-type: none"> • Clap, slap rhythm – children to pass a clap around the circle and then move to clapping a rhythm. Then add a 'jog, stop, clap' rhythm. • Practise with a partner the 'stamp, clap phrases' • In groups of 4, children to structure a dance by ordering the phrases • Children to use space and relationships to make their dance look interesting • Each group to perform their dance and receive feedback • Add bigger, more exaggerated movements with high energy (step, jump, turn) • Use words and sounds to create actions and consider the dynamics of those actions (e.g. swish, pop, bang) • Show Bhangra Dance L1 video and children to comment on the characteristics • Learn bhangra motifs and perform with music • Work in groups of 4 to create performance using the motifs they have learnt • Explore pathways within their routine, travelling in different ways • Create a class performance in which the children change formation (different circles of children and children swap places) • Children work in groups of 6 to structure their own bhangra performance using the motifs they have learnt (consider formations, timing – unison and canon, how many counts?) • Perform their group bhangra dance



Title	Gymnastics
Overview	<i>In this unit, pupils use their knowledge of compositional principles e.g. how to use variations in level, direction and pathway, how to combine and link actions, how to relate to a partner and apparatus, when developing sequences. They build trust when working collaboratively in larger groups, using formations to improve the aesthetics of their performances. Children are given opportunities to receive and provide feedback in order to make improvements on performances. In Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.</i>
Vocabulary	Straddle roll, forward roll, backward roll, counter balance, counter tension, bridge, shoulder stand, handstand, cartwheel, headstand, vault, responsibility, collaboration, communication, respect, confidence.
Key Learning Objectives	<ul style="list-style-type: none"> • To be able to develop the straddle, forward and backward roll. • To develop counter balance and counter tension. • To be able to perform inverted movements with control. • To be able to perform the progressions of a headstand and a cartwheel. • To be able to use flight from hands to travel over apparatus. • To be able to create a group sequence using formations and apparatus.
Suggested Learning Experiences	<ul style="list-style-type: none"> • Recap basic gymnastic shapes • Practice rolls – use videos to model and talk through each stage • Children to practice counter balance by sitting back to back and standing up without using their hands and counter tension by standing with their feet together, holding hands and leaning away from each other, then trying to sit down. • Work in pairs to create three different counter tension balances • Practice shoulder stands, bridge and handstand progressions (inverted movements) • Practice headstand and cartwheel progressions • Children to work in pairs to create a sequence of five actions (jumps, rolls and balances). Must include two inverted movements. Link together with travelling movements. • Practice movements that involve weight on hands, using a bench (bunny hops/front support walk) • Practice progressions of a vault (including linking any of the progressions to another skill, using a link action) • Discuss formations (how gymnasts in a group are positioned in relation to one another) and try some out with apparatus • Work in groups of four to create a sequence that includes three changes of formation and at least six actions (jumps, rolls, balances, travelling actions, inverted movements and shapes) • Watch each group's sequence and provide feedback answering given questions



Title	Cricket
Overview	<p><i>Pupils develop the range and quality of striking and fielding skills and their understanding of cricket. They learn how to play the different roles of bowler, wicket keeper, fielder and batter. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</i></p>
Vocabulary	<p>Throw Catch Bowl Run Field Batting Overarm Underarm Wicket keeping</p>
Key Learning Objectives	<ul style="list-style-type: none"> • To develop throwing accuracy and catching skills • To develop batting accuracy and directional batting • To develop catching skills (close/deep catching and wicket keeping) • To develop overarm bowling technique and accuracy • To develop a variety of fielding techniques and to use them within a game • To develop long and short barriers and apply them to a game situation
Suggested Learning Experiences	<ul style="list-style-type: none"> • Overarm throwing practise in pairs • 'Incoming' game • 5v1 catch cricket • Snowball tag • Grip, stance, swing practise • CRICKET game • Batters game • Close catching practise • Deep catching practise • Square ball • Overarm bowling technique – grip and movement practise • Target practice • Four bowler cricket • Overarm throwing practise • Two-handed pick up and throw • Run outs • Short barrier game • Long barrier game • Paired batting



Title	Tennis
Overview	These sessions will be taught at the tennis courts in Wortham by a specialist tennis coach.
Vocabulary	
Key Learning Objectives	
Suggested Learning Experiences	

Title	Athletics
Overview	<p><i>In this unit, pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others.</i></p> <p><i>In this unit pupils learn the following athletic activities: long distance running, sprinting, triple jump, discus and shot put.</i></p>
Vocabulary	<p>Jumping Running Throwing Power Control Take-off Landing Jog Pace Sprint Hurdle Push throw Pull throw</p>
Key Learning Objectives	<ul style="list-style-type: none"> • To work collaboratively with a partner to set a steady pace • To develop your own and others sprinting technique • To develop power, control and technique for the triple jump • To develop power, control and technique when throwing for distance • To develop throwing with force and accuracy for longer distances • To work collaboratively in a team to develop the officiating skills of measuring, timing and recording
Suggested Learning Experiences	<ul style="list-style-type: none"> • Set your pace activity • Double the distance activity • 6-minute run • Changing pace game • Sprinting technique practise • 400m challenge • Combining jumps – hop, step, jump • Standing trip jump



- 'Measure this' activity
- Exploring a run up
- Fling for accuracy
- Gripping a discus practice
- Shot put practice
- 'Throwing for accuracy' game
- Athlete, coach and official activity
- 'Athletics Meet' – competition involving running, jumping and throwing