

Phase & Year groups	Learning Area	Coverage	Vocabulary	End of Term Outcome	
Year 5 & 6 2021/22	<p align="center">Tag Rugby (Invasion Games) <i>Autumn 1</i></p>	<ul style="list-style-type: none"> Apply and develop a broader range of skills, using them in different ways and linking them to make actions and sequences of movement; Develop and understanding of how to improve in different physical activities and sports, and learn how to evaluate and recognise their own success 	<p>hop, obstacle, travel, space, movement , momentum, travelling, scanning, movement, waist, tag, tag rugby, pop pass, , eye contact, try, speed, agility, coordination, footwork, tagger, chase, grip, position, balance, tackle, tackle, drive Space, agility, balance, coordination, dodging, weaving, evading, bounce,</p>	<p align="center">Year 5</p> <p>Identify and use tactics to help their team keep the ball and take it towards the opposition's goal; Identify tactics that present opportunities to score Mark opponents and help each other in defence; Pick out things that could be improved in Performances and suggest ideas and practices to make them better To develop their own game and to be able to agree and teach the rules of it; Know how to make games safe; Be able to attempt to intercept Be able to participate in small sided game e.g. 5 aside Understand the need for warming up and working on body strength, tone and flexibility; Lead small groups in warmup activities</p>	<p align="center">Year 6</p> <p>Use different techniques for passing, controlling, running and throwing the ball in games; Apply basic principles of team play to keep possession of the ball; use marking, tackling and/or interception to improve their defence; Play effectively as part of a team; Know what position they are playing in and how to contribute when attacking and defending; Recognise their own and others' strengths and weaknesses in games Suggest ideas that will improve performance Be able to describe an attacking position and a defending position within a game situation; Know and understand positions that help attacking and defending positions within a game; Understand the importance of warming up and cooling down</p>
	<p align="center">Tennis (striking and fielding) <i>Autumn 2</i></p>	<ul style="list-style-type: none"> Continue to develop fundamental movement skills and become increasingly competent and confident; To know and understand the tactics in a range of striking and fielding games. 	<p>Space, agility, balance, coordination, dodging, weaving, evading, obstacle, travel, space, movement , momentum, travelling, scanning, movement, eye contact, disguise, speed, agility, coordination, bat, strike, balance, position, follow through, accuracy, high elbow, stance</p>	<p>Plays a range of basic shots on both sides of the body, move feet to hit ball; Plays modified games sending and returning a ball; Plays with others with some flow to the</p>	<p>Uses forehand, backhand and overhead shots with more confidence in games; Makes appropriate choices in games about the best shot</p>

				<p>game, keeping track of their own scores; Recognises where they should stand on the court when playing on their own and with others; Applies some control when returning the ball including foot placement, shot selection and aim; Be able to describe their scoring system;</p>	<p>to use; Starts games with the appropriate serve; Begins to use full scoring systems; Develops doubles play (team play for volleyball); Applietactics in games effectively; Understand the importance of warming up and cooling down;</p>
	<p>Gymnastics (Body Management) <i>Spring 1</i></p>	<ul style="list-style-type: none"> Continue to implement and develop a broader range of skills, learning how to use them in different ways and link them to make actions and sequence of movements; Enjoy communicating and collaborating 	<p>Entrance, exit, sequence, performance, travelling, balance, front support, back support, core, low level shapes, medium level shapes, flight, log roll, egg roll, tuck roll, pike, tuck, dish, arch, straddle, fluency, momentum, control</p>	<p>refine longer, more complex sequences for a performance, including changes in level, direction and speed; Choose actions, body shapes and balances from a wider range of themes and ideas; Adapt their performance to the demands of a task, using their knowledge of composition; Use basic set criteria to make simple judgements about performances and Suggest ways they could be improved Be able to link and perform multiple sequential elements e.g. up to 8 understand the</p>	<p>Make up longer, more complex sequences, including changes of direction, level and speed; Develop their own solutions to a task by choosing and applying a range of compositional principles; Combine and perform gymnastic actions, shapes and balances; Show clarity, fluency, accuracy and consistency in their movements; Say, in simple terms, why activity is good for their health, fitness and wellbeing; Show an awareness of factors influencing the quality of a performance and suggest aspects that need improving Be able to link at 3 different levels; Know and understand how to perform at different levels; Be able to link and perform multiple</p>

					<p>sequential elements e.g. up to 10 Be able to adapt an individual sequence to become a group sequence; Understand the importance of warming up and cooling down;</p>
	<p style="text-align: center;">Hockey (Invasion games) <i>Spring 2</i></p>	<ul style="list-style-type: none"> • Apply and develop a broader range of skills, using them in different ways and linking them to make actions and sequences of movement; • Develop and understanding of how to improve in different physical activities and sports, and learn how to evaluate and recognise their own success; • Further develop and understand resilience and fairness in sports; 	<p>Space, agility, balance, coordination, dodging, weaving, evading, obstacle, travel, space, movement, momentum, travelling, scanning, movement, eye contact, disguise, speed, agility, coordination, strike, elbow, drive, roll, bounce, bowl,</p>	<p>Pass, dribble and shoot with control in games; Identify and use tactics to help their team keep the ball and take it towards the opposition's goal; Identify tactics that present opportunities to score goals Mark opponents and help each other in defence; Pick out things that could be improved in Performances and suggest ideas and practices to make them better To develop their own game and to be able to agree and teach the rules of it; Know how to make games safe; Be able to attempt to intercept Be able to participate in small sided game e.g. 5 aside Understand the need for warming up and working on body strength, tone and flexibility; Lead small groups in warmup activities;</p>	<p>Use different techniques for passing, controlling, dribbling and shooting the ball in games; Apply basic principles of team play to keep possession of the ball; use marking, tackling and/or interception to improve their defence; Play effectively as part of a team; Know what position they are playing in and how to contribute when attacking and defending; Recognise their own and others' strengths and weaknesses in games; Suggest ideas that will improve performance Be able to describe an attacking position and a defending position within a game situation; Know and understand positions that help attacking and defending positions within a game; Understand the importance of warming up and</p>

	<p style="text-align: center;">Cricket (Striking and Fielding) <i>Summer 1</i></p>	<ul style="list-style-type: none"> Continue to develop fundamental movement skills and become increasingly competent and confident; To know and understand the tactics in a range of striking and fielding games. E.g. in cricket multiple fielders attempt to stop the batter's play; 	<p>Space, agility, balance, coordination, dodging, weaving, evading, obstacle, travel, space, movement, momentum, travelling, scanning, movement, eye contact, disguise, speed, agility, coordination, bat, strike, balance, position, follow through, accuracy, high elbow, stance, run, fielder, batter, wicket, bails</p>	<p>Strike a bowled ball with some accuracy; use a range of fielding skills, e.g. catching, throwing, bowling, intercepting, with growing control and consistency; Work collaboratively in pairs, group activities and small-sided games; Use and apply the basic rules consistently and fairly; Recognise the activities and exercises that need including in a warm up</p>	<p>Strike a bowled ball with precision ball; use a range of fielding skills, e.g. catching, throwing, bowling, intercepting, with growing control and consistency; Continue to work collaboratively in pairs, group activities and small-sided games; Continue to use and apply the basic rules consistently and fairly;</p>
	<p style="text-align: center;">Athletics <i>Summer 2</i></p>	<ul style="list-style-type: none"> Develop an understanding of how to improve in different physical activities and sports, and learn how to evaluate and recognise their own success 	<p>Running, jumping, throwing, sprint start, sprint, long distance, short distance, drive, set, forward, soft knees, safely, overarm, t position, gallop, flight, follow through, land, Phases, track, high knees, baton, relay, javelin, shotput, discus, tick-tock, shoulder aim, hand over, place</p>	<p>Understand and demonstrate the difference between sprinting and running for sustained periods; Know and demonstrate a range of throwing techniques; Throw with some accuracy and power into a target area; Perform a range of jumps, showing consistent technique and sometimes using a short run-up; Play different roles in small groups; Relate different types of activity to different heart rates and body temperatures, and use some of these activities when warming up;</p>	<p>Choose the best pace for a running event, so that they can sustain their running and improve on a personal target; Show control at take-off in jumping activities; Show accuracy and good technique when throwing for distance; Organise and manage an athletic event well; Understand how stamina and power help people to perform well in different athletic activities; Identify good athletic performance and explain why it is good, using agreed criteria</p> <p>Work creatively and imaginatively on</p>

	<p>Dance Summer 2</p>	<p>Continue to apply and develop a broad range of skills, learning how to use them in different ways and link them to make actions and sequences of movement; Become more competent, confident and expert in techniques, and understand what makes a performance effective and how to apply these principles to their own and others work;</p>	<p>Dance style, technique, formation, pattern, gesture, rhythm, motif, variation</p>	<p>Compose motifs and plan dances creatively and collaboratively in groups; Adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance they use; Perform different styles of dance clearly and fluently; Organise their own warmup and cool-down exercises; Show an understanding of safe exercising; Recognise and comment on dances, showing an understanding of style;</p>	<p>their own, with a partner and in a group to compose motifs and structure simple dances; Perform to an accompaniment expressively and sensitively; Perform dances fluently and with control; Warm up and cool down independently; Understand how dance helps to keep them healthy; Use appropriate criteria to evaluate and refine their own and others' work; Talk about dance with understanding, using</p>
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