

Physical Education

Striking Skills Year 3



Children will be taught to:

- Hold the bat/stick/racquet correctly
- Strike a ball using different bats/ sticks
- Aim for a target area.
- Follow through with their shots

Safety:

- Remove all jewellery including earrings.
- Long hair must be tied back.
- Wear suitable footwear.
- Use correct techniques.
- Complete a warm-up and cool-down.
- Shin pads to be worn

Things to think about:

- Hold the bat correctly.
- Keep your eye on the ball
- Take a back swing and follow through

Inspiring Athlete

Adam Lyth Yorkshire
Batsman



Key Vocabulary

Bat	Implement for striking a ball which could be held in a ...
Tee	Holds the ball still to be struck
Grip	How to hold the bat
Body Position / Stance	tThis changes as Sideways on to the ball (or where the ball is coming from)
Strike	The moment the bat hits the ball.
Back lift	Moving the bat Backwards before striking the ball..
Follow Through	Keep the bat moving in The direction you want the ball to go
Aim	Where you want the ball to go

Learn these key facts—key points in red

Body Position /Stance

Batter needs to be **sideways** on to the ball (if right handed—left foot and shoulder should be closer to the direction of the ball).

Weight slightly leaning forward to the ball.

Eyes **watching** the ball at all times



Cricket Bat

Using both hands—if right handed—**right hand** needs to be lower down the **grip** below left hand and vice versa..



One Handed

Using preferred hand—**head** of the bat to be **pointing up**.



Two Handed

Using both hands—if right handed—**right hand** needs to be higher up the **grip** below left hand and vice versa. Bat pointed up.



Areas of Study – Striking a Ball

Linked Sports

Cricket

- A bat and ball sport played on a wicket between two teams of 11.
- A sport played since medieval times
- Matches played in various forms: 20Twenty, 1-day and Test match (5 days)

Rounders

- Players try to hit the ball and run around the bases
- Played since the Tudor Times

Physical Education

Passing Skills (On the floor) Year 3

Children will be taught to:

- Send the ball using different apparatus
- Receive the ball the ball with different apparatus
- Control the ball using their feet or sticks
- Dribble around cones

Safety:

- Remove all jewellery including earrings.
- Long hair must be tied back.
- Wear suitable footwear.
- Use correct techniques.
- Complete a warm-up and cool-down.
- Shin pads worn in Hockey

Things to think about:

- Hold the stick correctly.
- Keep your eye on the ball
- Take a back swing and follow through.
- Keeping the ball close to you when dribbling

Inspiring Athlete

Marcus Rashford and
any Hockey player



Key Vocabulary

Awareness	Know where the ball is it all times when in possession.
Dodge	Move away from other players e.g. side stepping or changing direction.
Dribble	To move a ball using small touches from point A to point B.
Invasion	The aim of the game is to attack the other teams territory to score a goal/point.
Pass Success	Fully send and receive a ball to a teammate.
Pitch	Area in which games such as football, rugby and hockey are played
Possession	When your team have the ball.
Receive	Take possession of the ball from a teammate.
W / Target Hands	Important for Basketball
Send	Using your feet/hands or a stick push the ball to a teammate.
Space	An area of the pitch/court where you are not next to your teammate or opponent

Learn these key facts—key points in red

Sending the ball

Football—move towards the ball—non-striking foot planted to the side of the ball and swing striking foot at the ball.



Hockey—using the front of the stick line the ball up in the middle and push/strike towards your team-mate.



Receiving the ball

Football—watch the path of the ball and move to it—use the side (inside or outside) of your foot to cushion the ball to stop it.



Hockey—cushion the ball with the stick—try to receive the ball in a side on position.



Moving with the ball

It is important to be in control of the ball when you are moving with it as you may need to change direction, stop or accelerate with it quickly.

Football

Lots of small touches with your foot using either the inside, outside or top of your foot. Try to keep your toe pointing slightly down when touching the ball.



Hockey (Uni-hoc)

In uni-hoc you can use either side of the stick to move the ball. Keep the ball a comfortable distance from your body and take little touches on the ball to move it forwards.



Basketball

One hand only on the ball, push the ball with fingertips so the ball bounces to around hip height.

Areas of Study – Passing a ball

Linked Sports

Football

- The national sport for the UK- played by over 11 million men, women, boys, girls and those with disabilities in the UK.
- Played in different formats from 5 v 5 to 11 v 11

Hockey

- Similar to football, hockey is played 11 v 11 but a stick is used instead of feet
- Hockey is an Olympic Sport for both men and Women

Basketball

- Played 5 v 5 on a court
- Huge sport in the USA
- It is an Olympic Sport
- Score by shooting into a basket with a back board

Physical Education

Passing Skills (using hands) Year 3

Children will be taught to:

- Send the ball using different passing techniques
- Receive the ball the ball with different techniques
- Catch the ball confidently
- Have good special awareness in a game scenario.

Safety:

- Remove all jewellery including earrings.
- Long hair must be tied back.
- Wear suitable footwear.
- Use correct techniques.
- Complete a warm-up and cool-down.

Things to think about:

- Keeping the ball close to you when dribbling
- How hard you are passing the ball
- Which pass is the best for the situation
- Who you are passing to

Inspiring Athlete

Lebron James
American basketballer



Key Vocabulary

Court	Playing area where the game (netball, basketball, handball) takes place
Intercept	To gain possession on the ball when the other team are passing the ball
Invasion	The aim of the game is to attack the other teams territory to score a goal/point.
Pass	Successfully send and receive a ball to a teammate.
Pitch	Playing area for rugby.
Pivot	Keeping one foot on the floor—rotate body on that foot
Possession	When your team has the ball.
Receive	Take possession of the ball from a teammate
W / Target Hands	Important to catch the ball
Send	Using your feet/hands or a stick push the ball to team mate

Learn these key facts—key points in red

Different Passes

When playing sports such as netball and basketball passing is very important these are the 3 key passes.

Chest Pass

Both thumbs to the back of the ball, take the ball from your chest and send it to a teammate's chest (ball should not touch the floor). Fingers finish pointing towards the target and palms facing out.



Bounce Pass

Same setup at the chest pass with the exception of fingers end up pointing to the floor when you let go of the ball. Aim towards your teammate's feet— the ball should bounce once.



Shoulder Pass

One handed pass—cradle the ball in hand and lift the ball to shoulder—push the ball quickly towards your teammate. Foot position opposite foot forwards to the hand being used.



Rugby Pass

Two hands must be on the ball at all times (ideally holding the belly (wider part) of the ball—hold the ball close (but not tight) to your chest.



Areas of Study – Passing Skills (Hand)

Linked Sports

Netball

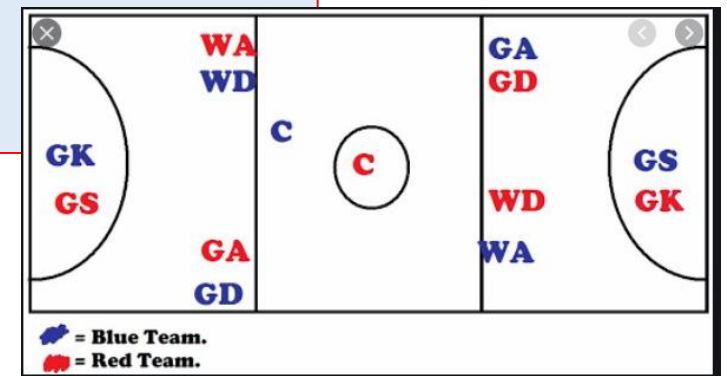
- Played on a court 7 v 7 at elite level
- Players have a set position and are only allowed in these areas.
- Boys and girls play at primary level but only girls at elite level

Rugby

- There are 2 forms of Rugby- Union 15 v 15 and League 13 v 13
- Both codes have a World Cup
- The ball is carried forward in Rugby but passes are only backwards
- Different forms include: Tag, Touch, Beach and 7's

Benchball

- Played in schools 7 v 7
- Aim is to get the ball to a team mate on an opponents bench



Physical Education

Stopping, throwing and rolling a ball Year 3

Children will be taught to:

- Stop a ball using different techniques
- Roll the ball accurately to your partner
- Throw the ball using different techniques (under and over arm)
- Release the ball when throwing accurately
- Catch the ball confidently
- To throw the ball confidently.

Safety:

- Remove all jewellery including earrings.
- Long hair must be tied back.
- Wear suitable footwear.
- Use correct techniques.
- Complete a warm-up and cool-down.

Things to think about:

- Which is the best method to use when stopping the ball
- How hard you are throwing the ball.
- Are you going to release the ball over or under arm?

Inspiring Athlete

Ben Stokes
England Cricket Star



Key Vocabulary

Catch	Stopping a moving object without it touching the group and keeping hold of it.
Roll	Sending a ball towards a desired target as close to the floor as possible.
Fielding	A combination of moving yourself, stopping, catching and throwing the ball.
Short Barrier	A quick way of stopping and picking up a ball.
Throw	Sending an object to a desired target through the air.
Underarm Throw	Used to propel an object over a short distance accurately .
Overarm Throw	Used when propelling an object for distance and/or speed.
Ready	Position A starting position when fielding to ensure the best chance of catching and stopping the ball.
In—Line	To follow the balls direction when it is going towards you—moving to the path of the ball.
Releasing the ball	The point of the throwing the ball.

Learn these key facts—key points in red

Ready Position

The ready position is a key starting point when fielding. It provides you with the best opportunity to **catch and/or stop the ball** and allows you to move into position quickly. This is done by being **on your toes** with your body weight slightly towards where the ball is coming from with hands ready.



Releasing the Ball

This is a vital skill for **throwing** control for both distance and aim. Where you release the ball from your hand will determine whether the ball goes high, low, to the side or at the target. Think Spiderman!



Short Barrier



The short barrier is a way of stopping and picking up a ball. It can be done with either **one or two hands**. The palm of your hands need to be able to '**see the ball**' with fingers

pointing towards the ground. You can also put your foot behind your hands in line with the ball as a back up in case you miss the ball with your hands.

Don't be a frog!!



Hand Position

This is used for **catching and stopping** (see short barrier) the ball. When catching with two hands your hands need to be together with **no big gaps**— if there is a gap the ball may go through your hands. This needs to be maintained until the catch is complete.



Areas of Study – Stopping a ball Year 3

Linked Sports

Cricket

- A bat and ball sport played on a wicket between two teams of 11.
- A sport played since medieval times
- Matches played in various forms: 20 Twenty, 1-day and Test match (5 days)

Rounders

- Players try to hit the ball and run around the bases
- Played since the Tudor Times



Physical Education

Children will be taught to:

- Travel with the ball keeping it under control when dribbling with increased consistency.
- Link movements such as dribbling, passing and shooting together fluently while on the move.
- Receive and stop the ball using different parts of the hockey stick.
- Make shots and passes with reasonable accuracy and consistency.
- Make tactical decisions within their performances and as a team.

Safety:

- Remove all jewellery including earrings.
- Long hair must be tied back.
- Wear suitable footwear.
- Use correct techniques.
- Complete a warm-up and cool-down.
- Shin pads to be worn

Things to think about:

- Make sure you have good control of the ball.
- Keep the ball close to your stick at all times.
- Think about the position of your hands on the stick when dribbling, shooting and passing

Inspiring Athlete

Barry Middleton,
Doncaster born
hockey player



Hockey

Key Vocabulary

Balance

The ability to maintain equilibrium when stationary or moving (i.e. not to fall over) through the coordinated actions of our sensory functions (eyes, ears and the proprioceptive organs in our joints).

Control

To perform movements and skills without losing your balance, change the speed and direction of movement

Travelling

The movement you make on a pitch

Attack

Movement towards an opponents goal within a game with the intention of scoring points.

Defend

Movement to protect your own goal with the aim of preventing your opponent scoring.

Defence

The positions on a pitch. It is the defences job to stop the opponent scoring.

Weave

When dribbling, the motion of quickly moving in between opponents

Receive

When the ball is given to you by a teammate.

Accuracy

Being able to pass and shoot at a desired location whether it is a teammate or a goal.

Dribbling

Travelling with the ball, keeping the ball close to your stick

Pass/ passing

Sending the ball to a team mate ,thinking about the pace and accuracy

Send

When you send the ball to a location through passing or shooting.

Physical Education

Cricket

Children will be taught to:

- Understand the rules of cricket and use them fairly.
- Throw the ball accurately with control and consistency when fielding.
- Catch the ball consistently when fielding using a variety of techniques.
- Apply skills gained to field effectively within a game.
- Bowl overarm with accuracy and consistency.
- Hold the bat correctly and bat with accuracy.
- Begin to use directional batting as a tactic and tactical fielding.

Safety:

- Remove all jewellery including earrings.
- Long hair must be tied back.
- Wear suitable footwear.
- Use correct techniques.
- Complete a warm-up and cool-down.

Things to think about:

- Remember to move into the ball when batting to give it more power.
- When catching cup your hands or move closer to the ground.
- Think about the direction you could hit and throw the ball

Inspiring Athlete

Joe Root
England cricket
captain



Key Vocabulary

Stumps/wickets

Three vertical posts with bails on the top which a bowler or fielder aims for

Bowl

The motion of sending a ball for the batter to hit. Usually overarm

Bowler

The person who bowls the ball

Batsman

The person who hits the ball with the bat

Fielder

A person on the bowling team whose job it is to stop or catch the ball

Accuracy

To be able to throw the ball or bat the ball at a specific target

Four

An amount scored when the ball goes past the boundary and has hit the ground at least once before

Six

An amount scored when the ball goes past the boundary without bouncing

Boundary

The circle area around the outside of the pitch.

Long barrier

A way of stopping the ball.

Recap of the previous years

Learn these key facts—key points in red

Ready Position

The ready position is a key starting point when fielding. It provides you with the best opportunity to **catch and/or stop the ball** and allows you to move into position quickly. This is done by being **on your toes** with your body weight slightly towards where the ball is coming from with hands ready.



Short Barrier



The short barrier is a way of stopping and picking up a ball. It can be done with either **one or two hands**. The palm of your hands need to be able to **'see the ball'** with fingers **pointing towards the ground**. You can also put

your foot behind your hands in line with the ball as a back up in case you miss the ball with your hands.



Don't be a frog!!

Releasing the Ball

This is a vital skill for **throwing** control for both distance and aim. Where you release the ball from your hand will determine whether the ball goes high, low, to the side or at the target. Think Spiderman!



Hand Position

This is used for **catching and stopping** (see short barrier) the ball. When catching with two hands your hands need to be together with **no big gaps**—if there is a gap the ball may go through your hands. This needs to be maintained until the catch is complete.



Learn these key facts—key points in red

Body Position /Stance

Batter needs to be **sideways** on to the ball (if right handed—left foot and shoulder should be closer to the direction of the ball).

Weight slightly leaning forward to the ball.

Eyes watching the ball at all times



Cricket Bat

Using both hands—if right handed—**right hand** needs to be lower down the grip below left hand and vice versa.



One Handed

Using preferred hand—head of the **bat** to be pointing up.



Two Handed

Using both hands—if right handed—**right hand** needs to be higher up the grip below left hand and vice versa. Bat pointed up.



Year 4

Learn these key facts—key points in red

Fielder

When it is a teams turn to field the whole team at the same time become fielders. Fielders can use **any part of their body to field**, with **hands being the best option**. A fielder will need to use their skills to **prevent the batting side from scoring runs**. Remember the ball will move faster than you!



Batter



When a team is batting **only two members of that team are active**. This means that the rest of the team have to wait their turn. The batter 'on strike' may attempt to hit the ball to **score runs**, whilst the 'non striker' can not hit the ball, they may still need to run. Both of the active batters can out individually during a delivery, even the batter not on strike. In school/junior cricket players bat in pairs and if they are out then the team loses runs instead of not being allowed to bat any longer (as in adult cricket). All players usually bat.

Bowler - Underarm Bowl

Any of the team may bowl. Only **one player bowls at a time**. One of two ways to bowl the ball. It is not allowed in many grades of cricket unless agreed beforehand.

Underarm bowling is normally used for **beginners** and progresses into overarm bowling.



Run(s)

Usually the team with the **most runs** wins. Runs are scored in many ways: by **running**, **hitting boundaries** or **extras**.

Running: during a delivery, when the two batters change ends without being out. Do this once (single), twice (two) etc.

Boundaries: running is not necessary if the ball hits the marked boundary. If the ball does this having made contact with the ground, **four runs** are scored. If the ball does not bounce before hitting or going over the boundary, **six runs** are added.

Extras: runs that are not scored by the batter or added to the batters individual score and only added to the teams total. Examples of extras are **wides**, **no-balls**, **byes**, **leg byes** and **penalty runs**.

Year 5

Learn these key facts—key points in red



Overarm Bowl

Different to throwing. The arm must be kept straight up to 15 degrees and exceeding this results in a throw. The bowler's arm is above shoulder height, is a much faster way of bowling and is the 'legal' bowling action. Think about catapulting your arm over your head!



Long Barrier

The long barrier is a way of stopping and picking up a ball. It is used when the ball is hit harder or on an uneven playing surface. You need to make sure you are in line with the ball, be sideways to the ball and kneel down creating a barrier with no gaps. Collect the ball with fingers pointing down. The long barrier provides a better back up if you miss the ball with your hands.



Vertical/Straight bat Shots



A drive is what we think of for a straight bat



shot. Attempting to hit the ball in a vertical arc through the line of the ball. It is one of the most common shots and taught early on to juniors.

Horizontal/Cross bat Shots

Typically cross bat shots have a smaller chance of hitting the ball, however they are very effective when used well. The bat is swung in a horizontal arc and can create a lot of power when hitting the ball, especially for juniors.



Year 6

Learn these key facts—key points in red

Fielding Positions/Tactics

The captain or bowler needs to 'set the field'. This involves placing their team in specific positions to stop and catch the ball hit by the batter. Tactically players may need to change position depending on where each individual batter hits the ball or where they might hit it. Some players will generally be a specialist at certain position. The field changes with



a right or left handed batter.

Officials



Umpires and scorers are vital for the game to be played. The umpires call wides, no balls, byes, leg byes, boundaries etc. Each

decision has a sign to communicate with the scorers. It is useful for players to know these.

Ways to be out: Bowled, Caught, Run Out, Stumped, LBW, Timed Out, Handled the ball, Obstructing the field, Hit Wicket, Hit the ball twice.

Front foot batting

Typically used to hit a ball arriving between ankle and thigh height and can use either a straight (more frequent) or cross bat swing. It is used



to strike a 'full length' delivery from the bowler and can hit the ball along the floor or in the air.

Back foot batting

Typically used to hit a ball arriving between thigh and head height and can use either a straight or cross (more frequent) bat swing. It is used to strike a 'short length' delivery from the bowler

and can hit the ball along the floor or in the air. A backfoot provides a small amount of extra time to react to any lateral movement.



Physical Education

Football

Children will be taught to:

- Understand the rules of football
- Pass the ball accurately with the inside of the foot
- Strike the ball accurately
- Dribble the ball keeping the ball under control
- Shoot from different distances, positions and angles
- Choose suitable tactics to defend, attack, pass and receive the ball when playing a game
- Be able to evaluate their own performance and peer performance identifying how everyone can improve

Safety:

- Remove all jewellery including earrings.
- Long hair must be tied back.
- Wear suitable footwear.
- Use correct techniques.
- Complete a warm-up and cool-down.

Things to think about:

- What part of the foot to use when passing.
- use your awareness of space to receive the ball

Inspiring Athlete

John Stones

Barnsley Born

England International



Key Vocabulary

Receive

When the ball is given to you by a teammate.

Accuracy

Being able to pass and shoot at a desired location whether it is a teammate or a goal.

Pass / passing

Sending the ball to a team mate thinking about the pace and accuracy

Stamina

The ability to perform the physical activity for a sustained amount of time.

Foot

The body part you use to pass the ball

Attack

Movement towards an opponents goal within a game with the intention of scoring goals.

Defend

Movement to protect your own goal with the aim of preventing your opponent scoring.

Shoot

Use a range of power to strike a ball toward a target using both power and accuracy.

Physical Education

Netball

Children will be taught to:

- Understand the rules of netball and positions
- Catch the ball and keeping feet on the ground
- Throw the ball to a target accurately
- Use different passing types including; chest pass, shoulder pass and bounce pass
- Shoot from different distances, positions and angles
- Choose suitable tactics to defend, attack, pass and receive the ball when playing a game
- Be able to evaluate their own performance and peer performance identifying how everyone can improve

Safety:

- Remove all jewellery including earrings.
- Long hair must be tied back.
- Wear suitable footwear.
- Use correct techniques.
- Complete a warm-up and cool-down.

Things to think about:

- Which pass type is the best option
- When passing hold the ball with two hands and step forward into the pass.
- When catching use a glove or a W position

Inspiring Athlete

Helen Housby
England Netballer



Key Vocabulary

Receive

When the ball is given to you by a teammate.

Accuracy

Being able to pass and shoot at a desired location whether it is a teammate or a goal.

Pass / passing

Sending the ball to a team mate thinking about the pace and accuracy

Chest pass

To pass the ball with two hands from chest height.

Bounce pass

To pass the ball using two hands to a team mate where the ball bounces

Over Head Pass

To pass the ball with a motion above the head

Pivot

A motion of turning on one foot that you have landed on when receiving a pass.

Obstruction

When a player gets too closer and prevents an opponent from passing or shooting

Attack

Movement towards an opponents goal within a game with the intention of scoring points.

Defend

Movement to protect your own goal with the aim of preventing your opponent scoring.

Physical Education

Tennis

Children will be taught to:

- Understand the basic rules of tennis
- Consolidate throwing and catching skills
- Strike the ball with hand or racket
- Strike the ball at a target using control and accuracy
- Apply tactical skill and thinking to small games (i.e. hitting or throwing into space)
- Perform a forehand shot
- Perform a two handed back hand shot
- Hold the racket with correct grip

Safety:

- Remove all jewellery including earrings.
- Long hair must be tied back.
- Wear suitable footwear.
- Use correct techniques.
- Complete a warm-up and cool-down.

Things to think about:

- Which technique is better for the given shot? Forehand or backhand
- To have a rally with a partner
- Use spatial awareness to watch for partner if playing doubles
- Look for space to hit the ball into

Inspiring Athlete

Andy Murray
GB Tennis Star



Key Vocabulary

Balance	To keep steady when moving
Control	To perform movement and skills without losing balance, changing speed and direction of movement.
Travelling	The movement across the court
Court	The pitch Tennis is played on.
Spatial awareness	Being aware of what is happening around you.
Accuracy	Being able to strike the ball into a target area
Forehand	Striking the ball with the front of your racket and front of the hand
Rally	When two players hit the ball consecutively back and forth to each other
Backhand	When a player strikes the ball one or two handed across their body back at the opponent
Serve	The rally starts by someone hitting the ball over the net into the serve box
Racquet	The equipment used to strike the ball.

Physical Education

Swimming

Children will be taught to:

- Perform self- rescue in different scenarios in the water.
- To swim confidently and competently over a distance of **at least 25 metres**
- To use a range of strokes effectively, for example; Front Crawl, Back Stroke and Breast Stroke

Safety:

- Remove all jewellery including earrings.
- Long hair must be tied back.
- Wear a suitable costume, swimming trunks
- Use correct techniques.
- Wear goggles

Things to think about:

- Arm technique
- Leg technique
- Breathing

Inspiring Athlete

Joanne Jackson
Olympic swimmer



Key Vocabulary

Water Safety

Children learn how to swim and are taught how to stay safe in the water by a swimming instructor.

Breast stroke

A swimming stroke. Swimming with your chest facing downwards and push your arms ahead under the water and pulled towards yourself forwards while doing frog kicks with your legs

Front Crawl

A swimming stroke; arms are moved alternatively over head while kicking your feet

Back stroke

Laying on your back, your arms rotate backwards one at a time while your legs kick..

Freestyle

Swimming face down, you circle your arms forward through the air and backwards through the water while kicking

Butterfly

Rotate both arms forward just above the water and use them to pull your body through the water while lifting your head and chest into the air. At the same time you propel your legs in a dolphin type kick.



Physical Education

Gymnastics (3/4)

Children will be taught to:

- Adapt sequences to suit different types of apparatus (3)
- Explain how strength and suppleness affect performance (3)
- Compare and contrast gymnastic sequences (3)
- Work in a controlled way (4)
- Include changes of speed and direction (4)
- Include a range of shapes (4)
- Work with a partner to create, repeat and improve a sequence with at least 3 phases (4)

Safety:

- Remove all jewellery including earrings.
- Long hair must be tied back.
- Bare foot, removing shoes and socks
- Use correct techniques.
- Complete a warm up and cool down

Things to think about:

- Using the whole space provided
- Use the safe technique you have been taught
- Perform movements and balances with control

Inspiring Athlete

Nile Wilson

Olympic Gymnast from Leeds



Key Vocabulary

Sequence	The order of movements
Routine	When lots of movements join together
Balance	To stay steady in a position or shape
Control	To move without losing your balance, changing direction and the speed you move
Direction	The way you move: Forwards, Backwards, sideways up or down
Body Shape	Shapes created by using the body
Technique	The safe method that the performer has been taught to perform a skill for instance a forward roll
Travelling	How the performer moves within a routine
Fluency	To be able to move with ease and gracefulness
Element	A gymnastic skill such as a balance or roll
Point Balances	When a balance is performed using a certain point of the body
Canon	Performing the same movements and physical actions at the same time
Safety	Making sure the environment is clear and the techniques are performed correctly
Counter Balance	A balance where two performers take the weight of each other by pushing against each other.

Physical Education

Gymnastics (5/6)

Children will be taught to:

- Make complex and extended sequences (5)
- Combine action, balance and shape (5)
- Perform consistently to audiences (5)
- Combine my work with that of others (6)
- Link sequences to specific things (6)

Safety:

- Remove all jewellery including earrings.
- Long hair must be tied back.
- Bare foot, removing shoes and socks
- Use correct techniques.
- Complete a warm up and cool down

Things to think about:

- Using the whole space provided
- Use the safe technique you have been taught
- Perform movements and balances with control

Inspiring Athlete

Team GB Olympic Team

Key Vocabulary

Sequence	The order of movements
Routine	When lots of movements join together
Balance	To stay steady in a position or shape
Control	To move without losing your balance, changing direction and the speed you move
Direction	The way you move: Forwards, Backwards, sideways up or down
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Fluency	To be able to move with ease and gracefulness
Element	A gymnastic skill such as a balance or roll
Point Balances	When a balance is performed using a certain point of the body
Canon	Performing the same movements and physical actions at the same time
Safety	Making sure the environment is clear and the techniques are performed correctly
Counter Balance	A balance where two performers take the weight of each other by pushing against each other.

Physical Education

Dance

Children will be taught to:

- Improvise freely and translate ideas from a stimulus to a movement (3)
- Share and create phases with a partner and a small group (3)
- Repeat, remember and perform phases (3)
- Take the lead when working with a group (4)
- Use dance to communicate an idea (4)
- Compose my own dances in a creative way (5)
- Perform to an accompaniment (music) (5)
- Show clarity, fluency, accuracy and consistency through my own dance (5)
- Develop sequences in a specific style (6)
- Choose my own music and style (6)

Safety:

- Remove all jewellery including earrings.
- Long hair must be tied back.
- Bare foot, removing shoes and socks
- Use correct techniques.
- Complete a warm up and cool down

Things to think about:

- Using the whole space provided
- Use clear creative emotive body language
- Does your audience know the story of the dance?
- Can you find the rhythm?

Inspiring Athlete

Darcy Bussell



Key Vocabulary

Action / Reaction	Where one dancer reacts to another dancer's movements
Canon	People performing the same move one after the other.
Freeze Frame	Completely still in a set position
Choreograph	Create moves and motifs to perform
Count	Equal beats usually paired with the music—can be 4, 8, 16 or 32 in length
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Timing	Moving to the sound and beat of the music. Throughout a group dance individuals may have different timings to someone else in their group.
Trigger	Where another person, part of the music or a cue is used to trigger a dance move.
Unison	Two or more people doing a range of moves at the same time. through the movement of the body
Emotion/Feelings	Communicating through the movement of the body

Children will be taught to:

- Perform different techniques for throwing over a distance.
- Throw with accuracy to hit a target within javelin and shot put.
- Perform a fluent sprinting start technique and link smoothly to a running motion.
- Perform the hand over of a baton within a relay competition fluently.
- Perform a range of jumping techniques for standing long jump and speed bounce.
- Develop the technique to perform a triple jump.
- Discuss ways to improve technique and performance.

Safety:

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- Use correct techniques.
- Complete a warm up and cool down

Things to think about:

- Using the correct technique
- Where should the hand be when receiving and passing the baton
- Practise each section of a standing triple jump individually.

Inspiring Athlete

Katerina Johnson- Thompson,
British Heptathlete.



Key Vocabulary

Speed.	To move quickly
Acceleration	To go from still to moving at speed as fast as possible
Reaction Time	How quickly you react to a stimulus
Agility	The ability to speed up / slow down and change direction.
Finishing Line	Finishing line The point at which the timer stops—You DO NOT STOP HERE!
Momentum	Creating speed that is used to transfer into power for a jump, throw or to gain top speed as quickly as possible
Obstacle	An object such as a hurdle, post, tunnel or speed bounce
Consistency	Being able to perform the same skill accurately repetitively
Accuracy	Using aim to get objects to a target
Power	Force generated by your body to help move it
Relay	Working as a team to complete a race with a baton.

Sports Hall Athletics Year 2/3/4

Jumping



Long jump and 5 strides—**how far** can you go in

Long jump—1 jump
5 strides—5 steps



Vertical jump—**how high** can jump?



Speed Bounce—
in 20 seconds
how many 2 footed side to side jumps can you do?



Throwing

Chest push—using a basketball—**try to** send it as far as possible.



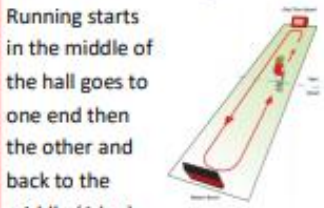
Overarm Throw—shuttlecock / foam javelin used.

How far can you throw it?



Running

Running starts in the middle of the hall goes to one end then the other and back to the middle (1 lap) - sometimes obstacles are on the track too. Individual or as a team



Sports Hall Athletics year 5/6

Jumping



Long jump—**two footed** single jump forward.

Triple Jump—**hop, step and jump** (single footed jumps)



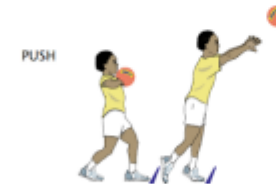
Vertical jump—**how high** can jump?

Speed Bounce—
in 20 seconds
how many 2 footed side to side jumps can you do?



Throwing

Chest push—using a basketball—**try to** send it as far as possible.



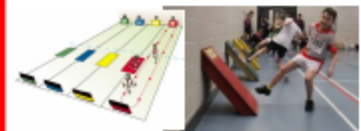
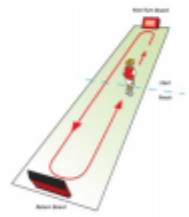
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Physical Education

OAA/Orienteering Year 3/4

Children will be taught to:

- Follow a map in a familiar context (3 and 4)
- Use clues to follow a route (3)
- Follow the Route Safely (3)
- Follow a route in a time limit (4)

Safety:

- Remove all jewellery including earrings.
- Long hair must be tied back.
- Bare foot, removing shoes and socks or trainers (all)
- Use correct techniques.
- Complete a warm up and cool down

Things to think about:

- Orientate the map using the control marker.
- Plan a safe route visiting all markers.
- Communicate with your team mates.

Key Vocabulary

Control Card	This is a card carried by each team to identify what they find at each marker.
Control marker	The stations scattered throughout a course that each team should visit.
Orientating the map	This is the map so it is held the right way around. You can find your location using the map features.
Grid References/Coordinates	Using the markers and grids on the map to identify locations of control markers.
Teamwork	Communicating and working with others to establish a goal.
Key	A set of symbols that marks human and physical features
Route	The direction that is aimed to be followed
Tactics	The plan and approach taken to

Physical Education

OAA/Orienteering Year 5/6

Children will be taught to:

- Follow a map in an unknown context and location (5)
- Use clues and compasses to navigate a route (5)
- Change my route to overcome a problem (5)
- Use new information to change the route (5)
- Plan a route and a series of clues for someone else (6)
- Plan with others, taking account of safety and danger (6)

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- Use correct techniques.
- Complete a warm up and cool down

Things to think about:

- Orientate the map using the control marker.
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Physical Education

Gymnastics (old)

Children will be taught to:

- Create Routines with up to 8 elements: Change of Direction, rolling action, travelling, Counter balances, counter tension balances, jumps and clear body shape
- Choose appropriate skills to suit the performance
- Link Movements un a routine together smoothly with precision and timing.
- Apply routines to a range of equipment, moving at different heights and shapes

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- Use correct techniques.
- Complete a warm up and cool down

Things to think about:

- Using the whole space provided
- Use the safe technique you have been taught
- Perform movements and balances with control

Inspiring Athlete

Nile Wilson

Olympic Gymnast from Leeds



Key Vocabulary

Sequence	The order of movements
Routine	When lots of movements join together
Balance	To stay steady in a position or shape
Control	To move without losing your balance, changing direction and the speed you move
Direction	The way you move: Forwards, Backwards, sideways up or down
Body Shape	Shapes created by using the body
Technique	The safe method that the performer has been taught to perform a skill for instance a forward roll
Travelling	How the performer moves within a routine
Fluency	To be able to move with ease and gracefulness
Element	A gymnastic skill such as a balance or roll
Point Balances	When a balance is performed using a certain point of the body
Canon	Performing the same movements and physical actions at the same time
Safety	Making sure the environment is clear and the techniques are performed correctly
Counter Balance	A balance where two performers take the weight of each other by pushing against each other.

Physical Education

Dance (old)

Children will be taught to:

- Copy and repeat routines in short phrases and perform with confidence
- Create own short sequence of movements showing imagination and creativity, linking movements slowly
- Explore and perform actions creatively in response to a musical stimulus
- Demonstrate the ability to move fluently with variation of speed height and direction
- Create and perform dance routines in different styles
- Analyse others performances and their own, identifying strengths and areas of improvement

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Things to think about:

- Using the whole space provided
- Use clear creative emotive body language
- Does your audience know the story of the dance?
- Can you find the rhythm?

Inspiring Athlete

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