



Knowledge and Skills Progression Overview

Guidance Areas		Autumn		Spring		Summer	
		Physical development – Moving & Handling	Physical Development – Health and Self Care	Personal, Social & Emotional Development – Making Relationships	Personal, Social & Emotional Development – Sense of Self	Personal, Social & Emotional Development – Understanding Emotions	Characteristics of Effective Learning – Engagement/Motivation/Thinking
EYFS	Nursery	<p>Sit comfortably on a chair, with both feet on the ground.</p> <p>Run safely on whole foot.</p> <p>Move in response to music or rhythms, i.e., slithering, twisting etc.</p> <p>Jump up or forward in the air with both feet leaving the floor.</p> <p>Begin to walk, run and climb on different levels/surfaces.</p> <p>Kick a ball stationary.</p> <p>Throw a ball with increasing force.</p> <p>Catch a large ball by using two hands to trap it.</p> <p>Climb up and down stairs/ladders.</p> <p>Use wheeled toys, i.e., pedalling, balancing etc.</p> <p>Try stretching, reaching, curling, twisting and turning activities.</p> <p>Pour a drink from an appropriately sized jug.</p> <p>Manipulate objects in their play.</p>	<p>Sleep for 10-13 hours in a 24-hour period.</p> <p>Feed oneself competently.</p> <p>Hold a cup with two hands and drink well without spilling.</p> <p>Develop self-independence for washing hands and brushing teeth.</p> <p>Develop control of bowel and bladder urges.</p> <p>Put on and take off clothing items.</p> <p>Recognise danger and seek support from significant adults.</p> <p>Express their thoughts and emotions through words.</p>	<p>Build relationships with special people.</p> <p>Separate from their close carers and explore new situations with support.</p> <p>Show understanding of others perspectives, ideas and needs that are different to theirs.</p> <p>Share toys with others.</p> <p>Begin to cooperate with familiar people.</p> <p>Seek out others to share experiences with.</p> <p>Choose to play with a child who has similar interests.</p>	<p>Know their name, preferences, interests and unique abilities.</p> <p>Develop understanding of differences in gender, ethnicity and ability.</p> <p>Show a sense of autonomy through making choices and decisions.</p> <p>Experiment with their own and other people's views of who they are through their play.</p> <p>Learn that actions have consequences.</p>	<p>Express self-aware emotions of pride and embarrassment.</p> <p>Understand that people can feel overwhelmed by intense emotions.</p> <p>Start to think about their feelings and manage their emotions.</p> <p>Seek comfort from familiar adults when necessary.</p> <p>Respond to the feelings of others, showing concern and offering comfort.</p> <p>Recognise some actions can hurt or harm others.</p> <p>Begin to stop themselves from doing something they should not.</p> <p>Participate more in collective cooperation as their understanding of some boundaries grow.</p>	<p>Engagement</p> <p>Finding out and exploring:</p> <ul style="list-style-type: none"> - Showing curiosity. - Using senses to explore the world around them. - Engaging in open-ended activities. - Showing particular interests. <p>Playing with what they know:</p> <ul style="list-style-type: none"> - Pretending objects are things from their experience. - Representing their experiences in play. - Taking on a role in their play. - Acting out experiences with other people. <p>Being willing to "have a go":</p> <ul style="list-style-type: none"> - Initiating activities. - Seeking challenge. - Showing a "can do" attitude. - Taking a risk, engaging in new experiences and learning by trial and error. <p>Motivation</p> <p>Being involved and concentrating:</p> <ul style="list-style-type: none"> - Showing a deep drive to know about more people and their world. - Maintaining focus. - Showing high levels of energy and involvement. - Not easily distracted.



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	Reception	<p>Move in different ways, adapting oneself to reduce risk. Jump off an object and land appropriately, showing stability and balance. Negotiate space successfully to avoid obstacles in games. Travel with confidence and skills, under, over and through equipment. Show increasing control over an object in pushing, throwing, catching etc. Handle tools, objects and malleable materials safely and with control. Show preference for a dominant hand. Use and hold a pencil correctly to retrace vertical lines and form recognisable letters.</p>	<p>Eat a range of healthy foods. Describe a range of different food textures. Describe physical changes to the body that can occur when feeling various emotions. Establish a daily routine in relation to eating, toileting and sleeping. Understand that enough exercise, good food and hygiene, drinking water and sleeping can contribute to good health. Consider and manage some risks by acting or giving verbal warnings to others. Know how to transport and store equipment safely.</p>	<p>Represent their learning on social interactions from their relationships with close adults, in their play and relationships with others. Understand different points of view. Challenge their own and others' thinking. Understand other's needs, wants and behaviours. Take steps to resolve conflicts by negotiating and finding a compromise. Show that they are proactive in seeking adult support. Understand what makes a consistent and stable relationship.</p>	<p>Recognise that they belong to different communities/social groups. Show sensitivity to prejudice and discrimination. Show confidence in speaking to others about their own needs, wants, interests and opinions. Describe themselves in positive but realistic terms. Know what they want to do in their play and how they can go about it. Show confidence in choosing resources.</p>	<p>Understand their own and other people's feelings. Talk about their own and others' feelings and behaviour. Attempt to repair a situation where they have caused upset. Understand how their actions impact other people. Manage their feelings and tolerate situations in which their wishes cannot be met. Seek support and practical help in challenging situations. Aware of behavioural expectations. Sensitive to the ideas of justice and fairness. Seek ways to manage conflict.</p>	<ul style="list-style-type: none"> - Paying attention to details. <p>Keeping on trying:</p> <ul style="list-style-type: none"> - Persisting when challenges occur. - Showing belief that more effort will pay off. - Bouncing back after difficulties. <p>Enjoying achieving what they set out to do:</p> <ul style="list-style-type: none"> - Showing satisfaction in meeting goals. - Being proud of how they accomplished something. - Enjoy meeting challenges for their own sake. <p>Thinking</p> <p>Having their own ideas (creative thinking):</p> <ul style="list-style-type: none"> - Thinking of new, meaningful ideas. - Playing with possibilities. - Visualising and imagining options. - Finding new ways to do things. <p>Making links:</p> <ul style="list-style-type: none"> - Making links and noticing patterns in their experience. - Making predictions. - Testing ideas. - Developing ideas of grouping, sequences, cause and effect. <p>Working with ideas (critical thinking):</p> <ul style="list-style-type: none"> - Plan and make decisions about how to approach a task and solve problems. - Check how well their activities are going. - Flexibly changing strategies as needed. - Review how well the approach worked.
	Continuous Provision	<ul style="list-style-type: none"> • One classroom set up as a physical development base, i.e. climbing structure, heavy equipment & open-ended construction areas. • Fine motor skill activities, i.e. play-doh stations, tinker tables, lose parts areas to manipulate and deconstruct. • Climbing/swinging areas. • Equipment to improve balance, i.e. balance bikes. • Water area for tipping and pouring. • Indoor and outdoor sand pits for raking, sweeping & digging. • Forest exploration including whittling and sawing, climbing trees and walking on uneven terrains. • Daily movement sessions, i.e. Jump Start Jonny, yoga, doh disco, listening attention songs and rainbow dancing. • PE rotation once per week (tasks in line with current stage of development). 					
	Guidance Areas	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
Year 1	Topic/Focus	Fundamentals	Gymnastics and Fitness (once all 6 objectives have been met)		Invasion	Teambuilding	Athletics
	Key knowledge	<u>Warm up/cool down</u> Concepts to know: -	<u>Key Vocabulary</u> Concepts to know: -		<u>Key Vocabulary</u> Concepts to know: -	<u>Key Vocabulary</u> Concepts to know: -	<u>Key Vocabulary</u> Concepts to know: -



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	<p>Consider how the body feels before, during and after exercise. Running makes your heartbeat faster.</p> <p>Vocabulary Bending, catching, bouncing, travelling, varied speeds (jog, run, sprint), throwing, balancing, direction, landing, safely, jumping, hopping, underarm and aiming.</p>	<p>Balance – holding a position with control. Travel – movement from one area to another. Roll – turn of the body. Sequence – two or more exercises together. Raising both arms (girls) to indicate you are ready before routine. Raising one arm (boys) to indicate you are ready before routine. Begin routines at the edge of a mat. Focusing on a point on the floor helps you maintain balance. Changing the STEP makes the task easier or harder – Space, Task, Equipment and People. Shapes - straight, tuck, star, straddle, dish and arch.</p> <p>Rolls – barrel, straight, forward roll progressions.</p> <p>For quality, gymnasts are expected to:</p> <ul style="list-style-type: none"> • Make their body stretched and long. • Stretch out their arms to help balance. • Stretch out their arms and legs when travelling. • Keep their head high. 	<p>Space, dodging, possession, opposition, competition, defenders and attackers</p> <p>Intercepting – stopping a player on the opposite team.</p>	<p>Teamwork, trust, communication, planning.</p> <p>Spatial awareness – knowing where your body is in relation to objects or other people.</p>	<p>Pace – keeping at an even speed to be able to keep running. Sprint – faster run, meaning your arms move faster. Jog – slower, longer run with lower arms. Power – being able to perform a movement that needs strength. Overarm – arm goes past the head. Underarm – arm goes past your hip. Strength Accuracy</p>	
	<p>Key skills</p>	<p>Explore balance, stability and landing safely. Explore how the body moves differently when running at different speeds. Explore changing direction and dodging. Explore jumping, hopping and skipping actions. Explore co-ordination and combining jumps. Explore combination jumping and skipping in an individual rope.</p>	<p>Explore travelling movements using the space around you. Develop quality when performing gymnastic shapes. Develop stability and control when performing balances. Develop technique and control when performing shape jumps. Develop technique in the barrel, straight and forward roll. Link gymnastic actions to create a sequence.</p> <p>Fitness Once all 6 objectives have been met or if the hall becomes unavailable, please see the unit 'Fitness' on GetSet4PE.</p>	<p>Develop dribbling towards a goal and understand what being 'In possession' means. Understand who to pass to and why when playing against a defender. Move towards a goal with the ball. Support a teammate when in possession. Move into space showing an awareness of defenders. Stay with a player when defending.</p>	<p>Co-operate and communicate with a partner to solve challenges. Explore and develop teamwork skills. Develop communication skills. Use communication skills to lead a partner. Plan with a partner and small group to solve problems. Communicate with a group to solve challenges.</p>	<p>Learn to move at different speeds for varying distances. Develop a foundation for balance and stability. Develop agility and co-ordination. Explore hopping, jumping and leaping for distance. Develop throwing for distance. Develop throwing for accuracy.</p>
Year 2	<p>Topic/Focus</p>	Invasion	Gymnastics and Fitness (once all 6 objectives have been met)	Fundamentals	Teambuilding	Athletics
	<p>Key knowledge</p>	<p>Warm up/cool down Staying healthy means doing things that are good for your body, i.e., exercise, eating nutritious foods and getting enough sleep.</p>	<p>Vocabulary <u>Concepts to know:-</u> Core strength – strength of the muscles in the stomach. Synchronise - when two people do the same thing at the same time. Fluent - the easy transition between</p>	<p>Key vocabulary <u>Concepts to know:</u> - Dodging, sprinting & balancing. Momentum – motion that an object has.</p>	<p>Key Vocabulary <u>Concepts to know:</u> - Trail, maps, diagrams, teamwork, cooperation, planning, seek and find, symbols.</p>	<p>Key Vocabulary <u>Concepts to know:</u> - Speed, power, strength & accuracy.</p> <p>- Longer strides will help you run faster.</p>



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		<p>Vocabulary Concepts to know: - Invasion Games – two teams & two goals, i.e. football, handball, rugby, netball, basketball & hockey. Possession – in control of the ball and can score a goal. Interception – winning control of the ball from the attacker in a fair way. Passing – Use the inside of your foot. Aim - look where you want the ball to go. Dribbling – little, controlled kicks of the ball. Attack – moving forward. Defence – stop your opponent from getting the ball.</p>	<p>movements. Controlled landing - 2 feet together and soft knees. Rolls – barrel, straight & forwards roll.</p> <p>Tuck, pike, straddle, back support sequence.</p> <p>For quality, gymnasts are expected to: -</p> <ul style="list-style-type: none"> • Point their toes. • Focus on a point on the floor to help them maintain balance • Keep their hands flat if they touch the floor during travel. • Extend their arms out in front when landing. 			<ul style="list-style-type: none"> - Shorter strides give you more power at the start of a sprint. - When jumping, both feet should come off the floor at the same time. - Arms help with balance and generate power. - Bending knees helps to jump. - Overarm throws are used for longer distances. - Underarm throws often have more control.
	Key skills	<p>Describe how the body feels during exercise. Understand what being in possession means and support a teammate to do this. Use a variety of skills to score goals. Develop stopping goals. Learn how to gain possession of the ball. Develop an understanding of marking an opponent. Learn to apply simple tactics for attacking and defending.</p>	<p>Perform gymnastics shapes and link them together. Use shapes to create balance, holding them for 5 seconds. Link travelling actions and balances using apparatus. Demonstrate different shapes, take off and landings when performing jumps. Develop rolling and sequence building. Develop sequence work on apparatus.</p> <p>Fitness Once all 6 objectives have been met or if the hall becomes unavailable, please see the unit 'Fitness' on GetSet4PE.</p>	<p>Develop balance, stability and landing safely. Show balance and co-ordination when running at different speeds. Develop changing direction and dodging. Develop and explore jumping, hopping and skipping actions with some balance and control. Develop co-ordination and combining jumps. Develop combination jumping and skipping in an individual rope.</p>	<p>Follow instructions and work with others. Co-operate and communicate in a small group to solve challenges. Create a plan with a group to solve challenges. Communicate effectively and develop trust. Work as a group to solve problems. Work with a group to copy and create a basic map.</p>	<p>Develop the sprinting action. Jump for distance and land with control. Develop a technique when jumping for height. Use overarm throws to throw for distance. Develop throwing for accuracy. Develop a technique when taking part in an athletics carousel.</p>
Year 3	Topic/Focus	Hockey	Gymnastics and Fitness (once all 6 objectives have been met)	Basketball	Rounders	Athletics
	Key knowledge	<p>Warm up Concepts to know: - Warmups are important for increasing our heart rate and preparing our body for exercise.</p> <p>Vocabulary Interceptions, possession, opposition, defender, attacker, reverse.</p> <p>Indian dribble – dribbling the ball quickly to the left and right, moving forward as you do so.</p>	<p>Vocabulary Concepts to know: - Change in direction – turn in a jump before landing. Controlled landing – 2 feet together, soft knees and don't move your feet upon landing. Body tension – tensing all of your muscles to hold a shape. Point balance – balance on small body part Patch balance – balance on large body part (low level) Rhythmic – dance-like routines. Ramps help with forwards rolls.</p> <p>Momentum, rotate & extension.</p>	<p>Vocabulary Concepts to know: - Dribbling, passing, defending, intercepting, protective, travelling, shooting, space and possession.</p>	<p>Vocabulary Concepts to know: - Consecutive – following each other. Fielders Batters Bowling</p>	<p>Vocabulary Concepts to know: - Sprinting – 'hip to lip' action with high bent knees and elbows. Triple jump – 'hop, step and jump'. Long jump – one leap. Power Speed Strength Vertical Progressive</p>



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	Key skills	<p>Develop sending the ball with a push pass.</p> <p>Develop receiving the ball with control.</p> <p>Develop dribbling using the reverse stick (Indian dribble).</p> <p>Develop moving into space after passing the ball.</p> <p>Use an open stick to tackle against possession.</p> <p>Apply defending and attacking principles and skills in a hockey tournament.</p>	<p>Create interesting point and patch balances.</p> <p>Develop stepping into shape jumps with control.</p> <p>Develop the straight, barrel, and forward roll.</p> <p>Transition smoothly into and out of balances.</p> <p>Create a sequence with matching and contrasting actions and shapes.</p> <p>Create a partner sequence incorporating</p> <p>Fitness Once all 6 objectives have been met or if the hall becomes unavailable, please see the unit 'Fitness' on GetSet4PE.equipment.</p>	<p>Develop the attacking skill of dribbling.</p> <p>Use protective dribbling against an opponent.</p> <p>Develop the bounce and chest pass and begin to recognise when to use them.</p> <p>Develop tracking and defending an opponent.</p> <p>Develop the technique for the set shot.</p> <p>Apply the skills, rules and tactics learned to a mini tournament.</p>	<p>Play different roles in a game and begin to think tactically about each role.</p> <p>Develop the bowling action and learn the rules of bowling.</p> <p>Run around the outside of the bases and make decisions about when to stop and when to run.</p> <p>Field a ball using a two-handed pick up and short barrier.</p> <p>Develop batting technique and an understanding of where to hit the ball.</p> <p>Apply skills and rules learnt to play rounders.</p>	<p>Develop the sprinting technique and improve your personal best.</p> <p>Develop changeover relay events.</p> <p>Develop jumping technique in a range of approaches and take off positions.</p> <p>Develop throwing for distance and accuracy.</p> <p>Develop throwing for distance in a pull throw.</p> <p>Develop officiating and performing skills.</p>
Year 4	Topic/Focus	Football	Gymnastics and Fitness (once all 6 objectives have been met) Swimming occurs in Spring Term. Classes alternate, meaning only 2 terms of gymnastics.		Cricket	Netball
	Key knowledge	<p>Warm up</p> <p>Concepts to know: -</p> <p>Pulse raiser – an activity that raises the heart rate to increase blood flow to our muscles and increase body temperature.</p> <p>Dynamic stretching – movement-based type stretching to improve speed, agility and acceleration.</p> <p>Agility – ability to change direction to dodge an opponent.</p> <p>Co-ordination – ensuring the arms and legs are working together in an effective way.</p> <p>Strike – an accurate, driven shot kicked using the laces of the boot.</p> <p>Forwards/strikers – score goals for the team.</p> <p>Midfielders – link play between defenders and attackers.</p> <p>Defenders – prevent the opposition from scoring by working with the goalkeeper to protect the goal.</p> <p>Goalkeeper – protect the goal to stop an opponent from scoring.</p> <p>- Kicking the ball in the air makes it harder to control.</p>	<p>Vocabulary</p> <p>Concepts to know: -</p> <p>Focus on specific muscle groups, i.e. arms, legs etc.</p> <p>Inverted movement = actions when your hips go above your head.</p> <p>Movement themes – leading/following, meeting/parting and side by side.</p> <p>Shoulder stand – legs at 45-degree angle, roll upper arms outwards, hands on waist.</p> <p>Bridge</p> <p>Straddle Roll</p>	<p>Vocabulary</p> <p>Concepts to know: -</p> <p>Fielders, batters, striking, tracking & bowling.</p> <p>Wickets – 3 stumps with two bails across the top, defended by the batsman.</p> <p>Ball skills – wide fingers, eyes on the ball, soft hands.</p> <p>Overarm throw – arm higher than shoulder, elbow bent, point arm in direction of target after release.</p>	<p>Vocabulary</p> <p>Concepts to know: -</p> <p>Interception, possession, defence, attack, conceding.</p> <p>Footwork rule – land on one foot, place the other foot down, saying as they land 'one, two'.</p> <p>Pivot – pivot around on the foot that landed first (landing foot). Pivot on ball of your foot.</p>	



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		<ul style="list-style-type: none"> - Sticking to a position makes it easier to defend or score. - Changing direction quickly helps to get away from an opponent. <p>Key Vocabulary Interception Opponent Defending and attacking Tracking Possession</p>			
	Key skills	<p>Develop controlling the ball and dribbling under pressure. Develop passing to a teammate with some control. Control the ball with different parts of the body. Develop changing direction with the ball using an inside and outside hook. Track an opponent. Apply the rules and tactics you have learnt to play in a football tournament.</p>	<p>Develop individual and partner balances, which include a change of level and shape. Develop control in performing and landing rotation jumps. Develop the straight, barrel, forward and straddle roll. Develop strength in inverted movements. Create a partner sequence to include apparatus.</p> <p>Fitness Once all 6 objectives have been met or if the hall becomes unavailable, please see the unit 'Fitness' on GetSet4PE.</p>	<p>Develop overarm throwing and catching. Develop underarm bowling. Learn how to grip the bat and develop batting technique. Field a ball using two handed pick up and a short barrier. Develop overarm bowling technique. Apply skills learnt to mini cricket.</p>	<p>Develop passing and moving and play within the footwork rule. Develop passing and moving towards a goal. Develop movement skills to lose a defender. Defend an opponent and try to win the ball. Develop the shooting action. Develop playing using netball rules.</p>
Year 5	Topic/Focus	Athletics/X-Country	Gymnastics and Fitness (once all 6 objectives have been met)	Hockey	Netball Swimming occurs in Summer Term. Classes alternate, meaning only 1 term of netball.
	Key knowledge	<p>Warm up Pulse raiser knowledge – Understand the role of oxygen and carbon dioxide in blood flow, as well as rehydrating through drinking liquids and dehydrating through sweating. Dehydration – loss of water from body. Rehydration – intake of water.</p> <p>Specific muscle knowledge – calf, quadricep, hamstring, tricep and bicep.</p> <p>Vocabulary Key concepts to know: - 40% = steady jog 75% = increased pace 100% = sprint</p>	<p>Vocabulary Weight bearing balances – front and back support. Core strength – strength of the underlying muscles in the stomach to help with balancing/control. Roll – turn of the body which can be started in different positions. Hold balance for 5 seconds. Bridge – push hips off ground, lift chest, head relaxed, arms at side, palms flat on ground. Symmetrical balance – both sides are exactly the same. Asymmetrical balance – both sides are different. Unison – Together Canon – movements repeated exactly by others, i.e., Mexican wave. Synchronise/mirroring - when two people do the same thing at the same time.</p>	<p>Key concepts to know: - Defend using the stick to stop the ball and gain control. Sprinting with the ball is harder to control and this therefore makes it more difficult to shoot. Interception, possession, opposition, defender, attacker & reverse.</p>	<p>Vocabulary Key concepts to know: - Possession, opponent, interception, passing, shooting, support, pitch, attack and defend. Netball positions – centre, goal attack, goal defence, goal shooter and goalkeeper. Speed – quickness which is used to outwit an opponent. Contact – any action resulting in players touching or bumping each other. If this occurs, the opposing team receives a penalty pass. Dodging – moving from side to side to confuse players and escape them. Held ball – one player having possession of the ball for more than 3 seconds. Marking – staying close to opposition player to prevent them catching the ball. Footwork – When you lift up and place back down your landing foot. Conceding – to fail to stop an opposing team/person from winning a point/game.</p>



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		<p>Increased fitness = increased performance. Relay = usually involves four people. Baton = piece of equipment passed during a relay. Explosive power = force that comes from the muscles in the legs. Stamina = the ability/strength to keep doing something for a long time. Consistent, down sweep, upsweep, bounding, momentum.</p> <p>Jump in a straight line to increase distance.</p> <p>Run faster by taking bigger strides to create more power for a jump.</p> <p>Sprint - face forwards, elbows bent (hips to lips action), body upright, knees lifted high, balls of feet.</p>	<p>Backward roll & cartwheel.</p>			
	Key skills	<p>Apply different speeds over varying distances. Develop fluency and co-ordination when running for speed. Develop technique in relay changeovers. Develop technique and co-ordination in the triple jump. Show control at take-off and landing. Develop throwing with force for longer distances. Develop throwing with greater control and technique.</p>	<p>Perform symmetrical and asymmetrical balances. Develop the straight, forward, straddle and backward roll. Explore different methods of travelling, linking actions in both canon and synchronisation. Perform progressions in inverted movements. Explore matching and mirroring using actions both on the floor and on apparatus. Use strength and flexibility to improve the quality of performance. Create a partner sequence using apparatus.</p> <p>Fitness Once all 6 objectives have been met or if the hall becomes unavailable, please see the unit 'Fitness' on GetSet4PE.</p>	<p>Hold a hockey stick using the correct grip. Dribble a ball and with control to beat a defender. Develop sending the ball using a push pass. Pass the ball with increased accuracy from different speeds. Move into space to support a teammate. Develop using an open tick (block) tackle and jab tackle to gain possession of the ball. Defend using the hockey stick to gain possession of the ball. Mark an opponent and begin to block passes to the opposition. Play in a team competitively for points.</p>	<p>Know and understand the basic rules of netball. Develop moving and passing technique (one/two handed, bounce, chest, overhead, shoulder and underarm). Develop the use of attacking principle of creating and using space. Use passing effectively in a game. Change direction and lose a defender. Discuss defending tactics. Defend ball side and know when to go for interceptions. Develop shooting technique. Use and apply skills and tactics to small-sided games.</p>	
Year 6	Topic/Focus	<p>Athletics/X-Country and Fitness (once all 6 objectives have been met)</p> <p>Swimming occurs in Autumn Term. Classes alternate, meaning only 1 term of athletics/X-Country.</p>	Gymnastics	Basketball	Cricket	Rounders

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<p>Key knowledge</p>	<p>Vocabulary Concepts to know: - Block position gives an explosive start.</p>  <p>SMART S – specific M – measurable A – achievable R – realistic T – time related.</p> <p>Consistent, downswEEP, upswEEP, bounding, momentum.</p> <p>Stride well to increase the distance jumped.</p>	<p>Vocabulary Concepts to know: - Counter balance – person uses another person's weight to stay balanced by pushing against them. Counter tension – person uses another person's weight to stay balanced by pulling away from them. Inverted movements – gymnastics holds position upside down.</p> <p>Headstand, Handstand, Vault & Cartwheel</p>	<p>Vocabulary Concepts to know: - Dribbling, interception, opponent, passing, defending, attacking, possession, accuracy, fluency, fair play, honesty, perseverance, and competence.</p>	<p>Vocabulary Concepts to know: - Backstop, control, tactics, fielders, continuous, bowling, accuracy and scoring.</p>	<p>Vocabulary Concepts to know: - Fielders, continuous, striking, bowling, outwitting.</p> <p>Role of backstop – guides the bowler's ball to the batter and receives the ball if the batter hits it backwards.</p>
<p>Key skills</p>	<p>Work collaboratively with a partner to set a steady pace. Develop your own and others sprinting technique. Develop power, control and technique for the triple jump. Develop power, control and technique when throwing for distance. Develop throwing with force and accuracy for longer distances. Work collaboratively in a team to develop the officiating skills of measuring, timing and recording.</p> <p>Set appropriate goals which are SMART.</p> <p>Fitness Once all 6 objectives have been met or if the hall becomes unavailable, please see the unit 'Fitness' on GetSet4PE.</p>	<p>Develop the straddle, forward and backward roll. Develop counter balance and counter tension. Perform inverted movements with control. Perform the progressions of a headstand and cartwheel. Use flight from hands to travel over apparatus. Create a group sequence using formations and apparatus.</p>	<p>Develop protective dribbling against an opponent. Move into space to support a teammate. Choose when to pass and when to dribble. Track an opponent and use defensive techniques to win the ball. Perform a set shot and jump shot. Apply the rules and tactics to play in a basketball tournament.</p>	<p>Develop throwing accuracy and catching skills. Strike a bowled ball with increasing consistency and accuracy. Develop directional batting. Focus on catching skills (close/deep catching and wicket keeping). Develop overarm bowling technique and accuracy. Develop a variety of fielding techniques and use them within a game. Develop long and short barriers and apply them to a game situation.</p>	<p>Develop the bowling action and understand the role of the bowler. Develop the batting technique, striking the ball with increased consistency. Make decisions about where and when to send the ball to stump a batter out. Develop a variety of fielding techniques and when to use them in a game. Work collaboratively with others to get batters out. Develop long and short barriers in fielding and understand when to use them. Apply rules and skills you have learnt to play in a rounders tournament.</p>