



### Children will be taught to:

- Pupils should be taught to strike a ball off a tee
- To throw using underarm or overarm
- To field a ball and return to an area within a skill game
- Follow rules of a game
- Stop moving when the 'bowler' has the ball
- Play as a fielder and pass the ball back to the bowler to make the runner stop

### 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 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 Butler**



**THINK BIG**  
**SHOW TEAM SPIRIT**  
**DO THE RIGHT THING**

### Key Vocabulary

<b>Overarm throw</b>	An object throw from the shoulder and then forced forward. This throw is great for longer distances.
<b>Underarm throw</b>	Using an object to throw over a short distance accurately. It involves the transference of weight forwards as the straight- <b>throwing</b> arm swings through from the back to the front to release the object at hip height.
<b>Field</b>	Attempting to return the ball or object before the striking team complete a run between 2 markers.
<b>Strike</b>	Hitting a ball or object into an open space in the playing area.



### Children will be taught to:

- Explain the importance moving with control and awareness of space
- Move with some control and awareness of space
- Create a sequence using 3 or more linked actions combined with basic and intermediate balances
- Show contrasts on use of body and shape (such as small, tall, straight, curved)
- Balance on different points of the body, holding a still position
- Climb and travel safely on equipment
- Jump in a range of different of ways, showing control and balance on landing

### 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:

- Use all the space to perform.
- Use the safe technique you have been taught.
- Perform movements and balances with control

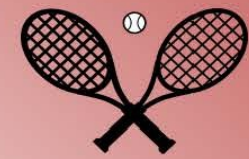
### Inspiring Athlete Max Whitlock



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### Key Vocabulary

<b>Sequence</b>	The order of movements within a routine.
<b>Routine</b>	When lots of shapes and movements join together to make a dance.
<b>Balance</b>	To stay still and steady in a position or shape.
<b>Control</b>	To dance without losing your balance, change the speed and direction you move.
<b>Direction</b>	The way you move: Forwards, backwards, sideways, up and down.
<b>Body Shape</b>	Shapes created through the position of the body.
<b>Technique</b>	The safe method performers have been taught to perform a skill such as a forward roll.
<b>Travelling</b>	How the performer decides to move within a routine on hands and feet.
<b>Fluency</b>	To be able to move with ease and gracefulness.
<b>Element</b>	A gymnastic skills such as a forward roll or balance.
<b>Point balances</b>	When a balance is performed on a number of points of the body.
<b>Canon</b>	Performing the same movements and physical actions at the same time.
<b>Body tension</b>	Tensing muscles to create a stable shape.
<b>Safety</b>	Making sure the environment around and techniques are performed properly.
<b>Counter balance</b>	A balance where two performers take each others weight by pushing against each other.



### Children will be taught to:

- Pupils should be taught participate in individual based skills, working in pairs,
- Develop simple tactics for rallying against a partner
- To begin to understand the principle of playing an attacking stroke/shot within games such as dodgeball and big ball tennis
- Play a variety of games to score
- Start to apply basic tactics

### 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:

- To pass to team mates using the correct part passes learnt.
- Try and get a rally going.
- Use spatial awareness to watch out for other players on the court if playing pairs.

### Inspiring Athlete

**Andy Murray**



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### Key Vocabulary

<b>Balance</b>	To stay still and steady in a position or shape.
<b>Control</b>	To perform movements and skills without losing your balance, change the speed and direction you move.
<b>Rally</b>	When players hit the ball over the net consecutively to each other.
<b>Serve</b>	The player starts a game by hitting the ball over the net into the serve box.
<b>Racquet</b>	The piece of equipment used to strike the ball.
<b>Backhand</b>	When the player strikes the ball using the back of their racquet and from across their body.

## Agility

**Children will be taught to:**

- Find space when asked and stay in a space during activity.
- Move in different directions & different ways independently whilst avoiding obstacles. Speed can be altered for different tasks when appropriate.

## Balance

**Children will be taught to:**

- Hold some static balances and send & receive objects whilst holding that balance.
- Safely move across a bench / smaller area without error.

## Coordination

**Children will be taught to:**

- Catch an object when rolled / thrown towards them and send the object back to another person.
- Take part in sending & receiving with a partner.

## Agility

The ability to change the direction of the body in an efficient and effective manner..

## Balance

The ability to hold your body upright and steady without falling down

## Dynamic Balance

The ability to maintain balance and control of the body whilst moving, such as hopping, jumping or running.

## Static Balance

The ability to maintain control of a position whilst remaining stationary – for example, balancing on one leg or holding a headstand.

## Coordination

The ability to move two or more body parts under control, smoothly and efficiently.

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### Children will be taught to:

- To demonstrate running, jumping, throwing and catching in isolation and in combination
- To move with control, agility and confidence
- Apply different types of movements linked to running to ensure it is embedded
- Jump with control both 1 footed and two footed
- Throw different objects in a variety of ways
- Complete an obstacle course with control and agility

### 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:

- Use correct techniques you have been shown.
- Where should your hand and arm be ready for the relay hand over.
- Gradual improvements by introducing techniques to a standing long jump.

### Inspiring Athlete Usain Bolt



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### Key Vocabulary

<b>Balance</b>	To stay still and steady in a position or shape.
<b>Throw</b>	Propel (something) with force through the air by a movement of the arm and hand.
<b>Run</b>	To move at a speed faster than a walk, never having both or all the feet on the ground at the same time.
<b>Jump</b>	Push oneself off a surface and into the air by using the muscles in one's legs and feet.
<b>Sprint</b>	Run at full speed over a short distance.
<b>Target</b>	An aim.



### Children will be taught to:

- Children should be taught to perform dances using simple movement patterns.
- Use movement imaginatively, responding to stimuli, including music and performing basic skills
- Change rhythm, speed, level and direction of their movements
- Create and perform dances using simple movement patterns, including those from different times and cultures
- Express and communicate ideas and feelings

### 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:

- Use all the space around you.
- Use clear creative and emotive body language.
- Do your audience know the story of your dance?
- Can you find the rhythm of music

### Inspiring Athlete Diversity



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### Key Vocabulary

<b>Speed</b>	The rate at which someone moves.
<b>Routine</b>	When lots of shapes and movements join together to make a dance.
<b>Balance</b>	To stay still and steady in a position or shape.
<b>Control</b>	To dance without losing your balance, change the speed and direction you move.
<b>Direction</b>	The way you move: Forwards, backwards, sideways, up and down.
<b>Mood</b>	How a character or person feels.
<b>Facial expression</b>	Using your face to show how you feel: Happy, sad, upset, angry.
<b>Interpretation</b>	When somebody explains and demonstrates their understanding of an image, piece of writing or music.
<b>Fluency</b>	To be able to move with ease and gracefulness.
<b>Phase</b>	A section of a dance routine.
<b>Timing</b>	Moving to the beat or rhythm within a piece of music.
<b>Theme</b>	The topic of the dance or story such as: adventure, horror, cultural, futuristic.
<b>Motif</b>	A short phrase of movements.
<b>Gesture</b>	Movements of the body to show how you feel.
<b>Stamina</b>	The ability to take part in physical activity over a period of time.



## Children will be taught to:

- Explain how they can make informed choices about healthy, active lifestyles both in school and beyond
- Participate in competitive and cooperative physical activities
- Apply tactics and creative ideas to tasks
- Orientate a simple map using features of the area and using a control marker.
- Continue to apply and develop a broader range of skills. Enjoy communicating, collaborating and competing with each other and how to improve
- Work cooperatively with a small team or partner to navigate a course.

### 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:

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

## Key Vocabulary

<b>Control Card</b>	This is the card carried by each team to identify what they find at each marker.
<b>Control marker</b>	The stations scattered throughout a course that each team should visit.
<b>Orientating the map.</b>	This is setting the map so it is held the right way round. You can find your location on the map using features.
<b>Stamina</b>	The ability to perform physical activity for a sustained period of time.
<b>Grid reference/ Coordinates</b>	Using the markers and grids on the map to identify locations of control markers.
<b>Teamwork</b>	Communicating and working with others to establish a goal.
<b>Key</b>	A set of symbols that marks human and physical features on a map.
<b>Route</b>	The direction they aim to go in order the visit each control marker.
<b>Tactics</b>	The plan and approach taken to try to win the competition.

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### Children will be taught to:

- Perform some dribbling skills with hands, feet and a stick using space
- Pass a ball accurately (hands & feet) over longer distances to a team mate
- Combine stopping, receiving, sending and passing in multiple forms to other players
- Make simple decisions about when /where to move in game to receive a ball

### 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:

- When catching reach for the ball with straight arms.
- When passing hold the ball with two hands and step forward into the pass.

### Inspiring Athlete

**Owen Farrell**



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### Key Vocabulary

<b>Balance</b>	To stay still and steady in a position or shape.
<b>Control</b>	To perform movements and skills without losing your balance, change the speed and direction you move.
<b>Attack</b>	Movement made towards the oppositions goal within a game to score points.
<b>Defend</b>	Movements made to protect the home teams goal, preventing the opposition from scoring.
<b>Defence</b>	The positions, whose job it is to stop the opposition from scoring.
<b>Weave</b>	When dribbling be able to move in a side to side motion.
<b>Receive</b>	When the ball is passed to a player. They are able to stop it and move on with it.
<b>Accuracy</b>	Being able to make passes and shots making sure they get to the location the player is aiming for.
<b>Passing</b>	Sending the ball to another member of your team.
<b>Sending</b>	When you send the ball to a location through shooting and passing.