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| National Curriculum | | Games | | Dance | | Gym | | Athletics | | Swimming | | Vocabulary |
| Use running, jumping, throwing and catching in isolation and in combination.  Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.  Develop flexibility, strength, technique, control and balance.  Take part in outdoor and adventurous activity challenges both individually and within a team.  Perform dances using a range of movement patterns.  Compare their performances with previous ones and demonstrate improvement to achieve their personal best.  Swimming:  Use a range of strokes effectively.  Swim competently, confidently and proficiently over a distance of at least 25 metres.  Perform safe self-rescue in different water-based situations. | | * Choose and combine skills in game situations (running, throwing, catching, passing, jumping and kicking) * Work alone and with a team to outwit an opponent / opposing team passing, jumping and kicking through practise and repetition of the skills * Use a range of shots and strokes to strike a ball in order to outwit the opponent, considering the direction of play   Act as a good role model within a team, taking a lead role when required | | * Choreograph creative and imaginative dance sequences, independently and in a group * Choreograph and perform more complex sequences * Demonstrate a consistent theme throughout a dance | | * Create longer, more complex gymnastic sequences that include a good range of well performed gymnastic elements * Incorporate a range of different speeds, directions, levels, pathways and body rotations during gymnastic performances * Rehearse, refine and perfect gymnastic skills | | * When running over a range of distances, show stamina, speed and control * Throw accurately, perfecting techniques by analysing the movement and body shape * Demonstrate control, balance and power in take-off and landing when jumping * Compete with others, recording results, setting targets and endeavouring to improve performance. | | * Swim competently, confidently and proficiently over a distance of at least 25m * Use a range of strokes effectively (front crawl, backstroke, breaststroke) * Perform safe self-rescue in different water-based situations | | Games  Striking, catching, own space, team, speed, direction, throw, kick, control, receive, passing, controlling, shooting, scoring, combination, attacking and defending, tactics, positioning, keep possession, scoring goals, keeping score, making space, pass/send/receive, travel with a ball, make use of space, control, clear direction, formal rules, play fair, awareness, accuracy, points/goals, rules, batting, fielding, hitting, techniques to pass, repetition of skills, forehand and backhand, bowled, volleyed, combine skills, opponent, opposition, shots, strokes, outwit, role model in sport  Dance  Travel, stillness, direction, patterns, beginnings, middles and ends, space, body parts, levels, speed, copy, repeat, control and coordination, dynamics, dance phrases, space, action and reaction, vary speed, sequence, pattern, controlled and expressed emotions, choreograph, consistent themes  Gym  Forwards, backwards, sideways, slow, roll, body parts, shape, jumping, climbing, points, position, jump, travel, stretch, wide, narrow, sequence, small, tall, straight, curved, balance, transition, apparatus, stretch, push, pull, step, spring, crawl, still, slowly, tall. Plan, fluent gymnastic, change in level, stable, strategies, skills and equipment, high, low, roll, copy, balance, weight transference, body rotations, pathways  Athletics:  Run, speed, distance, standing position, sprint, pace, variety of distances, target, control, techniques, analysing, compete and endeavouring to improve  Swimming:  Competently, proficient in stroke, front crawl, backstroke, breast stroke, safe rescue, |
| Challenge | | | | | | | | | | | | |
| Personal | Social | | Cognitive | | Creative | | Physical | | Health and fitness | | Cultural capital | |
| -I can create my own learning plan and revise that plan when necessary. I can accept critical feedback and make changes  -I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself appropriate targets.  -I cope well and react positively when things become difficult. I can persevere with a task and I can improve my performance through regular practice. | I can involve others and motivate those around me to perform better.  -I can give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately.  -I can cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task. | | --I can review, analyse and evaluate my own and others’ strengths and weaknesses and I can read and react to different game situations as they develop.  -I have a clear idea of how to develop my own and others’ work. I can recognise and suggest patterns of play which will increase chances of success and I can develop methods to outwit opponents.  -I can understand ways to judge performance and I can identify specific parts to continue to work upon. I can use my awareness of pace and others to make good decisions. | | -I can effectively disguise what I am about to do next. I can use variety and creativity to engage an audience.  -I can respond imaginatively to different situations, adapting and adjusting my skills, movement or tactics so they are different from or in contrast to others.  -I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or challenging. | | -I can effectively transfer skills and movements across a range of activities and sports. I can perform a variety of skills consistently and effectively in challenging or competitive situations.  -I can use combinations of skills confidently in sport specific contexts. I can perform a range of skills fluently and accurately in practice situations.  -I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities. | | -I can explain how individuals need different types and levels of fitness to be more effective in their activity/role/event. I can plan and follow my own basic fitness programme.  -I can self-select and perform appropriate warm up and cool down activities. I can identify possible dangers when planning an activity.  - I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working. | | Olympic values  Teamwork  National pride and achievement  Resilience  Improvement of performance- setting goals  Learning to win and loose  Team player  ambitions | |