



Physical Education at Fairfield

Physical Education	Athletics	Dance	Gymnastics	Health Related Fitness	Invasion Games	Net and Wall Games	Orienteering	Sports Leadership	Striking and Fielding Games
YR									
<u>Y1</u>	<u>Y1 Athletics</u>	<u>Y1 Dance</u>	<u>Y1 Gymnastics</u>	<u>Y1 Health Related Fitness</u>	<u>Y1 Invasion Games</u>				<u>Y1 Striking and Fielding Games</u>
<u>Y2</u>	<u>Y2 Athletics</u>	<u>Y2 Dance</u>	<u>Y2 Gymnastics</u>	<u>Y2 Health Related Fitness</u>	<u>Y2 Invasion Games</u>	<u>Y2 Net and Wall Games</u>			
<u>Y3</u>	<u>Y3 Athletics</u>	<u>Y3 Dance</u>	<u>Y3 Gymnastics</u>	<u>Y3 Health Related Fitness</u>	<u>Y3 Invasion Games</u>	<u>Y3 Net and Wall Games</u>	<u>Y3 Orienteering</u>		<u>Y3 Striking and Fielding Games</u>
<u>Y4</u>	<u>Y4 Athletics</u>		<u>Y4 Gymnastics</u>	<u>Y4 Health Related Fitness</u>	<u>Y4 Invasion Games</u>	<u>Y4 Net and Wall Games</u>	<u>Y4 Orienteering</u>		<u>Y4 Striking and Fielding Games</u>
<u>Y5</u>	<u>Y5 Athletics</u>		<u>Y5 Gymnastics</u>	<u>Y5 Health Related Fitness</u>	<u>Y5 Invasion Games</u>	<u>Y5 Net and Wall Games</u>		<u>Y5 Sports Leadership</u>	<u>Y5 Striking and Fielding Games</u>
<u>Y6</u>	<u>Y6 Athletics</u>			<u>Y6 Health Related Fitness</u>	<u>Y6 Invasion Games</u>	<u>Y6 Net and Wall Games</u>		<u>Y6 Sports Leadership</u>	<u>Y6 Striking and Fielding Games</u>

PE: Year 1 Athletics

Subject Specific Vocabulary

Start	A race starts out with the runners in their lane.
Endurance Running	is the ability to run continuously without stopping over a period of time
Jumping	push yourself off a surface and into the air by using the muscles in your legs and feet
Hurdles	is the act of running and jumping over an obstacle at speed
Relay Race	a track event consisting of a set number of stages, usually four, each leg run by a different member of a team. The runner finishing one leg is usually required to pass on a baton to the next runner while both are running in a marked .
Speed	the speed of something is the rate at which it moves or travels

The sport of athletics is defined by the many events which make up its competition programmes. All events within the sport are forms of running, walking, jumping or throwing. These events are divided into the sub-sports of **track** and **field** events.

By the End of this Unit Children Should be able to:

- practise existing basic running, throwing and jumping skills
- demonstrate some control and coordination when running and performing a jump or throw
- follow step-by-step instructions, copy actions and learn new techniques with some accuracy
- begin to combine running with jumping over hurdles
- perform the standing jump with some control
- Begin to combine and apply new skills and techniques with some success when participating in running, jumping and throwing activities and games

Transferable Skills

- Ability to Measure
- Team Work
- Throwing
- Speed
- Jumping
- Physical Endurance
- Co ordination
- Agility

Images



PE: Year 1 Dance

Subject Specific Vocabulary		Exercises developing or displaying physical agility and coordination. The modern sport of gymnastics typically involves exercises on bars, beam, floor, and vaulting horse	Transferable Skills
Jumps	gymnastics jumps are about height, flexibility, extension, form and speed.		<p>By the End of this Unit Children Should be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> use the skill of improvisation, responding to stimuli <input type="checkbox"/> change their movements according to different stimuli <input type="checkbox"/> combine and link a small number of movement phrases and patterns <input type="checkbox"/> use movements to tell a narrative <input type="checkbox"/> work co-operatively with a partner and in a small group <input type="checkbox"/> begin to understand the importance of warming up <input type="checkbox"/> combine and link an increasing number of movement phrases and patterns <input type="checkbox"/> begin to identify strengths and areas in which they could improve <input type="checkbox"/> show an awareness of other's movements, responding accordingly with their own Movements
Music	vocal or instrumental sounds (or both) combined in such a way as to produce beauty of form, harmony, and expression of emotion		
Improvisation	a performance that an actor, musician, or dancer has not practised or planned		
Co ordination	the use of the different elements of a complex body so as to enable them to work together effectively		
Narrative	a spoken or written account of connected events; a story		
Interpretation	the action of explaining the meaning of something		
Cooperation	the action or process of working together to the same end		
Performance	a theatrical representation of a story that is performed to music by trained dancers		
Balance	Staying in a steady position so that you do not fall		

PE: Year 1 Gymnastics

Subject Specific Vocabulary		Exercises developing or displaying physical agility and coordination. The modern sport of gymnastics typically involves exercises on bars, beam, floor, and vaulting horse	Transferable Skills
Jumping	gymnastics jumps are about height, flexibility, extension, form and speed.		<p>By the End of this Unit Children Should be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrate any new movement that they have learnt in the unit <input type="checkbox"/> Lift and carry equipment <input type="checkbox"/> Follow instruction <input type="checkbox"/> Bounce and Jump <input type="checkbox"/> Describe their partners movements
Rolls	A roll is the most basic, fundamental skill in gymnastics. A movement in which one's body is rolled forward	<ul style="list-style-type: none"> <input type="checkbox"/> Link different rolls or balances together to form a short routine <input type="checkbox"/> practise their own movements independently showing awareness of others around them <input type="checkbox"/> perform recognisable movements, e.g. a log roll or a teddy bear roll with some accuracy <input type="checkbox"/> describe how their performance has improved over the lesson 	
Balance	Staying in a steady position so that you do not fall		<ul style="list-style-type: none"> <input type="checkbox"/> Link different rolls or balances together to form a short routine <input type="checkbox"/> practise their own movements independently showing awareness of others around them <input type="checkbox"/> perform recognisable movements, e.g. a log roll or a teddy bear roll with some accuracy <input type="checkbox"/> describe how their performance has improved over the lesson
Partner Work	Working together with 2 or more people to perform an action eg roll or balance	<ul style="list-style-type: none"> <input type="checkbox"/> Link different rolls or balances together to form a short routine <input type="checkbox"/> practise their own movements independently showing awareness of others around them <input type="checkbox"/> perform recognisable movements, e.g. a log roll or a teddy bear roll with some accuracy <input type="checkbox"/> describe how their performance has improved over the lesson 	
Performance	Gymnastics is a sport involving the performance of exercises requiring physical strength, flexibility, power, agility, coordination, and balance		<ul style="list-style-type: none"> <input type="checkbox"/> Link different rolls or balances together to form a short routine <input type="checkbox"/> practise their own movements independently showing awareness of others around them <input type="checkbox"/> perform recognisable movements, e.g. a log roll or a teddy bear roll with some accuracy <input type="checkbox"/> describe how their performance has improved over the lesson
Co operation	Working with other within a group, in a sensible manner to achieve a performance or outcome	<ul style="list-style-type: none"> <input type="checkbox"/> Link different rolls or balances together to form a short routine <input type="checkbox"/> practise their own movements independently showing awareness of others around them <input type="checkbox"/> perform recognisable movements, e.g. a log roll or a teddy bear roll with some accuracy <input type="checkbox"/> describe how their performance has improved over the lesson 	
Gym Mats	Cushioned protective mats that the children practice their Gymnastic on.		<ul style="list-style-type: none"> <input type="checkbox"/> Link different rolls or balances together to form a short routine <input type="checkbox"/> practise their own movements independently showing awareness of others around them <input type="checkbox"/> perform recognisable movements, e.g. a log roll or a teddy bear roll with some accuracy <input type="checkbox"/> describe how their performance has improved over the lesson
		<ul style="list-style-type: none"> <input type="checkbox"/> Link different rolls or balances together to form a short routine <input type="checkbox"/> practise their own movements independently showing awareness of others around them <input type="checkbox"/> perform recognisable movements, e.g. a log roll or a teddy bear roll with some accuracy <input type="checkbox"/> describe how their performance has improved over the lesson 	
			<ul style="list-style-type: none"> <input type="checkbox"/> Link different rolls or balances together to form a short routine <input type="checkbox"/> practise their own movements independently showing awareness of others around them <input type="checkbox"/> perform recognisable movements, e.g. a log roll or a teddy bear roll with some accuracy <input type="checkbox"/> describe how their performance has improved over the lesson
		<ul style="list-style-type: none"> <input type="checkbox"/> Link different rolls or balances together to form a short routine <input type="checkbox"/> practise their own movements independently showing awareness of others around them <input type="checkbox"/> perform recognisable movements, e.g. a log roll or a teddy bear roll with some accuracy <input type="checkbox"/> describe how their performance has improved over the lesson 	

PE: Year 1 Health Related Fitness

Subject Specific Vocabulary		Health-related fitness involves exercise activities that you do in order to try to improve your physical and mental health and stay healthy, particularly in the categories of cardiovascular endurance, muscular strength, flexibility, muscular endurance and body composition	Transferable Skills
Exercises	form of body conditioning to a time between each station before moving on		<p>By the End of this Unit Children Should be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> understand why we warm-ups and cool-downs safely; <input type="checkbox"/> Experience trying to find their radial pulse and measure their pulse rate if possible
Physical & Mental Health	health is a state of complete physical, mental and social well-being. The World Health Organisation states that “there is no health without mental health.”	<ul style="list-style-type: none"> <input type="checkbox"/> understand that exercise effects my body and can identify at least 2 changes to their body that take place during exercise 	
Health & Safety	is risk assessment which identifies all the hazards and potential for harm		<ul style="list-style-type: none"> <input type="checkbox"/> understand that raising my pulse is good for the long term health of my heart and that the more often that pulse rate can be increased the better it is for their heart health
Heart Rate	the speed at which the heart beats	<ul style="list-style-type: none"> <input type="checkbox"/> Understand the link between regular physical exercise and its benefits for improving mental health to 	
Running	Running at a steady speed/pace without stopping		

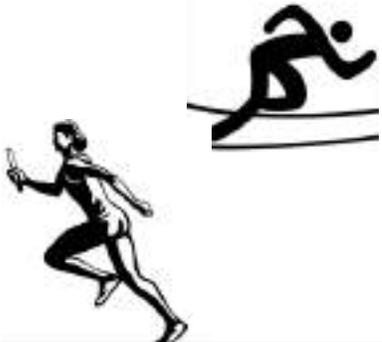
PE: Year 1 Invasion Games

Subject Specific Vocabulary		Invasion Games are team games whereby the main objective is for participants to invade their oppositions' territory in striving to score more points within the allocated time frame	Transferable Skills	
Team Work	Working together as a group not individuals.		<p>By the End of this Unit Children Should be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Travel in at least 2 different ways <input type="checkbox"/> Stop travelling to change direction <input type="checkbox"/> use the basic skill of dodging, including fake dodging, in isolation and sometimes in a game situation <input type="checkbox"/> Begin to travel with a ball using their feet and their hands <input type="checkbox"/> Change direction while travelling with a ball <input type="checkbox"/> follow rules in simple invasion games <input type="checkbox"/> Use their hands / feet to pass a ball to another player <input type="checkbox"/> with guidance, begin to use basic attacking and defending skills such as marking, dodging and intercepting 	<ul style="list-style-type: none"> <input type="checkbox"/> Spatial Awareness <input type="checkbox"/> Sending an Object <input type="checkbox"/> Receiving an Object <input type="checkbox"/> Footwork <input type="checkbox"/> Change of Speed <input type="checkbox"/> Dodging <input type="checkbox"/> Anticipation <input type="checkbox"/> Changing Direction
Dribble	Running with a ball close to your feet			
Attacking	making a forceful attempt to score or otherwise gain an advantage.			
Defending	To attempt to prevent the opposition from scoring while playing in or near a goal or area			
Passing	A pass consists of an intentional transfer of the ball from one player to another of the same team.			
Creating Space	Movement used to create space between the player with the ball and teammates			
Evade	To avoid or dodge the opponent			
Score	Involving a ball, by kicking, hitting, or throwing the ball towards the goal, Net or placing the ball over the 'try' line			
Agility	To change direction quickly without losing balance			
Tactics	The decisions and actions of players in the contest to gain an advantage over the opposing team or players			
			Images	
			 	

PE: Year 1 Striking & Fielding

Subject Specific Vocabulary		Striking/Fielding Games are activities in which players score points by striking an object and running to designated playing areas or prevent opponents from scoring by retrieving the object and returning it to stop the play.	Transferable Skills
Team Work	Working together as a group not individuals.		<p>By the End of this Unit Children Should be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Roll a ball and pick it up as it slows down <input type="checkbox"/> hold and swing a bat with one hand in order to connect with a bowled ball <input type="checkbox"/> use a simple underarm throw <input type="checkbox"/> Use an underarm 'sling' throw <input type="checkbox"/> run or walk forwards and backwards <input type="checkbox"/> know that we need to warm-up our bodies before exercising <input type="checkbox"/> throw a ball into a hoop <input type="checkbox"/> catch a ball thrown by a partner, with tow hands
Catching	the act of stopping a moving object (such as a ball) and holding it in your hands	<p>By the End of this Unit Children Should be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Roll a ball and pick it up as it slows down <input type="checkbox"/> hold and swing a bat with one hand in order to connect with a bowled ball <input type="checkbox"/> use a simple underarm throw <input type="checkbox"/> Use an underarm 'sling' throw <input type="checkbox"/> run or walk forwards and backwards <input type="checkbox"/> know that we need to warm-up our bodies before exercising <input type="checkbox"/> throw a ball into a hoop <input type="checkbox"/> catch a ball thrown by a partner, with tow hands 	
Under arm Throw	actions, such as throwing a ball, in which you do not raise your arm above your shoulder.		<p>By the End of this Unit Children Should be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Roll a ball and pick it up as it slows down <input type="checkbox"/> hold and swing a bat with one hand in order to connect with a bowled ball <input type="checkbox"/> use a simple underarm throw <input type="checkbox"/> Use an underarm 'sling' throw <input type="checkbox"/> run or walk forwards and backwards <input type="checkbox"/> know that we need to warm-up our bodies before exercising <input type="checkbox"/> throw a ball into a hoop <input type="checkbox"/> catch a ball thrown by a partner, with tow hands
Over-arm Throw	a throw made with the arm moving above the shoulder	<p>By the End of this Unit Children Should be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Roll a ball and pick it up as it slows down <input type="checkbox"/> hold and swing a bat with one hand in order to connect with a bowled ball <input type="checkbox"/> use a simple underarm throw <input type="checkbox"/> Use an underarm 'sling' throw <input type="checkbox"/> run or walk forwards and backwards <input type="checkbox"/> know that we need to warm-up our bodies before exercising <input type="checkbox"/> throw a ball into a hoop <input type="checkbox"/> catch a ball thrown by a partner, with tow hands 	
Batting	the action of hitting with or using a bat, especially in cricket or rounder's		<p>By the End of this Unit Children Should be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Roll a ball and pick it up as it slows down <input type="checkbox"/> hold and swing a bat with one hand in order to connect with a bowled ball <input type="checkbox"/> use a simple underarm throw <input type="checkbox"/> Use an underarm 'sling' throw <input type="checkbox"/> run or walk forwards and backwards <input type="checkbox"/> know that we need to warm-up our bodies before exercising <input type="checkbox"/> throw a ball into a hoop <input type="checkbox"/> catch a ball thrown by a partner, with tow hands
Fielding	attempt to catch or stop the ball and return it after it has been hit by the batsman or batter, thereby preventing runs being scored or base runners advancing	<p>By the End of this Unit Children Should be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Roll a ball and pick it up as it slows down <input type="checkbox"/> hold and swing a bat with one hand in order to connect with a bowled ball <input type="checkbox"/> use a simple underarm throw <input type="checkbox"/> Use an underarm 'sling' throw <input type="checkbox"/> run or walk forwards and backwards <input type="checkbox"/> know that we need to warm-up our bodies before exercising <input type="checkbox"/> throw a ball into a hoop <input type="checkbox"/> catch a ball thrown by a partner, with tow hands 	
Stumped	the wicket keeper in cricket taking the bails off the stumps with the ball before you return behind the crease		<p>By the End of this Unit Children Should be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Roll a ball and pick it up as it slows down <input type="checkbox"/> hold and swing a bat with one hand in order to connect with a bowled ball <input type="checkbox"/> use a simple underarm throw <input type="checkbox"/> Use an underarm 'sling' throw <input type="checkbox"/> run or walk forwards and backwards <input type="checkbox"/> know that we need to warm-up our bodies before exercising <input type="checkbox"/> throw a ball into a hoop <input type="checkbox"/> catch a ball thrown by a partner, with tow hands
Run Out	the act of being run out by a fielder with the ball hitting the stumps/base before you return	<p>By the End of this Unit Children Should be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Roll a ball and pick it up as it slows down <input type="checkbox"/> hold and swing a bat with one hand in order to connect with a bowled ball <input type="checkbox"/> use a simple underarm throw <input type="checkbox"/> Use an underarm 'sling' throw <input type="checkbox"/> run or walk forwards and backwards <input type="checkbox"/> know that we need to warm-up our bodies before exercising <input type="checkbox"/> throw a ball into a hoop <input type="checkbox"/> catch a ball thrown by a partner, with tow hands 	
Bowling	the action of a bowler in sending down balls towards the batsman's wicket		<p>By the End of this Unit Children Should be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Roll a ball and pick it up as it slows down <input type="checkbox"/> hold and swing a bat with one hand in order to connect with a bowled ball <input type="checkbox"/> use a simple underarm throw <input type="checkbox"/> Use an underarm 'sling' throw <input type="checkbox"/> run or walk forwards and backwards <input type="checkbox"/> know that we need to warm-up our bodies before exercising <input type="checkbox"/> throw a ball into a hoop <input type="checkbox"/> catch a ball thrown by a partner, with tow hands
Tactics	The decisions and actions of players in the contest to gain an advantage over the opposing team or players	<p>By the End of this Unit Children Should be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Roll a ball and pick it up as it slows down <input type="checkbox"/> hold and swing a bat with one hand in order to connect with a bowled ball <input type="checkbox"/> use a simple underarm throw <input type="checkbox"/> Use an underarm 'sling' throw <input type="checkbox"/> run or walk forwards and backwards <input type="checkbox"/> know that we need to warm-up our bodies before exercising <input type="checkbox"/> throw a ball into a hoop <input type="checkbox"/> catch a ball thrown by a partner, with tow hands 	

PE: Year 2 Athletics

Subject Specific Vocabulary		The sport of athletics is defined by the many events which make up its competition programmes. All events within the sport are forms of running, walking, jumping or throwing. These events are divided into the sub-sports of track and field events.	Transferable Skills
Sprint Start	a sprint is a short running race. A sprint race starts out with the runners in starting blocks in their lane.		<p>By the End of this Unit Children Should be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> practise existing basic running, throwing and jumping skills <input type="checkbox"/> demonstrate some control and coordination when running and performing a jump or throw <input type="checkbox"/> follow step-by-step instructions, copy actions and learn new techniques with some accuracy <input type="checkbox"/> begin to identify and demonstrate how different running techniques can affect their performance <input type="checkbox"/> Begin to combine and apply new skills and techniques with some success when participating in running, jumping and throwing activities and games <input type="checkbox"/> begin to combine running with jumping over hurdles <input type="checkbox"/> perform the standing long jump with some control <input type="checkbox"/> perform the underarm, overarm and push throws with some control, accuracy and success <input type="checkbox"/> follow step-by-step instructions and copy actions to learn new techniques with some accuracy
Endurance Running	is the ability to run continuously without stopping over a long period of time		
Jumping	push yourself off a surface and into the air by using the muscles in your legs and feet		
Throwing	propel an object, with force through the air by a movement of the arm and hand		
Measuring	finding out the exact distance, length or height of a jump or throw		
Hurdles	is the act of running and jumping over an obstacle at speed		
Relay Baton	a relay runner carries and passes a metal or wooden baton to the next runner	<p style="text-align: center;">Images</p> 	
Relay Race	a track event consisting of a set number of stages, usually four, each leg run by a different member of a team. The runner finishing one leg is usually required to pass on a baton to the next runner while both are running in a marked .		
Speed	the speed of something is the rate at which it moves or travels		
Time keeper	a person who measures or records the amount of time taken, especially in a sports competition		

PE: Year 2 Dance

Subject Specific Vocabulary		Exercises developing or displaying physical agility and coordination. The modern sport of gymnastics typically involves exercises on bars, beam, floor, and vaulting horse	Transferable Skills
Jumps	gymnastics jumps are about height, flexibility, extension, form and speed.		<p>By the End of this Unit Children Should be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> use the skill of improvisation, responding to stimuli <input type="checkbox"/> change their movements according to different stimuli <input type="checkbox"/> combine and link a small number of movement phrases and patterns <input type="checkbox"/> use movements to tell a narrative <input type="checkbox"/> work co-operatively with a partner and in a small group <input type="checkbox"/> begin to understand the importance of warming up <input type="checkbox"/> combine and link an increasing number of movement phrases and patterns <input type="checkbox"/> begin to identify strengths and areas in which they could improve <input type="checkbox"/> show an awareness of other's movements, responding accordingly with their own Movements
Music	vocal or instrumental sounds (or both) combined in such a way as to produce beauty of form, harmony, and expression of emotion		
Improvisation	a performance that an actor, musician, or dancer has not practised or planned		
Co ordination	the use of the different elements of a complex body so as to enable them to work together effectively		
Narrative	a spoken or written account of connected events; a story		
Interpretation	the action of explaining the meaning of something		
Cooperation	the action or process of working together to the same end		
Performance	a theatrical representation of a story that is performed to music by trained dancers		
Balance	Staying in a steady position so that you do not fall		

PE: Year 2 Gymnastics

Subject Specific Vocabulary		Exercises developing or displaying physical agility and coordination. The modern sport of gymnastics typically involves exercises on bars, beam, floor, and vaulting horse	Transferable Skills
Jumps	gymnastics jumps are about height, flexibility, extension, form and speed.		<p>By the End of this Unit Children Should be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrate any new movement that they have learnt in the unit
Spring Board	a board that can bend, helping people to jump higher when jumping		
Crash Mat	a thick padded mat used to cushion a landing or fall in sports or the performance of stunts	<ul style="list-style-type: none"> <input type="checkbox"/> practise and refine their own movements, 'spot' and advise others around them how to perform their <input type="checkbox"/> Demonstrate the ability to 'hold' a balance for a given amount of time <input type="checkbox"/> demonstrate the safe technique of dismounting the apparatus 	
Rolls	A roll is the most basic, fundamental skill in gymnastics. A movement in which one's body is rolled forward		
Somersault	an acrobatic movement in which a person turns head over heels in the air or on the ground and lands or finishes on their feet	<ul style="list-style-type: none"> <input type="checkbox"/> link a series of different rolls or balances together to form a short routine 	
Hand stand	an act of supporting the body on the hands with the trunk and legs balanced in the air		
Performance	gymnastics is a sport involving the performance of exercises requiring physical strength, flexibility, power, agility, coordination, and balance	<ul style="list-style-type: none"> <input type="checkbox"/> practise their own movements independently showing awareness of others around them <input type="checkbox"/> perform recognisable movements, e.g. a log roll or a forward roll with some accuracy 	<p>Images</p> 
Safety Spotter	Person who is standing in a position to aid/help the performer complete their action safely		
Balance	Staying in a steady position so that you do not fall	<ul style="list-style-type: none"> <input type="checkbox"/> describe how their performance has improved over the lesson 	

PE: Year 2 Health Related Fitness

Subject Specific Vocabulary		Health-related fitness involves exercise activities that you do in order to try to improve your physical and mental health and stay healthy, particularly in the categories of cardiovascular endurance, muscular strength, flexibility, muscular endurance and body composition	Transferable Skills
Exercises	form of body conditioning to a time between each station before moving on		<p>By the End of this Unit Children Should be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> understand why we warm-ups and cool-downs safely; <input type="checkbox"/> Experience trying to find their radial pulse and measure their pulse rate if possible
Physical & Mental Health	health is a state of complete physical, mental and social well-being. The World Health Organisation states that “there is no health without mental health.”	<ul style="list-style-type: none"> <input type="checkbox"/> understand that exercise effects my body and can identify at least 2 changes to their body that take place during exercise 	
Health & Safety	is risk assessment which identifies all the hazards and potential for harm		<ul style="list-style-type: none"> <input type="checkbox"/> understand that raising my pulse is good for the long term health of my heart and that the more often that pulse rate can be increased the better it is for their heart health
Heart Rate	the speed at which the heart beats	<ul style="list-style-type: none"> <input type="checkbox"/> Understand the link between regular physical exercise and its benefits for improving mental health to 	
Running	Running at a steady speed/pace without stopping		

PE: Year 2 Invasion Games

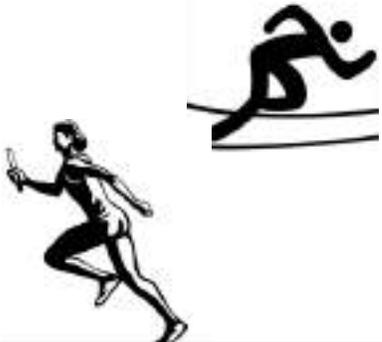
Subject Specific Vocabulary		<p><i>Invasion Games</i> are team games whereby the main objective is for participants to invade their oppositions' territory in striving to score more points within the allocated time frame</p> <p>By the End of this Unit Children Should be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> In pairs, help lead and take part in warm-ups <input type="checkbox"/> know the difference between attack and defence <input type="checkbox"/> move in multiple directions in isolation and sometimes in a game situation <input type="checkbox"/> use the basic skill of dodging, including fake dodging, in isolation and sometimes in a game situation <input type="checkbox"/> pass, receive and travel with a ball with some control and accuracy <input type="checkbox"/> occasionally contribute to the success of their team in attack and defence <input type="checkbox"/> follow rules in simple invasion games <input type="checkbox"/> with guidance, begin to use basic attacking and defending skills such as marking, dodging and intercepting <input type="checkbox"/> know what they and their team needs to do to keep possession and contribute to this occasionally 	Transferable Skills
Team Work	Working together as a group not individuals.		
Dribble	Running with a ball close to your feet		
Attacking	making a forceful attempt to score or otherwise gain an advantage.		
Defending	To attempt to prevent the opposition from scoring while playing in or near a goal or area		
Passing	A pass consists of an intentional transfer of the ball from one player to another of the same team.		
Creating Space	Movement used to create space between the player with the ball and teammates		
Evade	To avoid or dodge the opponent		
Score	Involving a ball, by kicking, hitting, or throwing the ball towards the goal, Net or placing the ball over the 'try' line		
Agility	To change direction quickly without losing balance		
Tactics	The decisions and actions of players in the contest to gain an advantage over the opposing team or players		
			Images
			 



PE: Year 2 Net/Wall Games

Subject Specific Vocabulary		<p><i>Net/Wall Games</i> are activities in which players send an object towards a court or target area that an opponent is defending. The aim is to cause the object to land in the target area while making it difficult for the opponent to return the object.</p> <p>By the End of this Unit Children Should be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> In pairs, help lead and take part in warm-ups <input type="checkbox"/> move with the ball using the correct dribbling technique in basketball game with increasing control, including changing direction; <input type="checkbox"/> Begin to demonstrate a shooting technique, with some accuracy <input type="checkbox"/> pass or receive the ball sometimes using the correct bounce or chest pass technique in the game of basketball, with some control <input type="checkbox"/> begin linking together different skills of dribbling and passing in a game of basketball, with some success <input type="checkbox"/> begin demonstrating an awareness of space in a game <input type="checkbox"/> demonstrate understanding of some rules when playing a new game like 'double dribble' or 'travelling' <input type="checkbox"/> begin to demonstrate knowledge of some techniques for defending in a game situation, with some success 	Transferable Skills
Team Work	Working together as a group not individuals.		<ul style="list-style-type: none"> <input type="checkbox"/> Spatial Awareness <input type="checkbox"/> Sending an Object <input type="checkbox"/> Receiving an Object <input type="checkbox"/> Footwork <input type="checkbox"/> Change of Speed <input type="checkbox"/> Dodging <input type="checkbox"/> Anticipation <input type="checkbox"/> Changing Direction
Dribble	Running with a ball close to your feet		
Attacking	making a forceful attempt to score or otherwise gain an advantage.		
Defending	To attempt to prevent the opposition from scoring while playing in or near a goal or area	<p style="text-align: center;">Images</p>	
Passing	A pass consists of an intentional transfer of the ball from one player to another of the same team.		
Creating Space	Movement used to create space between the player with the ball and teammates		
Evade	To avoid or dodge the opponent		
Score	Involving a ball, by kicking, hitting, or throwing the ball towards the goal, Net or placing the ball over the 'try' line		
Agility	To change direction quickly without losing balance		
Tactics	The decisions and actions of players in the contest to gain an advantage over the opposing team or players		

PE: Year 2 Athletics

Subject Specific Vocabulary		The sport of athletics is defined by the many events which make up its competition programmes. All events within the sport are forms of running, walking, jumping or throwing. These events are divided into the sub-sports of track and field events.	Transferable Skills
Sprint Start	a sprint is a short running race. A sprint race starts out with the runners in starting blocks in their lane.		<p>By the End of this Unit Children Should be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> practise existing basic running, throwing and jumping skills <input type="checkbox"/> demonstrate some control and coordination when running and performing a jump or throw <input type="checkbox"/> follow step-by-step instructions, copy actions and learn new techniques with some accuracy <input type="checkbox"/> begin to identify and demonstrate how different running techniques can affect their performance <input type="checkbox"/> Begin to combine and apply new skills and techniques with some success when participating in running, jumping and throwing activities and games <input type="checkbox"/> begin to combine running with jumping over hurdles <input type="checkbox"/> perform the standing long jump with some control <input type="checkbox"/> perform the underarm, overarm and push throws with some control, accuracy and success <input type="checkbox"/> follow step-by-step instructions and copy actions to learn new techniques with some accuracy
Endurance Running	is the ability to run continuously without stopping over a long period of time		
Jumping	push yourself off a surface and into the air by using the muscles in one's legs and feet		
Throwing	propel an object, with force through the air by a movement of the arm and hand		
Measuring	finding out the exact distance, length or height of a jump or throw		
Hurdles	is the act of running and jumping over an obstacle at speed		
Relay Baton	a relay runner carries and passes a metal or wooden baton to the next runner	<p>Images</p> 	
Relay Race	a track even consisting of a set number of stages, usually four, each leg run by a different member of a team. The runner finishing one leg is usually required to pass on a baton to the next runner while both are running in a marked .		
Speed	the speed of something is the rate at which it moves or travels		
Time keeper	a person who measures or records the amount of time taken, especially in a sports competition		

PE: Year 3 Dance

Subject Specific Vocabulary		Exercises developing or displaying physical agility and coordination. The modern sport of gymnastics typically involves exercises on bars, beam, floor, and vaulting horse	Transferable Skills
Jumps	gymnastics jumps are about height, flexibility, extension, form and speed.		<p>By the End of this Unit Children Should be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> use the skill of improvisation, responding to stimuli <input type="checkbox"/> change their movements according to different stimuli <input type="checkbox"/> combine and link a small number of movement phrases and patterns <input type="checkbox"/> use movements to tell a narrative <input type="checkbox"/> work co-operatively with a partner and in a small group <input type="checkbox"/> begin to understand the importance of warming up <input type="checkbox"/> combine and link an increasing number of movement phrases and patterns <input type="checkbox"/> begin to identify strengths and areas in which they could improve <input type="checkbox"/> show an awareness of other's movements, responding accordingly with their own Movements
Music	vocal or instrumental sounds (or both) combined in such a way as to produce beauty of form, harmony, and expression of emotion		
Improvisation	a performance that an actor, musician, or dancer has not practised or planned		
Co ordination	the use of the different elements of a complex body so as to enable them to work together effectively		
Narrative	a spoken or written account of connected events; a story		
Interpretation	the action of explaining the meaning of something		
Cooperation	the action or process of working together to the same end		
Performance	a theatrical representation of a story that is performed to music by trained dancers		
Balance	Staying in a steady position so that you do not fall		

PE: Year 3 Gymnastics

Subject Specific Vocabulary		Exercises developing or displaying physical agility and coordination. The modern sport of gymnastics typically involves exercises on bars, beam, floor, and vaulting horse	Transferable Skills
Jumps	gymnastics jumps are about height, flexibility, extension, form and speed.		<p>By the End of this Unit Children Should be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrate any new movement that they have learnt in the unit <input type="checkbox"/> practise and refine their own movements, 'spot' and advise others around them how to perform their <input type="checkbox"/> Demonstrate the ability to 'hold' a balance for a given amount of time <input type="checkbox"/> demonstrate the safe technique of dismounting the apparatus <input type="checkbox"/> link a series of different rolls or balances together to form a short routine <input type="checkbox"/> practise their own movements independently showing awareness of others around them <input type="checkbox"/> perform recognisable movements, e.g. a log roll or a forward roll with some accuracy <input type="checkbox"/> describe how their performance has improved over the lesson
Spring Board	a board that can bend, helping people to jump higher when jumping	<p>Images</p> 	
Crash Mat	a thick padded mat used to cushion a landing or fall in sports or the performance of stunts		
Rolls	A roll is the most basic, fundamental skill in gymnastics. A movement in which one's body is rolled forward		
Somersault	an acrobatic movement in which a person turns head over heels in the air or on the ground and lands or finishes on their feet		
Hand stand	an act of supporting the body on the hands with the trunk and legs balanced in the air		
Performance	gymnastics is a sport involving the performance of exercises requiring physical strength, flexibility, power, agility, coordination, and balance		
Safety Spotter	Person who is standing in a position to aid/help the performer complete their action safely		
Balance	Staying in a steady position so that you do not fall		

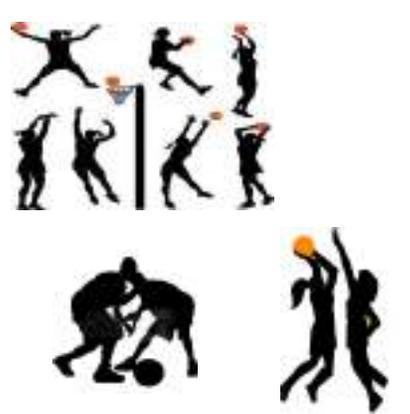
PE: Year 3 Health Related Fitness

Subject Specific Vocabulary		Health-related fitness involves exercise activities that you do in order to try to improve your physical and mental health and stay healthy, particularly in the categories of cardiovascular endurance, muscular strength, flexibility, muscular endurance and body composition	Transferable Skills
Circuit Training	form of body conditioning or resistance training with time between each station before moving on		<p>By the End of this Unit Children Should be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> help lead and take part in warm-ups and cool-downs safely; <input type="checkbox"/> find their radial pulse and measure their pulse rate
Physical & Mental Health	health is a state of complete physical, mental and social well-being. The World Health Organisation states that “there is no health without mental health.”		
Health & Safety	is risk assessment which identifies all the hazards and potential for harm	<ul style="list-style-type: none"> <input type="checkbox"/> understand what resistance exercise is and have experienced Circuit Training. 	<p>Images</p> 
Interval Running	Interval training involves running hard for short periods followed by longer recovery periods where you jog or even walk		
Continuous Running	also known as continuous exercise or steady state training without stopping	<ul style="list-style-type: none"> <input type="checkbox"/> understand that raising my pulse is good for the long term health of my heart and that the more often that pulse rate can be increased the better it is for their heart health 	
Heart Rate	the speed at which the heart beats		
Strength Training	an exercise in which a person uses their own body weight or ‘weights’ to increase their own strength	<ul style="list-style-type: none"> <input type="checkbox"/> Understand the link between regular physical exercise and its benefits for improving mental health also 	
		<ul style="list-style-type: none"> <input type="checkbox"/> understand that exercise effects my body and can identify at least 2 changes to their body that take place during exercise 	

PE: Year 3 Invasion Games

Subject Specific Vocabulary		<p><i>Invasion Games</i> are team games whereby the main objective is for participants to invade their oppositions' territory in striving to score more points within the allocated time frame</p> <p>By the End of this Unit Children Should be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> In pairs, help lead and take part in warm-ups <input type="checkbox"/> know the difference between attack and defence <input type="checkbox"/> move in multiple directions in isolation and sometimes in a game situation <input type="checkbox"/> use the basic skill of dodging, including fake dodging, in isolation and sometimes in a game situation <input type="checkbox"/> pass, receive and travel with a ball with some control and accuracy <input type="checkbox"/> occasionally contribute to the success of their team in attack and defence <input type="checkbox"/> follow rules in simple invasion games <input type="checkbox"/> with guidance, begin to use basic attacking and defending skills such as marking, dodging and intercepting <input type="checkbox"/> know what they and their team needs to do to keep possession and contribute to this occasionally 	Transferable Skills
Team Work	Working together as a group not individuals.		
Dribble	Running with a ball close to your feet		
Attacking	making a forceful attempt to score or otherwise gain an advantage.		
Defending	To attempt to prevent the opposition from scoring while playing in or near a goal or area		
Passing	A pass consists of an intentional transfer of the ball from one player to another of the same team.		
Creating Space	Movement used to create space between the player with the ball and teammates		
Evade	To avoid or dodge the opponent		
Score	Involving a ball, by kicking, hitting, or throwing the ball towards the goal, Net or placing the ball over the 'try' line		
Agility	To change direction quickly without losing balance		
Tactics	The decisions and actions of players in the contest to gain an advantage over the opposing team or players		
			Images
			 

PE: Year 3 Net/Wall Games

Subject Specific Vocabulary		<p><i>Net/Wall Games</i> are activities in which players send an object towards a court or target area that an opponent is defending. The aim is to cause the object to land in the target area while making it difficult for the opponent to return the object.</p> <p>By the End of this Unit Children Should be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> In pairs, help lead and take part in warm-ups <input type="checkbox"/> move with the ball using the correct dribbling technique in basketball game with increasing control, including changing direction; <input type="checkbox"/> Begin to demonstrate a shooting technique, with some accuracy <input type="checkbox"/> pass or receive the ball sometimes using the correct bounce or chest pass technique in the game of basketball, with some control <input type="checkbox"/> begin linking together different skills of dribbling and passing in a game of basketball, with some success <input type="checkbox"/> begin demonstrating an awareness of space in a game <input type="checkbox"/> demonstrate understanding of some rules when playing a new game like 'double dribble' or 'travelling' <input type="checkbox"/> begin to demonstrate knowledge of some techniques for defending in a game situation, with some success 	Transferable Skills
Team Work	Working together as a group not individuals.		<ul style="list-style-type: none"> <input type="checkbox"/> Spatial Awareness <input type="checkbox"/> Sending an Object <input type="checkbox"/> Receiving an Object <input type="checkbox"/> Footwork <input type="checkbox"/> Change of Speed <input type="checkbox"/> Dodging <input type="checkbox"/> Anticipation <input type="checkbox"/> Changing Direction
Dribble	Running with a ball close to your feet		
Attacking	making a forceful attempt to score or otherwise gain an advantage.		
Defending	To attempt to prevent the opposition from scoring while playing in or near a goal or area	<p style="text-align: center;">Images</p> 	
Passing	A pass consists of an intentional transfer of the ball from one player to another of the same team.		
Creating Space	Movement used to create space between the player with the ball and teammates		
Evade	To avoid or dodge the opponent		
Score	Involving a ball, by kicking, hitting, or throwing the ball towards the goal, Net or placing the ball over the 'try' line		
Agility	To change direction quickly without losing balance		
Tactics	The decisions and actions of players in the contest to gain an advantage over the opposing team or players		

PE: Year 3 Orienteering

Subject Specific Vocabulary		<p><i>Orienteering</i> is a group of sports that require navigational skills using a map and compass to navigate from point to point in diverse and usually unfamiliar terrain whilst moving at speed. Participants are given a topographical map, usually a specially prepared <i>orienteering</i> map, which they use to find control points.</p>	Transferable Skills
Topographical Map	A map is a representation of the earth, or part of it. The distinctive characteristic of a topographic map is the use of contour lines to show the shape of the earth		<p>By the End of this Unit Children Should be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> discuss why exercise is good for their health <input type="checkbox"/> follow multi-step instructions with support when necessary <input type="checkbox"/> know what equipment they would need for their activities <input type="checkbox"/> discuss how the body reacts at different times within the exercise period and how this affects their performance <input type="checkbox"/> orientate a map, with support if necessary <input type="checkbox"/> explain what teamwork involves and demonstrate some teamwork skills to help achieve the goal <input type="checkbox"/> be aware of how the weather may affect the courses they are completing <input type="checkbox"/> show leadership skills with growing confidence <input type="checkbox"/> In pairs, follow a map with a degree of confidence <input type="checkbox"/> know that they warm up before exercise <input type="checkbox"/> know the meaning of some common map symbols
Endurance Running	is the ability to run continuously without stopping over a long period of time		
Jumping	push yourself off a surface and into the air by using the muscles in one's legs and feet		
Compass	an instrument containing a magnetized pointer which shows the direction of magnetic north and bearings from it		
Terrain	defined as the specific physical features of an area of land. An example of terrain is a rocky and jagged coastline		
Control point	A control point (also control and checkpoint) is a marked waypoint used in orienteering		
Teamwork	the combined action of a group, especially when effective and efficient		
Speed	how fast something is travelling from one point to another point		
Map Orientation	turning the map around in your hands until it is facing the correct way		

PE: Year 3 Striking & Fielding

Subject Specific Vocabulary		Striking/Fielding Games are activities in which players score points by striking an object and running to designated playing areas or prevent opponents from scoring by retrieving the object and returning it to stop the play.	Transferable Skills
Team Work	Working together as a group not individuals.		<p>By the End of this Unit Children Should be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> In pairs, help lead and take part in warm-ups <input type="checkbox"/> hold and swing a rounders bat with one hand in order to connect with a bowled ball <input type="checkbox"/> bowl a rounders/cricket ball using an under arm technique in order to reach the batter <input type="checkbox"/> catch a ball when it is thrown directly to them <input type="checkbox"/> throw a ball overarm and underarm in the right direction <input type="checkbox"/> Use some tactics during a game when instructed and discuss with a partner how these will benefit the team <input type="checkbox"/> begin to identify strengths and areas in which they could improve. <input type="checkbox"/> move towards the correct space to catch a ball that is thrown or hit into the field
Catching	the act of stopping a moving object (such as a ball) and holding it in your hands	<p>By the End of this Unit Children Should be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> In pairs, help lead and take part in warm-ups <input type="checkbox"/> hold and swing a rounders bat with one hand in order to connect with a bowled ball <input type="checkbox"/> bowl a rounders/cricket ball using an under arm technique in order to reach the batter <input type="checkbox"/> catch a ball when it is thrown directly to them <input type="checkbox"/> throw a ball overarm and underarm in the right direction <input type="checkbox"/> Use some tactics during a game when instructed and discuss with a partner how these will benefit the team <input type="checkbox"/> begin to identify strengths and areas in which they could improve. <input type="checkbox"/> move towards the correct space to catch a ball that is thrown or hit into the field 	
Under arm Throw	actions, such as throwing a ball, in which you do not raise your arm above your shoulder.		<p>By the End of this Unit Children Should be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> In pairs, help lead and take part in warm-ups <input type="checkbox"/> hold and swing a rounders bat with one hand in order to connect with a bowled ball <input type="checkbox"/> bowl a rounders/cricket ball using an under arm technique in order to reach the batter <input type="checkbox"/> catch a ball when it is thrown directly to them <input type="checkbox"/> throw a ball overarm and underarm in the right direction <input type="checkbox"/> Use some tactics during a game when instructed and discuss with a partner how these will benefit the team <input type="checkbox"/> begin to identify strengths and areas in which they could improve. <input type="checkbox"/> move towards the correct space to catch a ball that is thrown or hit into the field
Over-arm Throw	a throw made with the arm moving above the shoulder	<p>By the End of this Unit Children Should be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> In pairs, help lead and take part in warm-ups <input type="checkbox"/> hold and swing a rounders bat with one hand in order to connect with a bowled ball <input type="checkbox"/> bowl a rounders/cricket ball using an under arm technique in order to reach the batter <input type="checkbox"/> catch a ball when it is thrown directly to them <input type="checkbox"/> throw a ball overarm and underarm in the right direction <input type="checkbox"/> Use some tactics during a game when instructed and discuss with a partner how these will benefit the team <input type="checkbox"/> begin to identify strengths and areas in which they could improve. <input type="checkbox"/> move towards the correct space to catch a ball that is thrown or hit into the field 	
Batting	the action of hitting with or using a bat, especially in cricket or rounder's		<p>By the End of this Unit Children Should be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> In pairs, help lead and take part in warm-ups <input type="checkbox"/> hold and swing a rounders bat with one hand in order to connect with a bowled ball <input type="checkbox"/> bowl a rounders/cricket ball using an under arm technique in order to reach the batter <input type="checkbox"/> catch a ball when it is thrown directly to them <input type="checkbox"/> throw a ball overarm and underarm in the right direction <input type="checkbox"/> Use some tactics during a game when instructed and discuss with a partner how these will benefit the team <input type="checkbox"/> begin to identify strengths and areas in which they could improve. <input type="checkbox"/> move towards the correct space to catch a ball that is thrown or hit into the field
Fielding	attempt to catch or stop the ball and return it after it has been hit by the batsman or batter, thereby preventing runs being scored or base runners advancing	<p>By the End of this Unit Children Should be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> In pairs, help lead and take part in warm-ups <input type="checkbox"/> hold and swing a rounders bat with one hand in order to connect with a bowled ball <input type="checkbox"/> bowl a rounders/cricket ball using an under arm technique in order to reach the batter <input type="checkbox"/> catch a ball when it is thrown directly to them <input type="checkbox"/> throw a ball overarm and underarm in the right direction <input type="checkbox"/> Use some tactics during a game when instructed and discuss with a partner how these will benefit the team <input type="checkbox"/> begin to identify strengths and areas in which they could improve. <input type="checkbox"/> move towards the correct space to catch a ball that is thrown or hit into the field 	
Stumped	the wicket keeper in cricket taking the bails off the stumps with the ball before you return behind the crease		<p>By the End of this Unit Children Should be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> In pairs, help lead and take part in warm-ups <input type="checkbox"/> hold and swing a rounders bat with one hand in order to connect with a bowled ball <input type="checkbox"/> bowl a rounders/cricket ball using an under arm technique in order to reach the batter <input type="checkbox"/> catch a ball when it is thrown directly to them <input type="checkbox"/> throw a ball overarm and underarm in the right direction <input type="checkbox"/> Use some tactics during a game when instructed and discuss with a partner how these will benefit the team <input type="checkbox"/> begin to identify strengths and areas in which they could improve. <input type="checkbox"/> move towards the correct space to catch a ball that is thrown or hit into the field
Run Out	the act of being run out by a fielder with the ball hitting the stumps/base before you return	<p>By the End of this Unit Children Should be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> In pairs, help lead and take part in warm-ups <input type="checkbox"/> hold and swing a rounders bat with one hand in order to connect with a bowled ball <input type="checkbox"/> bowl a rounders/cricket ball using an under arm technique in order to reach the batter <input type="checkbox"/> catch a ball when it is thrown directly to them <input type="checkbox"/> throw a ball overarm and underarm in the right direction <input type="checkbox"/> Use some tactics during a game when instructed and discuss with a partner how these will benefit the team <input type="checkbox"/> begin to identify strengths and areas in which they could improve. <input type="checkbox"/> move towards the correct space to catch a ball that is thrown or hit into the field 	
Bowling	the action of a bowler in sending down balls towards the batsman's wicket		<p>By the End of this Unit Children Should be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> In pairs, help lead and take part in warm-ups <input type="checkbox"/> hold and swing a rounders bat with one hand in order to connect with a bowled ball <input type="checkbox"/> bowl a rounders/cricket ball using an under arm technique in order to reach the batter <input type="checkbox"/> catch a ball when it is thrown directly to them <input type="checkbox"/> throw a ball overarm and underarm in the right direction <input type="checkbox"/> Use some tactics during a game when instructed and discuss with a partner how these will benefit the team <input type="checkbox"/> begin to identify strengths and areas in which they could improve. <input type="checkbox"/> move towards the correct space to catch a ball that is thrown or hit into the field
Tactics	The decisions and actions of players in the contest to gain an advantage over the opposing team or players	<p>By the End of this Unit Children Should be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> In pairs, help lead and take part in warm-ups <input type="checkbox"/> hold and swing a rounders bat with one hand in order to connect with a bowled ball <input type="checkbox"/> bowl a rounders/cricket ball using an under arm technique in order to reach the batter <input type="checkbox"/> catch a ball when it is thrown directly to them <input type="checkbox"/> throw a ball overarm and underarm in the right direction <input type="checkbox"/> Use some tactics during a game when instructed and discuss with a partner how these will benefit the team <input type="checkbox"/> begin to identify strengths and areas in which they could improve. <input type="checkbox"/> move towards the correct space to catch a ball that is thrown or hit into the field 	

PE: Year 4 Athletics

Subject Specific Vocabulary		The sport of athletics is defined by the many events which make up its competition programmes. All events within the sport are forms of running, walking, jumping or throwing. These events are divided into the sub-sports of track and field events.	Transferable Skills
Sprint Start	a sprint is a short running race. A sprint race starts out with the runners in starting blocks in their lane.		<p>By the End of this Unit Children Should be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> recognise and name some athletic events and techniques <input type="checkbox"/> practise existing basic running, throwing and jumping skills <input type="checkbox"/> show some control and co-ordination when running and performing a jump or throw <input type="checkbox"/> follow step-by-step instructions, copy actions and learn new techniques with some accuracy <input type="checkbox"/> identify aspects of how a skill or technique has been performed and suggest ways to improve performance <input type="checkbox"/> combine and apply new skills and techniques with some success when participating in running, jumping and throwing activities and games <input type="checkbox"/> work as part of a team <input type="checkbox"/> recognise how a skill or technique has been performed, but not necessarily how to improve performance
Endurance Running	is the ability to run continuously without stopping over a long period of time		
Jumping	push yourself off a surface and into the air by using the muscles in one's legs and feet		
Throwing	propel an object, with force through the air by a movement of the arm and hand		
Measuring	finding out the exact distance, length or height of a jump or throw		
Hurdles	is the act of running and jumping over an obstacle at speed		
Relay Baton	a relay runner carries and passes a metal or wooden baton to the next runner		
Relay Race	a track even consisting of a set number of stages, usually four, each leg run by a different member of a team. The runner finishing one leg is usually required to pass on a baton to the next runner while both are running in a marked .		
Speed	the speed of something is the rate at which it moves or travels		
Time keeper	a person who measures or records the amount of time taken, especially in a sports competition		
			Images
			

PE: Year 4 Gymnastics

Subject Specific Vocabulary		Exercises developing or displaying physical agility and coordination. The modern sport of gymnastics typically involves exercises on bars, beam, floor, and vaulting horse	Transferable Skills
Jumps	gymnastics jumps are about height, flexibility, extension, form and speed.		<p>By the End of this Unit Children Should be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> describe the new movements learnt in the unit <input type="checkbox"/> practise and refine their own movements, 'spot' and advise others around them and instinctively and creatively explore how to progress and extend their skills and abilities <input type="checkbox"/> link a series of different movements together to form a short routine <input type="checkbox"/> practise and refine their own movements independently showing awareness of others around them <input type="checkbox"/> perform recognisable movements, e.g. forward roll that looks like a forward roll <input type="checkbox"/> describe how their performance has improved over the lesson
Spring Board	a board that can bend, helping people to jump higher when jumping		
Crash Mat	a thick padded mat used to cushion a landing or fall in sports or the performance of stunts	<p>Images</p> 	
Rolls	A roll is the most basic, fundamental skill in gymnastics. A movement in which one's body is rolled forward		
Somersault	an acrobatic movement in which a person turns head over heels in the air or on the ground and lands or finishes on their feet		
Hand stand	an act of supporting the body on the hands with the trunk and legs balanced in the air		
Performance	gymnastics is a sport involving the performance of exercises requiring physical strength, flexibility, power, agility, coordination, and balance		
Safety Spotter	Person who is standing in a position to aid/help the performer complete their action safely		
Balance	Staying in a steady position so that you do not fall		

PE: Year 4 Health Related Fitness

Subject Specific Vocabulary		Health-related fitness involves exercise activities that you do in order to try to improve your physical and mental health and stay healthy, particularly in the categories of cardiovascular endurance, muscular strength, flexibility, muscular endurance and body composition	Transferable Skills
Circuit Training	form of body conditioning or resistance training with time between each station before moving on		<p>By the End of this Unit Children Should be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> help lead and take part in warm-ups and cool-downs safely; <input type="checkbox"/> find either my carotid pulse or radial pulse and measure their pulse rate <input type="checkbox"/> understand what resistance exercise is and have experienced Circuit Training. <input type="checkbox"/> understand that raising my pulse is good for the long term health of my heart and that the more often that pulse rate can be increased the better it is for their heart health <input type="checkbox"/> Understand the link between regular physical exercise and its benefits for improving mental health also <input type="checkbox"/> Discuss the benefits from two different types of training methods; Circuit training / Interval Running / Continuous Running <input type="checkbox"/> understand that exercise effects my body and can identify at least 2 changes to their body that take place during exercise
Physical & Mental Health	health is a state of complete physical, mental and social well-being. The World Health Organisation states that “there is no health without mental health.”		
Sit ups	a physical exercise designed to strengthen the abdominal muscles, in which a person sits up from a lying position		
Stretching	straighten or extend one's body or a part of one's body to its full length		
Health & Safety	is risk assessment which identifies all the hazards and potential for harm		
Interval Running	Interval training involves running hard for short periods followed by longer recovery periods where you jog or even walk	<p style="text-align: center;">Images</p> 	
Continuous Running	also known as continuous exercise or steady state training without stopping		
Heart Rate	the speed at which the heart beats.		
Strength Training	an exercise in which a person uses their own body weight or 'weights' to increase their own strength		

PE: Year 4 Invasion Games

Subject Specific Vocabulary		<p><i>Invasion Games</i> are team games whereby the main objective is for participants to invade their oppositions' territory in striving to score more points within the allocated time frame</p> <p>By the End of this Unit Children Should be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> In pairs, help lead and take part in warm-ups <input type="checkbox"/> follow rules in simple invasion games <input type="checkbox"/> move in multiple directions in isolation and sometimes in a game situation <input type="checkbox"/> use the basic skill of dodging, including fake dodging, in isolation and sometimes in a game situation <input type="checkbox"/> dribble with the ball using different techniques <input type="checkbox"/> pass the ball with some control and accuracy <input type="checkbox"/> occasionally contribute to the success of their team in attack and defence <input type="checkbox"/> follow rules in simple invasion games <input type="checkbox"/> show understanding of what it means to intercept the ball and demonstrate they are able to get into a position to be able to intercept a pass <input type="checkbox"/> mark an opposition player with some success in a game 	Transferable Skills
Team Work	Working together as a group not individuals.		
Dribble	Running with a ball close to your feet		
Attacking	making a forceful attempt to score or otherwise gain an advantage.		
Defending	To attempt to prevent the opposition from scoring while playing in or near a goal or area		
Passing	A pass consists of an intentional transfer of the ball from one player to another of the same team.		
Creating Space	Movement used to create space between the player with the ball and teammates		
Evade	To avoid or dodge the opponent		
Score	Involving a ball, by kicking, hitting, or throwing the ball towards the goal, Net or placing the ball over the 'try' line		
Agility	To change direction quickly without losing balance		
Tactics	The decisions and actions of players in the contest to gain an advantage over the opposing team or players		
			Images
			

PE: Year 4 Net/Wall Games

Subject Specific Vocabulary		<p><i>Net/Wall Games</i> are activities in which players send an object towards a court or target area that an opponent is defending. The aim is to cause the object to land in the target area while making it difficult for the opponent to return the object.</p>	Transferable Skills
Team Work	Working together as a group not individuals.		<p>By the End of this Unit Children Should be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> In pairs, help lead and take part in warm-ups
Dribble	Running with a ball close to your feet		
Attacking	making a forceful attempt to score or otherwise gain an advantage.	<ul style="list-style-type: none"> <input type="checkbox"/> move with the ball using the correct technique in Net/Wall game with increasing control, including changing direction; <input type="checkbox"/> Begin to demonstrate understanding of different positions within the team 	
Defending	To attempt to prevent the opposition from scoring while playing in or near a goal or area		
Passing	A pass consists of an intentional transfer of the ball from one player to another of the same team.	<ul style="list-style-type: none"> <input type="checkbox"/> pass and receive the ball sometimes using the correct passing technique in one Net/Wall game with some control 	
Creating Space	Movement used to create space between the player with the ball and teammates		
Evade	To avoid or dodge the opponent	<ul style="list-style-type: none"> <input type="checkbox"/> begin linking together different skills in a game with some success 	
Score	Involving a ball, by kicking, hitting, or throwing the ball towards the goal, Net or placing the ball over the 'try' line		
Agility	To change direction quickly without losing balance	<ul style="list-style-type: none"> <input type="checkbox"/> begin demonstrating an awareness of space in a game <input type="checkbox"/> Demonstrate understanding of some rules when playing a new game 	
Tactics	The decisions and actions of players in the contest to gain an advantage over the opposing team or players		

Images



PE: Year 4 Orienteering

Subject Specific Vocabulary		<p><i>Orienteering</i> is a group of sports that require navigational skills using a map and compass to navigate from point to point in diverse and usually unfamiliar terrain whilst moving at speed. Participants are given a topographical map, usually a specially prepared <i>orienteering</i> map, which they use to find control points.</p>	Transferable Skills
Topographical Map	A map is a representation of the earth, or part of it. The distinctive characteristic of a topographic map is the use of contour lines to show the shape of the earth		
Endurance Running	is the ability to run continuously without stopping over a long period of time		
Jumping	push yourself off a surface and into the air by using the muscles in one's legs and feet	<p>By the End of this Unit Children Should be able to:</p> <input type="checkbox"/> follow a map with a degree of confidence <input type="checkbox"/> know what equipment they would need for their activities <input type="checkbox"/> know that they warm up before exercise <input type="checkbox"/> demonstrate how to orientate the map before use	
Compass	an instrument containing a magnetized pointer which shows the direction of magnetic north and bearings from it		
Terrain	defined as the specific physical features of an area of land. An example of terrain is a rocky and jagged coastline	<input type="checkbox"/> work well in a team <input type="checkbox"/> be aware of how conditions may affect the courses they are completing <input type="checkbox"/> show leadership skills with growing confidence	
Control point	A control point (also control and checkpoint) is a marked waypoint used in orienteering		
Teamwork	the combined action of a group, especially when effective and efficient	<input type="checkbox"/> explain why exercise is good for their health <input type="checkbox"/> describe how the body reacts at different times within the exercise period and how this affects their performance	<p>Images</p> 
Speed	how fast something is travelling from one point to another point		
Map Orientation	turning the map around in your hands until it is facing the correct way		

PE: Year 4 Striking & Fielding

Subject Specific Vocabulary		Striking/Fielding Games are activities in which players score points by striking an object and running to designated playing areas or prevent opponents from scoring by retrieving the object and returning it to stop the play.	Transferable Skills
Team Work	Working together as a group not individuals.		<p>By the End of this Unit Children Should be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> In pairs, help lead and take part in warm-ups <input type="checkbox"/> hold and swing a rounders bat with one hand in order to connect with a bowled ball <input type="checkbox"/> bowl a rounders/cricket ball using an under arm technique in order to reach the batter <input type="checkbox"/> catch a ball when it is thrown directly to them <input type="checkbox"/> throw a ball overarm and underarm in the right direction <input type="checkbox"/> Use some tactics during a game when instructed and discuss with a partner how these will benefit the team <input type="checkbox"/> begin to identify strengths and areas in which they could improve. <input type="checkbox"/> move towards the correct space to catch a ball that is thrown or hit into the field
Catching	the act of stopping a moving object (such as a ball) and holding it in your hands	<p>Images</p> 	
Under arm Throw	actions, such as throwing a ball, in which you do not raise your arm above your shoulder.		
Over-arm Throw	a throw made with the arm moving above the shoulder		
Batting	the action of hitting with or using a bat, especially in cricket or rounder's		
Fielding	attempt to catch or stop the ball and return it after it has been hit by the batsman or batter, thereby preventing runs being scored or base runners advancing		
Stumped	the wicket keeper in cricket taking the bails off the stumps with the ball before you return behind the crease		
Run Out	the act of being run out by a fielder with the ball hitting the stumps/base before you return		
Bowling	the action of a bowler in sending down balls towards the batsman's wicket		
Tactics	The decisions and actions of players in the contest to gain an advantage over the opposing team or players		

PE: Year 5 Athletics

Subject Specific Vocabulary		The sport of athletics is defined by the many events which make up its competition programmes. All events within the sport are forms of running, walking, jumping or throwing. These events are divided into the sub-sports of track and field events.	Transferable Skills
Sprint Start	a sprint is a short running race. A sprint race starts out with the runners in starting blocks in their lane.		<p>By the End of this Unit Children Should be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> identify and show knowledge of some athletic events and techniques <input type="checkbox"/> practise existing basic running, throwing and jumping skills <input type="checkbox"/> practise reaction times and investigate different sprint starts <input type="checkbox"/> show that they are beginning to develop their technique for the most effective sprint start <input type="checkbox"/> develop their running technique for sprinting, showing some coordination and control <input type="checkbox"/> demonstrate some stamina in order to maintain a sustained run <input type="checkbox"/> show some control, coordination and power when performing the standing vertical jump and measure the height jumped with support <input type="checkbox"/> follow step-by-step instructions and copy a range of throwing techniques with some accuracy <input type="checkbox"/> develop their ability to throw for both distance and accuracy <input type="checkbox"/> recognise when a skill or technique has not been performed effectively and begin to suggest ways to improve
Endurance Running	is the ability to run continuously without stopping over a long period of time		
Jumping	push yourself off a surface and into the air by using the muscles in one's legs and feet		
Throwing	propel an object, with force through the air by a movement of the arm and hand		
Measuring	finding out the exact distance, length or height of a jump or throw		
Hurdles	is the act of running and jumping over an obstacle at speed		
Relay Baton	a relay runner carries and passes a metal or wooden baton to the next runner		
Relay Race	a track even consisting of a set number of stages, usually four, each leg run by a different member of a team. The runner finishing one leg is usually required to pass on a baton to the next runner while both are running in a marked .		
Speed	the speed of something is the rate at which it moves or travels		
Time keeper	a person who measures or records the amount of time taken, especially in a sports competition		
			Images

PE: Year 5 Gymnastics

Subject Specific Vocabulary		Exercises developing or displaying physical agility and coordination. The modern sport of gymnastics typically involves exercises on bars, beam, floor, and vaulting horse	Transferable Skills
Jumps	gymnastics jumps are about height, flexibility, extension, form and speed.		<p>By the End of this Unit Children Should be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> describe the new movements learnt in the unit
Spring Board	a board that can bend, helping people to jump higher when jumping		
Crash Mat	a thick padded mat used to cushion a landing or fall in sports or the performance of stunts	<ul style="list-style-type: none"> <input type="checkbox"/> practise and refine their own movements, 'spot' and advise others around them and instinctively and creatively explore how to progress and extend their skills and abilities 	<p style="text-align: center;">Images</p> 
Rolls	A roll is the most basic, fundamental skill in gymnastics. A movement in which one's body is rolled forward		
Somersault	an acrobatic movement in which a person turns head over heels in the air or on the ground and lands or finishes on their feet	<ul style="list-style-type: none"> <input type="checkbox"/> link a series of different movements together to form a short routine <input type="checkbox"/> practise and refine their own movements independently showing awareness of others around them 	
Hand stand	an act of supporting the body on the hands with the trunk and legs balanced in the air		
Performance	gymnastics is a sport involving the performance of exercises requiring physical strength, flexibility, power, agility, coordination, and balance	<ul style="list-style-type: none"> <input type="checkbox"/> perform recognisable movements, e.g. a pike forward roll that looks like a pike forward roll 	
Safety Spotter	Person who is standing in a position to aid/help the performer complete their action safely		
Balance	Staying in a steady position so that you do not fall	<ul style="list-style-type: none"> <input type="checkbox"/> describe how their performance has improved over the lesson 	

PE: Year 5 Health Related Fitness

Subject Specific Vocabulary		Health-related fitness involves exercise activities that you do in order to try to improve your physical and mental health and stay healthy, particularly in the categories of cardiovascular endurance, muscular strength, flexibility, muscular endurance and body composition	Transferable Skills
Circuit Training	form of body conditioning or resistance training with time between each station before moving on		<p>By the End of this Unit Children Should be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> help lead and take part in warm-ups and cool-downs safely; <input type="checkbox"/> find either my carotid pulse or radial pulse and measure their pulse rate <input type="checkbox"/> understand what resistance exercise is and have experienced Circuit Training.
Physical & Mental Health	health is a state of complete physical, mental and social well-being. The World Health Organisation states that “there is no health without mental health.”		
Sit ups	a physical exercise designed to strengthen the abdominal muscles, in which a person sits up from a lying position		
Stretching	straighten or extend one's body or a part of one's body to its full length	<ul style="list-style-type: none"> <input type="checkbox"/> understand that raising my pulse is good for the long term health of my heart and that the more often that pulse rate can be increased the better it is for their heart health <input type="checkbox"/> Understand the link between regular physical exercise and its benefits for improving mental health also 	Images
Health & Safety	is risk assessment which identifies all the hazards and potential for harm		
Interval Running	Interval training involves running hard for short periods followed by longer recovery periods where you jog or even walk	<ul style="list-style-type: none"> <input type="checkbox"/> Discuss the benefits from two different types of training methods; Circuit training / Interval Running / Continuous Running <input type="checkbox"/> understand that exercise effects my body and can identify at least 2 changes to their body that take place during exercise 	
Continuous Running	also known as continuous exercise or steady state training without stopping		
Heart Rate	the speed at which the heart beats.		
Strength Training	an exercise in which a person uses their own body weight or 'weights' to increase their own strength		

PE: Year 5 Invasion Games

Subject Specific Vocabulary		Invasion Games are team games whereby the main objective is for participants to invade their oppositions' territory in striving to score more points within the allocated time frame	Transferable Skills
Team Work	Working together as a group not individuals.		<p>By the End of this Unit Children Should be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> help lead and take part in warm-ups and cool-downs safely; <input type="checkbox"/> follow rules in simple invasion games;
Dribble	Running with a ball close to your feet	<ul style="list-style-type: none"> <input type="checkbox"/> move with the ball using the correct technique in one or more invasion games with increasing speed and control, including changing direction; <input type="checkbox"/> begin to find and use space in a game; 	
Attacking	making a forceful attempt to score or otherwise gain an advantage.		<ul style="list-style-type: none"> <input type="checkbox"/> pass, receive and dribble with a ball in different ways with some control and accuracy;
Defending	To attempt to prevent the opposition from scoring while playing in or near a goal or area	<ul style="list-style-type: none"> <input type="checkbox"/> know about some tactics for attacking and with support, begin to apply them in a game situation, such as when to pass and when to dribble; <input type="checkbox"/> know about some tactics for defending and with support, begin to apply them in a game situation, such as man-to-man marking and when to tackle; 	
Passing	A pass consists of an intentional transfer of the ball from one player to another of the same team.		<ul style="list-style-type: none"> <input type="checkbox"/> know what they and their team needs to do to keep possession and contribute to this occasionally;
Creating Space	Movement used to create space between the player with the ball and teammates		
Evade	To avoid or dodge the opponent		
Score	Involving a ball, by kicking, hitting, or throwing the ball towards the goal, Net or placing the ball over the 'try' line		
Agility	To change direction quickly without losing balance		
Tactics	The decisions and actions of players in the contest to gain an advantage over the opposing team or players		

PE: Year 5 Sports Leadership

Subject Specific Vocabulary		A leader in sport is defined as an individual who holds a formal or informal leadership role within a team and influences other group members in the pursuit of common objectives	Transferable Skills	
Communication	the imparting or exchanging of information by speaking, writing, or using some other medium		<p>By the End of this Unit Children Should be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> lead and take part in warm-ups and cool-downs safely; <input type="checkbox"/> plan with a partner a sporting activity of their choice and deliver it to a small group of students from their class <input type="checkbox"/> Organise (with help from staff) all the equipment they require to help deliver the sporting activity of their choice <input type="checkbox"/> as a pair, communicate effectively with their group via various types of communication <input type="checkbox"/> have knowledge of the rules of at least 1 sporting activities so that they can officiate with accuracy <input type="checkbox"/> demonstrate the knowledge of where to position themselves when leading their activity <input type="checkbox"/> demonstrate what it is to be a good role model <input type="checkbox"/> demonstrate how to lead a sporting activity of their choice to a group of students from their class 	<ul style="list-style-type: none"> <input type="checkbox"/> Self Confidence <input type="checkbox"/> Organisational skills <input type="checkbox"/> Communication <input type="checkbox"/> Listening <input type="checkbox"/> Planning <input type="checkbox"/> Understanding & Self Awareness <input type="checkbox"/> Ability to Assess <input type="checkbox"/> Timekeeping <input type="checkbox"/> Self discipline
Role Model	A role model is a person whose behaviour, example, or success is or can be emulated by others, especially by younger people			
Non-Verbal Communication	Communication without the use of spoken language including gestures, facial expressions, and body positions			
Body Language	the movements or positions of your body that show other people how you are feeling, without using words			
Warm ups	a period of preparation for a match, performance, or exercise session, involving gentle exercise or practice			
Officiating	act as a person in charge of the rules of something, especially a sporting event			
Organisation	the act of preparing before and event or activity to ensure that you have everything that you need is ready			
Planning	is the process of thinking about the activities required to achieve a desired outcome			
Timing	the tracking of time when delivering your activity in good time ensuring that you don't run to quickly or run out of time			
Team Work	Working together as a group not individuals			
			Images	

PE: Year 5 Net/Wall Games

Subject Specific Vocabulary		<p><i>Net/Wall Games</i> are activities in which players send an object towards a court or target area that an opponent is defending. The aim is to cause the object to land in the target area while making it difficult for the opponent to return the object.</p>	Transferable Skills
Team Work	Working together as a group not individuals.		<p>By the End of this Unit Children Should be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> help lead and take part in warm-ups and cool-downs safely; <input type="checkbox"/> move with the ball using the correct technique in one or more Net/Wall games with increasing control, including changing direction; <input type="checkbox"/> Begin to demonstrate greater understanding of different positions within the team <input type="checkbox"/> pass and receive the ball sometimes using the correct passing technique in one or more Net/Wall games with some control <input type="checkbox"/> begin linking together different skills in a game with some success; <input type="checkbox"/> begin demonstrating an awareness of space in a game; <input type="checkbox"/> follow more complex rules to play a new game, with support; <input type="checkbox"/> demonstrate knowledge of and begin to use some skills and techniques for attacking and defending in a game situation, with some success;
Dribble	Running with a ball close to your feet		
Attacking	making a forceful attempt to score or otherwise gain an advantage.		
Defending	To attempt to prevent the opposition from scoring while playing in or near a goal or area		
Passing	A pass consists of an intentional transfer of the ball from one player to another of the same team.		
Creating Space	Movement used to create space between the player with the ball and teammates		
Evade	To avoid or dodge the opponent		
Score	Involving a ball, by kicking, hitting, or throwing the ball towards the goal, Net or placing the ball over the 'try' line		
Agility	To change direction quickly without losing balance		
Tactics	The decisions and actions of players in the contest to gain an advantage over the opposing team or players		
			Images
			

PE: Year 5 Striking & Fielding

Subject Specific Vocabulary		Striking/Fielding Games are activities in which players score points by striking an object and running to designated playing areas or prevent opponents from scoring by retrieving the object and returning it to stop the play.	Transferable Skills
Team Work	Working together as a group not individuals.		<p>By the End of this Unit Children Should be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> help lead and take part in warm-ups and cool-downs safely <input type="checkbox"/> hold and swing a rounders bat correctly in order to connect with a bowled ball <input type="checkbox"/> bowl a rounders/cricket ball using the correct technique in order to reach the batter <input type="checkbox"/> catch a ball appropriately when it is thrown directly to them <input type="checkbox"/> accurately throw a ball overarm and underarm in the right direction <input type="checkbox"/> use a range of tactics during a game when instructed and explain how these will benefit the overall strategy <input type="checkbox"/> begin to identify strengths and areas in which they could improve. <input type="checkbox"/> move into the correct position or space to catch a ball that is thrown or hit into the field
Catching	the act of stopping a moving object (such as a ball) and holding it in your hands	<p>By the End of this Unit Children Should be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> help lead and take part in warm-ups and cool-downs safely <input type="checkbox"/> hold and swing a rounders bat correctly in order to connect with a bowled ball <input type="checkbox"/> bowl a rounders/cricket ball using the correct technique in order to reach the batter <input type="checkbox"/> catch a ball appropriately when it is thrown directly to them <input type="checkbox"/> accurately throw a ball overarm and underarm in the right direction <input type="checkbox"/> use a range of tactics during a game when instructed and explain how these will benefit the overall strategy <input type="checkbox"/> begin to identify strengths and areas in which they could improve. <input type="checkbox"/> move into the correct position or space to catch a ball that is thrown or hit into the field 	
Under arm Throw	actions, such as throwing a ball, in which you do not raise your arm above your shoulder.		<p>By the End of this Unit Children Should be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> help lead and take part in warm-ups and cool-downs safely <input type="checkbox"/> hold and swing a rounders bat correctly in order to connect with a bowled ball <input type="checkbox"/> bowl a rounders/cricket ball using the correct technique in order to reach the batter <input type="checkbox"/> catch a ball appropriately when it is thrown directly to them <input type="checkbox"/> accurately throw a ball overarm and underarm in the right direction <input type="checkbox"/> use a range of tactics during a game when instructed and explain how these will benefit the overall strategy <input type="checkbox"/> begin to identify strengths and areas in which they could improve. <input type="checkbox"/> move into the correct position or space to catch a ball that is thrown or hit into the field
Over-arm Throw	a throw made with the arm moving above the shoulder	<p>By the End of this Unit Children Should be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> help lead and take part in warm-ups and cool-downs safely <input type="checkbox"/> hold and swing a rounders bat correctly in order to connect with a bowled ball <input type="checkbox"/> bowl a rounders/cricket ball using the correct technique in order to reach the batter <input type="checkbox"/> catch a ball appropriately when it is thrown directly to them <input type="checkbox"/> accurately throw a ball overarm and underarm in the right direction <input type="checkbox"/> use a range of tactics during a game when instructed and explain how these will benefit the overall strategy <input type="checkbox"/> begin to identify strengths and areas in which they could improve. <input type="checkbox"/> move into the correct position or space to catch a ball that is thrown or hit into the field 	
Batting	the action of hitting with or using a bat, especially in cricket or rounder's		<p>By the End of this Unit Children Should be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> help lead and take part in warm-ups and cool-downs safely <input type="checkbox"/> hold and swing a rounders bat correctly in order to connect with a bowled ball <input type="checkbox"/> bowl a rounders/cricket ball using the correct technique in order to reach the batter <input type="checkbox"/> catch a ball appropriately when it is thrown directly to them <input type="checkbox"/> accurately throw a ball overarm and underarm in the right direction <input type="checkbox"/> use a range of tactics during a game when instructed and explain how these will benefit the overall strategy <input type="checkbox"/> begin to identify strengths and areas in which they could improve. <input type="checkbox"/> move into the correct position or space to catch a ball that is thrown or hit into the field
Fielding	attempt to catch or stop the ball and return it after it has been hit by the batsman or batter, thereby preventing runs being scored or base runners advancing	<p>By the End of this Unit Children Should be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> help lead and take part in warm-ups and cool-downs safely <input type="checkbox"/> hold and swing a rounders bat correctly in order to connect with a bowled ball <input type="checkbox"/> bowl a rounders/cricket ball using the correct technique in order to reach the batter <input type="checkbox"/> catch a ball appropriately when it is thrown directly to them <input type="checkbox"/> accurately throw a ball overarm and underarm in the right direction <input type="checkbox"/> use a range of tactics during a game when instructed and explain how these will benefit the overall strategy <input type="checkbox"/> begin to identify strengths and areas in which they could improve. <input type="checkbox"/> move into the correct position or space to catch a ball that is thrown or hit into the field 	
Stumped	the wicket keeper in cricket taking the bails off the stumps with the ball before you return behind the crease		<p>By the End of this Unit Children Should be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> help lead and take part in warm-ups and cool-downs safely <input type="checkbox"/> hold and swing a rounders bat correctly in order to connect with a bowled ball <input type="checkbox"/> bowl a rounders/cricket ball using the correct technique in order to reach the batter <input type="checkbox"/> catch a ball appropriately when it is thrown directly to them <input type="checkbox"/> accurately throw a ball overarm and underarm in the right direction <input type="checkbox"/> use a range of tactics during a game when instructed and explain how these will benefit the overall strategy <input type="checkbox"/> begin to identify strengths and areas in which they could improve. <input type="checkbox"/> move into the correct position or space to catch a ball that is thrown or hit into the field
Run Out	the act of being run out by a fielder with the ball hitting the stumps/base before you return	<p>By the End of this Unit Children Should be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> help lead and take part in warm-ups and cool-downs safely <input type="checkbox"/> hold and swing a rounders bat correctly in order to connect with a bowled ball <input type="checkbox"/> bowl a rounders/cricket ball using the correct technique in order to reach the batter <input type="checkbox"/> catch a ball appropriately when it is thrown directly to them <input type="checkbox"/> accurately throw a ball overarm and underarm in the right direction <input type="checkbox"/> use a range of tactics during a game when instructed and explain how these will benefit the overall strategy <input type="checkbox"/> begin to identify strengths and areas in which they could improve. <input type="checkbox"/> move into the correct position or space to catch a ball that is thrown or hit into the field 	
Bowling	the action of a bowler in sending down balls towards the batsman's wicket		<p>By the End of this Unit Children Should be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> help lead and take part in warm-ups and cool-downs safely <input type="checkbox"/> hold and swing a rounders bat correctly in order to connect with a bowled ball <input type="checkbox"/> bowl a rounders/cricket ball using the correct technique in order to reach the batter <input type="checkbox"/> catch a ball appropriately when it is thrown directly to them <input type="checkbox"/> accurately throw a ball overarm and underarm in the right direction <input type="checkbox"/> use a range of tactics during a game when instructed and explain how these will benefit the overall strategy <input type="checkbox"/> begin to identify strengths and areas in which they could improve. <input type="checkbox"/> move into the correct position or space to catch a ball that is thrown or hit into the field
Tactics	The decisions and actions of players in the contest to gain an advantage over the opposing team or players	<p>By the End of this Unit Children Should be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> help lead and take part in warm-ups and cool-downs safely <input type="checkbox"/> hold and swing a rounders bat correctly in order to connect with a bowled ball <input type="checkbox"/> bowl a rounders/cricket ball using the correct technique in order to reach the batter <input type="checkbox"/> catch a ball appropriately when it is thrown directly to them <input type="checkbox"/> accurately throw a ball overarm and underarm in the right direction <input type="checkbox"/> use a range of tactics during a game when instructed and explain how these will benefit the overall strategy <input type="checkbox"/> begin to identify strengths and areas in which they could improve. <input type="checkbox"/> move into the correct position or space to catch a ball that is thrown or hit into the field 	

PE: Year 6 Athletics

Subject Specific Vocabulary

Sprint Start	a sprint is a short running race. A sprint race starts out with the runners in starting blocks in their lane.
Endurance Running	is the ability to run continuously without stopping over a long period of time
Jumping	push yourself off a surface and into the air by using the muscles in one's legs and feet
Throwing	propel an object, with force through the air by a movement of the arm and hand
Measuring	finding out the exact distance, length or height of a jump or throw
Hurdles	is the act of running and jumping over an obstacle at speed
Relay Baton	a relay runner carries and passes a metal or wooden baton to the next runner
Relay Race	a track even consisting of a set number of stages, usually four, each leg run by a different member of a team. The runner finishing one leg is usually required to pass on a baton to the next runner while both are running in a marked .
Speed	the speed of something is the rate at which it moves or travels
Time keeper	a person who measures or records the amount of time taken, especially in a sports competition

The sport of athletics is defined by the many events which make up its competition programmes. All events within the sport are forms of running, walking, jumping or throwing. These events are divided into the sub-sports of **track** and **field** events.

By the End of this Unit Children Should be able to:

- help lead and take part in warm-ups and cool-downs safely
- identify and show knowledge of different athletic field events and techniques
- identify and show knowledge of different athletic track events and running techniques
- the ability to measure and record different jumping and throwing events in athletics
- practise existing running, throwing and jumping skills
- practise reaction times and refine different sprint starts techniques
- demonstrate some stamina in order to maintain a sustained run
- follow step-by-step instructions and copy a range of throwing techniques with some accuracy
- compete against self and others and demonstrate some improvements to achieve their personal best

Transferable Skills

- Ability to Measuring
- Team Work
- Throwing
- Speed
- Jumping
- Physical Endurance
- Co ordination
- Agility

Images



PE: Year 6 Health Related Fitness

Subject Specific Vocabulary		Health-related fitness involves exercise activities that you do in order to try to improve your physical and mental health and stay healthy, particularly in the categories of cardiovascular endurance, muscular strength, flexibility, muscular endurance and body composition	Transferable Skills
Circuit Training	form of body conditioning or resistance training with time between each station before moving on		<p>By the End of this Unit Children Should be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> help lead and take part in warm-ups and cool-downs safely; <input type="checkbox"/> find either my carotid pulse or radial pulse and measure their pulse rate <input type="checkbox"/> understand what resistance exercise is and have experienced Circuit Training. <input type="checkbox"/> understand that raising my pulse is good for the long term health of my heart and that the more often that pulse rate can be increased the better it is for their heart health <input type="checkbox"/> Understand the link between regular physical exercise and its benefits for improving mental health also <input type="checkbox"/> Discuss the benefits from two different types of training methods; Circuit training / Interval Running / Continuous Running <input type="checkbox"/> understand that exercise effects my body and can identify at least 2 changes to their body that take place during exercise
Physical & Mental Health	health is a state of complete physical, mental and social well-being. The World Health Organisation states that “there is no health without mental health.”		
Sit ups	a physical exercise designed to strengthen the abdominal muscles, in which a person sits up from a lying position		
Stretching	straighten or extend one's body or a part of one's body to its full length		
Health & Safety	is risk assessment which identifies all the hazards and potential for harm		
Interval Running	Interval training involves running hard for short periods followed by longer recovery periods where you jog or even walk	<p style="text-align: center;">Images</p> 	
Continuous Running	also known as continuous exercise or steady state training without stopping		
Heart Rate	the speed at which the heart beats.		
Strength Training	an exercise in which a person uses their own body weight or ‘weights’ to increase their own strength		

PE: Year 6 Invasion Games

Subject Specific Vocabulary		Invasion Games are team games whereby the main objective is for participants to invade their oppositions' territory in striving to score more points within the allocated time frame	Transferable Skills
Team Work	Working together as a group not individuals.		<p>By the End of this Unit Children Should be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> help lead and take part in warm-ups and cool-downs safely; <input type="checkbox"/> move with the ball using the correct technique in one or more invasion games with increasing speed and control, including changing direction; <input type="checkbox"/> pass and receive the ball using the correct technique in one or more invasion games with some control and accuracy; <input type="checkbox"/> begin linking together different skills in a game with some fluency and success; <input type="checkbox"/> follow more complex rules to play a new game, with support; <input type="checkbox"/> begin demonstrating an awareness of space in a game; <input type="checkbox"/> follow more complex rules to play a new game, with support; <input type="checkbox"/> demonstrate knowledge of and begin to use some skills and techniques for attacking and defending in a game situation, with some success;
Dribble	Running with a ball close to your feet		
Attacking	making a forceful attempt to score or otherwise gain an advantage.		
Defending	To attempt to prevent the opposition from scoring while playing in or near a goal or area		
Passing	A pass consists of an intentional transfer of the ball from one player to another of the same team.		
Creating Space	Movement used to create space between the player with the ball and teammates		
Evade	To avoid or dodge the opponent		
Score	Involving a ball, by kicking, hitting, or throwing the ball towards the goal, Net or placing the ball over the 'try' line		
Agility	To change direction quickly without losing balance		
Tactics	The decisions and actions of players in the contest to gain an advantage over the opposing team or players		
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PE: Year 6 Sports Leadership

Subject Specific Vocabulary		A leader in sport is defined as an individual who holds a formal or informal leadership role within a team and influences other group members in the pursuit of common objectives	Transferable Skills	
Communication	the imparting or exchanging of information by speaking, writing, or using some other medium		<p>By the End of this Unit Children Should be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> lead and take part in warm-ups and cool-downs safely; <input type="checkbox"/> plan a sporting activity of their choice and deliver it to a small group of students from their class <input type="checkbox"/> organise all the equipment they require to help deliver the sporting activity of their choice <input type="checkbox"/> communicate effectively with their group via various types of communication <input type="checkbox"/> have knowledge of the rules of at least 2 different sporting activities so that they can officiate with accuracy <input type="checkbox"/> demonstrate the knowledge of where to position themselves when leading their activity <input type="checkbox"/> demonstrate what it is to be a good role model <input type="checkbox"/> demonstrate the confidence in their ability to prepare and lead a sporting activity of their choice to a group of students from their class 	<ul style="list-style-type: none"> <input type="checkbox"/> Self Confidence <input type="checkbox"/> Organisational skills <input type="checkbox"/> Communication <input type="checkbox"/> Listening <input type="checkbox"/> Planning <input type="checkbox"/> Understanding & Self Awareness <input type="checkbox"/> Ability to Assess <input type="checkbox"/> Timekeeping <input type="checkbox"/> Self discipline
Role Model	A role model is a person whose behaviour, example, or success is or can be emulated by others, especially by younger people			
Non-Verbal Communication	Communication without the use of spoken language including gestures, facial expressions, and body positions			
Body Language	the movements or positions of your body that show other people how you are feeling, without using words			
Warm ups	a period of preparation for a match, performance, or exercise session, involving gentle exercise or practice			
Officiating	act as a person in charge of the rules of something, especially a sporting event			
Organisation	the act of preparing before and event or activity to ensure that you have everything that you need is ready		Images	
Planning	is the process of thinking about the activities required to achieve a desired outcome			
Timing	the tracking of time when delivering your activity in good time ensuring that you don't run to quickly or run out of time			
Team Work	Working together as a group not individuals			

PE: Year 6 Net/Wall Games

Subject Specific Vocabulary		<p><i>Net/Wall Games</i> are activities in which players send an object towards a court or target area that an opponent is defending. The aim is to cause the object to land in the target area while making it difficult for the opponent to return the object.</p>	Transferable Skills
Team Work	Working together as a group not individuals.		<p>By the End of this Unit Children Should be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> help lead and take part in warm-ups and cool-downs safely; <input type="checkbox"/> move with the ball using the correct technique in one or more Net/Wall games with increasing speed and control, including changing direction; <input type="checkbox"/> Begin to demonstrate greater understanding of different positions/roles within the team
Dribble	Running with a ball close to your feet	<ul style="list-style-type: none"> <input type="checkbox"/> pass and receive the ball using the correct passing technique in one or more Net/Wall games with some control and accuracy; 	
Attacking	making a forceful attempt to score or otherwise gain an advantage.		<ul style="list-style-type: none"> <input type="checkbox"/> begin linking together different skills in a game with some fluency and success; <input type="checkbox"/> begin demonstrating an awareness of space in a game; <input type="checkbox"/> follow more complex rules to play a new game
Defending	To attempt to prevent the opposition from scoring while playing in or near a goal or area	<ul style="list-style-type: none"> <input type="checkbox"/> demonstrate knowledge of and begin to use some skills and techniques for attacking and defending in a game situation, with confidence and success; 	
Passing	A pass consists of an intentional transfer of the ball from one player to another of the same team.		
Creating Space	Movement used to create space between the player with the ball and teammates		
Evade	To avoid or dodge the opponent		
Score	Involving a ball, by kicking, hitting, or throwing the ball towards the goal, Net or placing the ball over the 'try' line		
Agility	To change direction quickly without losing balance		
Tactics	The decisions and actions of players in the contest to gain an advantage over the opposing team or players		

PE: Year 6 Striking & Fielding

Subject Specific Vocabulary		Striking/Fielding Games are activities in which players score points by striking an object and running to designated playing areas or prevent opponents from scoring by retrieving the object and returning it to stop the play.	Transferable Skills	
Team Work	Working together as a group not individuals.		<p>By the End of this Unit Children Should be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> help lead and take part in warm-ups and cool-downs safely; <input type="checkbox"/> catch a ball accurately; <input type="checkbox"/> strike a bowled ball in an intended direction; <input type="checkbox"/> understand the active role of a fielder and know how to 'attack the ball'; <input type="checkbox"/> accurately throw or roll a ball at a target, using the over-arm technique; <input type="checkbox"/> begin linking together different skills in a game with some fluency and success; <input type="checkbox"/> follow more complex rules to play a new game, with support; <input type="checkbox"/> begin to identify strengths and areas in which they could improve. <input type="checkbox"/> understand the importance of warming up; <input type="checkbox"/> play cooperatively with teammates; making decisions when to run for points and when to not; 	<ul style="list-style-type: none"> <input type="checkbox"/> Spatial Awareness <input type="checkbox"/> Throwing an Object <input type="checkbox"/> Catching an Object <input type="checkbox"/> Footwork <input type="checkbox"/> Change of Speed <input type="checkbox"/> Communication <input type="checkbox"/> Team Work <input type="checkbox"/> Changing Direction
Catching	the act of stopping a moving object (such as a ball) and holding it in your hands			
Under arm Throw	actions, such as throwing a ball, in which you do not raise your arm above your shoulder.			
Over-arm Throw	a throw made with the arm moving above the shoulder	<p>Images</p> 		
Batting	the action of hitting with or using a bat, especially in cricket or rounder's			
Fielding	attempt to catch or stop the ball and return it after it has been hit by the batsman or batter, thereby preventing runs being scored or base runners advancing			
Stumped	the wicket keeper in cricket taking the bails off the stumps with the ball before you return behind the crease			
Run Out	the act of being run out by a fielder with the ball hitting the stumps/base before you return			
Bowling	the action of a bowler in sending down balls towards the batsman's wicket			
Tactics	The decisions and actions of players in the contest to gain an advantage over the opposing team or players			

Physical Education Vision Statement

“We are all different, but we make up one school.”

Our school vision celebrates difference. Our PE curriculum enables children to build up the key skills and knowledge that they need to help them to enjoy being physically active, and to be aware of the huge range of skills and attitudes that sportsmen and sportswomen can display. We plan specific opportunities for children to develop their leadership skills to help them gain confidence and self-awareness. All children are encouraged to be physically active every day and our school always participates fully in local and regional competitive sports events. Sport is seen as a vehicle for celebrating collaboration, teamwork and respect for others. We deliver a fully inclusive curriculum that adopts a ‘Sport for All’ Ethos. We will strive to offer our students a varied, exciting and enjoyable Physical Education experience that:

Gives them the confidence to take part in Physical Education, Physical Recreation and Sport throughout their lives and develop a lifelong commitment to Physical Education, Physical Recreation and Sport

Develops an understanding of what they are trying to achieve and how they can best go about achieving their targets

Develops an understanding that a physically active lifestyle can lead to a healthy lifestyle

Allows them to develop the skills and control needed to take part in Physical Education, Physical Recreation and Sport

Allows them to take part in a range of Competitive Sporting and Recreational activities

Allows them to develop a desire to improve their physical and academic well-being

Allows them to become independent and think about what they are doing and make their own informed decisions

Allows them to develop their Stamina, Suppleness and Strength to keep going and understand how they can improve each of these

Allows them to enjoy Physical Education, School and Community Sport and Physical Recreation

The Physical Education Curriculum has been specifically designed to

Equip ALL STUDENTS with the necessary SKILLS, CONFIDENCE and DESIRE to PARTICIPATE in SPORT and/or PHYSICAL RECREATION at some level when they leave school!