Athletics

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|  | **Knowledge** | **Skills** | **Vocabulary** |
| **1** | * Know running and jumping is good for them and describe what it feels like. | * Improve running technique and run for a longer distance. * Be able to complete a run and jump sequence. * Develop an under and over arm throwing action into targets. * Watch, copy and describe what they have seen. | Technique  Under arm  Over arm  javelin |
| **2** | * Describe the differences in the way their body feels during different athletic activities. | * Run with a good technique at different speeds. * Perform a 2 footed jump (standing long jump) * Demonstrate a good throwing technique (overarm) and extend accuracy and distance. * Begin to watch others and focus on specific actions to improve their own skills. | Accuracy  Distance  athlete |

Games

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|  | **Knowledge** | **Skills** | **Vocabulary** |
| **1** | * To know how to play a game fairly. * To understand simple rules of competitive games. * To know that being active is good for their bodies and fun | * To master basic sending and receiving techniques. * To make use of weight transfer. * To aim a variety of balls and equipment accurately. * To practise basic striking. * To use throwing and catching skills in a game * To strike a ball with a racquet and a bat. | Sending  Receiving  Rules  Striking  Racquet |
| **2** | * Know how to position the body to strike a ball in games (cricket/tennis/hockey) | * To use hand and eye co-ordination to control a ball. * To catch consistently a variety of objects. * To kick and move with a ball | Balance |

Dance

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|  | **Knowledge** | **Skills** | **Vocabulary** |
| **1** | * Know how to travel safely and show an awareness of others * Know and use the vocabulary for the Year group. * To know where their heart is and understand why it beats faster when exercising. | * Be able to copy some moves * Develop Control of movement using   Actions (what) – travel, stretch, turn  Space (Where) – Forwards, backwards  Relationships (Who) – On Own  Dynamics (How) – slowly & quickly   * Remember a short dance | Travel  Stretch  Turn  Forwards  Backwards  Slowly  Quickly |
| **2** | * Know the changes in the body when dancing. * Know how dancing can contribute to keeping healthy. * Know and use the vocabulary for the Year group. | * Develop Control of movement using   Actions (what) – twist, turn, jump  Space (Where) – sideways, high, low  Relationships (Who) – with a partner   * Dynamics (How) – slowly and quickly with appropriate expression * Create a dance with 4 actions and remember it to perform | Twist  Sideways  Expression  perform |

Gymnastics

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|  | **Knowledge** | **Skills** | **Vocabulary** |
| **1** | * How to carry and place equipment * Know how their body feels when still and exercising * How to describe what others have done | * Explore gymnastic actions and still shapes (straight/tucked/star/straddle/pike) * Move confidently and safely in their own space * Monkey walk bent legs and arms extended * To be able to travel on a bench * Rolling – Pencil/Egg * Be able to use change of speed and direction * Copy or create movement phrases with beginning, middle and ends using a range of body parts * Watch, copy and describe what others have done | Actions (WHAT) – TRAVEL, STRETCH, TWIST, TURN, JUMP, SPIN, STRAIGHT, STAR,TUCKED,STRADDLE,PIKE  Space – (WHERE) – DIRECTION FORWARDS, BACKWARDS, SIDEWAYS, HIGH, LOW  Dynamics (HOW) – Speed quickly/slowly/flow |
| **2** | * Recognise and describe what their bodies feel like during different types of activity * Know how to lift, move and place equipment safely * Know how to link movements together * Know what an arch and dish shape looks like | * Remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precision. * To balance on isolated parts of the body using the floor and hold balance (BACK/FRONT/SIDE/BOTTOM) * Caterpillar walk – hips raised so arms and legs can be extended * Bunny Hop – Transfer weight to hands * Rolling – Dish Roll/Begin forward roll * Choose, use and vary simple compositional ideas and sequences they create and perform * Improve their work using information they have gained by watching, listening and investigating | Composition  Combination  Body shape  Balance  Control  Precision  Arch  Dish  Tension  Extension  Core |

Outdoor Education

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|  | **Knowledge** | **Skills** | **Vocabulary** |
| **1** | * Know how their body changes during exercise. | * Be able to follow different routes/trials using simple maps and diagrams. * Plan and share ideas | Route  Trail  map |
| **2 –** | * Know how to improve their performance after observing others and what they have done. | * Solve simple challenges and problems successfully with a partner. * Identify positions on simple maps and diagrams of familiar environments. * To be able to tie a range of knots. * Be able to use a range of natural resources to build a shelter with support. | Challenge  Position  Diagram  environment |