



Physical Education

Unit: Hockey



Children will be taught to:

- Travel with the ball keeping it under control when dribbling with increased consistency.
- Link movements such as dribbling, passing and shooting together fluently while on the move.
- Receive and stop the ball using different parts of the hockey stick.
- Make shots and passes with reasonable accuracy and consistency.
- Make tactical decisions within their performances and as a team.

Safety

- Remove all jewellery including earrings.
- Long hair must be tied back.
- Wear suitable footwear.
- Use correct techniques.
- Complete a warm-up and cool-down.

Things to think about:

- Make sure you have good control of the ball.
- Keep the ball close to your stick at all times.
- Think about the position of your hands on the stick when dribbling, shooting and passing.

Inspiring Athlete
Nicola White



Key Vocabulary

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

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DO THE RIGHT THING



Physical Education

Unit: Netball



Children will be taught to:

- Understand basic rules of netball and positions
- Catch the ball and to keep feet grounded.
- Throw the ball at a given target using accuracy.
- Throw the balling using a chest pass, shoulder pass and bounce pass.
- Shoot from different distances and positions.
- Choose suitable tactics to defend, attack, pass and receive the ball when playing a game.
- Be able to evaluate their own and peers performances, identifying how to improve.

Safety

- Remove all jewellery including earrings.
- Long hair must be tied back.
- Wear suitable footwear.
- Use correct techniques.
- Complete a warm-up and cool-down.

Things to think about:

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

Inspiring Athlete Helen Hounsby



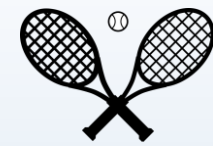
Key Vocabulary

| | |
|----------------------|--|
| Receive | When the ball is passed to a player. They are able to catch it. |
| Accuracy | Being able to make passes and shots making sure they get to the location the player is aiming for. |
| Stamina | The ability to perform physical activity for a sustained period of time. |
| Passing/ Pass | Sending the ball to another member of your team. |
| Chest Pass | To pass the ball using two hands from chest height. |
| Bounce Pass | To pass the ball to a team mate using one bounce. |
| Overhead Pass | To pass the ball using two hands from a position above the head. |
| Send | When you send the ball to a location through shooting and passing. |
| Pivot | When you receive the ball you plan the first foot you land on. You are allowed to rotate using this foot when passing the ball on. |
| Obstruction | When a player stands too close and prevents the opposition from passing and shooting. |
| Attack | Movement made towards the oppositions scoring area within a game to score points. |
| Defend | Movements made to protect the home teams scoring area, preventing the opposition from scoring. |

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Children will be taught to:

- Understand basic rules of tennis.
- Consolidate throwing actions and practice catching.
- Strike a tennis ball using their hand or small racquet.
- Strike a ball with some control and accuracy.
- Apply tactical skill and thinking to small games.
- Perform a forehand shot.
- Hold the tennis racquet with the correct grip.

Safety

- Remove all jewellery including earrings.
- Long hair must be tied back.
- Wear suitable footwear.
- Use correct techniques.
- Complete a warm-up and cool-down.

Things to think about:

- To think about which technique is better – forehand or backhand.
- Try and get a rally going.
- Use spatial awareness to watch out for other players on the court if playing pairs.

Inspiring Athlete

Andy Murray



Key Vocabulary

| | |
|--------------------------|---|
| Balance | To keep steady on their feet while moving and performing skills. |
| Control | To perform movements and skills without losing your balance, change the speed and direction you move. |
| Technique | The safe method performers have been taught to perform a skill such as serving and forehand. |
| Travelling | When a player moves across the court. |
| Fluency | To be able to move and perform skills with ease. |
| Spatial Awareness | Being aware of the court are. |
| Accuracy | Being able to strike the tennis ball and get it to a targeted area. |
| Stamina | The ability to perform physical activity for a sustained period of time. |
| Forehand | When the player strikes the ball forward using the front of their racquet. |
| Rally | When players hit the ball over the net consecutively to each other. |
| Serve | The player starts a game by hitting the ball over the net into the serve box. |
| Racquet | The piece of equipment used to strike the ball. |
| Backhand | When the player strikes the ball using the back of their racquet and from across their body. |

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Physical Education

Unit: Football



Children will be taught to:

- Understand basic rules of tennis.
- Consolidate throwing actions and practice catching.
- Strike a tennis ball using their hand or small racquet.
- Strike a ball with some control and accuracy.
- Apply tactical skill and thinking to small games.
- Perform a forehand shot.
- Hold the tennis racquet with the correct grip.

Safety

- Remove all jewellery including earrings.
- Long hair must be tied back.
- Wear suitable footwear.
- Use correct techniques.
- Complete a warm-up and cool-down.

Things to think about:

- To pass to team mates using the correct part of your foot.
- To use dodging to outwit the defenders.
- Use spatial awareness to watch out for other players on the pitch.

Key Vocabulary

| | |
|----------------------|--|
| Receive | When the ball is passed to a player. They are able to catch it. |
| Accuracy | Being able to make a pass directly to another team mates feet. |
| Stamina | The ability to perform physical activity for a sustained period of time. |
| Passing/ Pass | Sending the ball to another member of your team. |
| Send | When you send the ball to a location through shooting and passing. |
| Attack | Movement made towards the oppositions scoring area within a game to score points. |
| Defend | Movements made to protect the home teams scoring area, preventing the opposition from scoring. |
| Foot | The body part you use to to ball from A to B. |

Inspiring Athlete

Trent Alexander-Arnold



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Physical Education

Unit: Basketball



Children will be taught to:

- Understand and identify the basic rules of basketball.
- Consolidate throwing actions and practice catching.
- By able to dribble with the ball performing a variety of movement patterns.
- Aim for the background and try and shoot a basket.
- Apply tactical skill and thinking to small games.
- Perform a variety of defensive techiques to gain procession of the ball.

Safety

- Remove all jewellery including earrings.
- Long hair must be tied back.
- Wear suitable footwear.
- Use correct techniques.
- Complete a warm-up and cool-down.

Things to think about:

- To pass to team mates using the correct passes learnt.
- To use dodging to outwit the defenders.
- Able to dribble with the ball and identify spaces where to go.

Inspiring Athlete LeBron James



JUST PLAY.
HAVE FUN.
ENJOY THE
GAME.

-MICHAEL
JORDAN

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Key Vocabulary

| | |
|----------------------|---|
| Backboard | The rectangular piece of wood or fiberglass that the rim attaches to. |
| Blocked Shot | When a defensive basketball player makes contact with the basketball while another player is shooting the ball. |
| Stamina | The ability to perform physical activity for a sustained period of time. |
| Passing/ Pass | Sending the ball to another member of your team. |
| Rebound | When a basketball player grabs a ball that is coming off the rim or backboard after a shot attempt; see offensive rebound and defensive rebound. |
| Dribbling | The act of bouncing the basketball continuously. |
| Defence | The act of preventing the offense from scoring; the basketball team without the ball. |
| Travelling | When the ball handler takes too many steps without dribbling; also called walking. |
| Chest Pass | The basketball is passed directly from the passer's chest to the receiver's chest. This has the advantage that it takes the least time to complete, as the passer tries to pass as directly straight as possible. |



Children will be taught to:

- Perform safe self-rescue in different water based situations
- To swim competently, confidently and proficiently over a distance of **at least** 25 metres
- To use a range of strokes effectively, for example, front crawl, backstroke and breaststroke.

Safety

- Remove all jewellery including earrings.
- Long hair must be tied back.
- Wear suitable footwear.
- Wear goggles if it is needed.
- Use correct techniques.

Things to think about:

- Arm technique
- Leg technique.
- Breathing

Inspiring Athlete

Adam Peaty



Key Vocabulary

| | |
|---------------------|---|
| Water Safety | Children learn how to swim and be taught how to stay safe in and around water. |
| Breaststroke | Swim with your chest facing down and push your arms ahead under the water and then pull yourself forwards while doing the frog kick. |
| Front Crawl | A swimming stroke; arms are moved alternately overhead accompanied by a flutter kick. |
| Backstroke | Arms rotating backwards instead of forwards and feet kicking. |
| Noddle | Useful when learning to swim, for floating, for rescue reaching, in various forms of water play, and for aquatic exercise. |
| Freestyle | In this style you swim face-down and circle your arms forwards through the air and backwards through the water while doing the flutter kick. |
| Butterfly | Rotate both arms forward just above the water and then use them to pull your body through the water while lifting your chest and head into the air. At the same time you propel your body forward with a rhythmic leg movement called the dolphin kick. |

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Physical Education

Unit: Gymnastics



Children will be taught to:

- Create routines with up to 8 elements: change of direction, rolling actions, travelling, counter balances, counter tension balances, jumps and clear body shape.
- Choose appropriate skills to suit the performance.
- Link movements in a routine together smoothly, with precision and accuracy.
- Apply routines to a range of equipment, moving at different heights.

Safety

- Remove all jewellery including earrings.
- Long hair must be tied back.
- Remove shoes and socks.
- Use correct techniques.
- Complete a warm-up and cool-down.

Things to think about:

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

Inspiring Athlete

Jessica Gadirova and Jennifer Gadirova



Key Vocabulary

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

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Children will be taught to:

- Copy and repeat routines in short phrases and perform with confidence.
- Create short sequence of movements showing imagination and creativity, linking phrases smoothly.
- Explore and perform actions creatively in response to music stimulus.
- Demonstrate the ability to move fluently with variation in speed, height and direction.
- Create and perform routines for different dance styles.
- Analyse others performances and their own, identifying strengths and areas of their performance they would improve.

Safety

- Remove all jewellery including earrings.
- Long hair must be tied back.
- Wear suitable footwear.
- Use correct techniques.
- Complete a warm-up and cool-down.

Things to think about:

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

Inspiring Group Diversity



Key Vocabulary

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

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Physical Education

Unit: Tag Rugby



Children will be taught to:

- Understand basic rules of tag rugby and use them fairly.
- Pass the ball backwards with some control and Be aware of
- Pass to teammates at appropriate times.
- Maintain possession in small sided games.
- Lead when appropriate and respect team mates.
- Perform a try.
- Understand attack and defend positions in a small sided game.
- Be able to evaluate their own and peers performances, identifying how to improve.

Safety

- Remove all jewellery including earrings.
- Long hair must be tied back.
- Wear suitable footwear.
- Use correct techniques.
- Complete a warm-up and cool-down.

Things to think about:

- To pass to team mates behind you.
- To use dodging to outwit the defenders.
- Use spatial awareness to watch out for other players on the pitch.

Inspiring Athlete

Owen Farrell



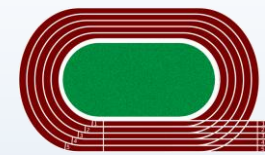
Key Vocabulary

| | |
|----------------------|---|
| Receive | When the ball is passed to a player. They are able to catch it. |
| Accuracy | Being able to make passes and tags making sure they get to the location the player is aiming for. |
| Stamina | The ability to perform physical activity for a sustained period of time. |
| Passing/ Pass | Sending the ball backwards to another player in the team. |
| Send | When you send the ball to a location through passing. |
| Obstruction | When a player stands too close and prevents the opposition from passing. |
| Tag | When a player removes a player's tag from their belt. The tagged player must replace their tag. |
| Try | When a player places the ball down on the floor in the opposition's scoring area. |
| Attack | Movement made towards the opposition's scoring area within a game to score a try. |
| Defend | Movements made to protect the home team's scoring area, preventing the opposition from scoring. |

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Children will be taught to:

- Perform different techniques for throwing over a distance.
- Throw with accuracy to hit a target within javelin and shot put.
- Perform a fluent sprinting start technique and link smoothly to a running motion.
- Perform the hand over of a baton within a relay competition fluently.
- Perform a range of jumping techniques for standing long jump and speed bounce.
- Develop the technique to perform a triple jump.
- Discuss ways to improve technique and performance.

Safety

- Remove all jewellery including earrings.
- Long hair must be tied back.
- Wear suitable footwear.
- Use correct techniques.
- Complete a warm-up and cool-down.

Things to think about:

- Use correct techniques you have been shown.
- Where should your hand and arm be ready for the relay hand over.
- Practice each section of the triple jump from a stand still first.

Inspiring Athlete

Katarina Johnson-Thompson



Key Vocabulary

| | |
|--------------------------|--|
| Balance | To keep steady on their feet while moving and performing skills. |
| Control | Changing the speed and direction you move and keeping balanced whilst doing it. |
| Technique | The safe method performers have been taught to perform a skill such as javelin and standing long jump. |
| Fluency | To be able to move and perform skills with ease. |
| Spatial Awareness | Being aware of other players on the pitch. Moving without causing collision. |
| Accuracy | Being able to make passes and tags making sure they get to the location the player is aiming for. |
| Stamina | The ability to perform physical activity for a sustained period of time. |
| Baton | A short tube passed between runner in a relay. |
| Relay | A race where teams of runners pass a baton to each member of their team. |
| Pace/Speed | The speed at which someone moves. |
| Sprint | Usually your top speed to run as fast as you can to get from A to B. |
| Throw | Picking something up and giving it force to travel through the air and land in a different location. |

THINK BIG

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