

**Hollinswood Primary School and Nursery**  
**Spring 2- Medium Term Plan**  
**Physical Education (P.E.)**

	<b>Substantive knowledge – the stuff of</b>	<b>Disciplinary/Procedural knowledge – how P.E. is studied and learnt</b>	<b>Vocabulary</b>	
<b>Team Games and Map Skills</b>				
<b>EYFS –</b>  <i>Science/Healthy Participation/RSHE</i>  Agility  Balance  Co-ordination  <b>(Fundamental skills)</b>  Stamina  Communication  Problem solving  Navigation/Interpretation of maps  Reflection  Rules	<b>I know:</b>  what the word balance means and can show what this word means  that coordination is a word linked to P.E  and can show what the word agile means  that moving into space away from others helps to keep me safe  changing the length of my steps helps me to stop (small steps to stop)  that I can hold my arms out to help me to balance  that moving my arms and legs at the same time helps me to walk, run and jump  that I use big steps to run and small steps to stop helps me stay in my own space  that talking with a partner will help me to solve challenges e.g. 'let's go to the green hoop next'  that I need to make simple decisions in response to a task  that moving into space away from others will help me to stay safe  to leave a gap when following a path will help me to stay safe  left, right, up and down (prompted)  begin to know when I am successful moving into space away from others helps to keep me safe  rules help us to stay safe	<b>I know:</b>  <i>the importance of exercising</i>  <i>the names for some parts of their body</i>  <i>what the word 'healthy' means</i>  <i>some things (exercise) that I need to do to keep healthy</i>  <b>I know how to:</b>  show what the word agile means and change direction safely  stop with some control and stay balanced when stopping  balance whilst stationary and on the move  move different body parts together  run and stop safely showing some balance when moving quickly  walk, jog and sprint while staying balanced  stop with some control when running  change direction safely when running  follow simple instructions  share their ideas with others  explore activities making own decisions in response to a task  make decisions about where to move in space  follow a path  use visual maps, clues, aerial photographs and my knowledge of space from geography and my environment to locate items  identify personal success  use big steps to run and small steps to stop  follow rules given to keep me safe	<b>exercise</b>  balance co-ordinate agile stop gallop  space jump safely steps obstacle follow  share talk listen explore together fun copy lead  solve find locate  space follow lead path visual clues symbols map aerial photograph  respectful resilient responsible resourceful respectful rules	<b>Resources/staff subject knowledge:</b>

	Substantive knowledge – the stuff of	Disciplinary/Procedural knowledge – how P.E. is studied and learnt	Vocabulary	
<b>Cricket and Rounders Field Games</b>				
<p>EYFS –</p> <p><b>Science/Healthy Participation/RSHE</b></p> <p><b>FOM (Fundamentals of Movement):</b></p> <p>Agility</p> <p>Balance</p> <p>Co-ordination</p> <p><b>Fundamentals Skills:</b></p> <p>Locomotion</p> <p>Receiving</p> <p>Striking</p> <p>Sending</p> <p>Fielding</p> <p>Throwing</p> <p>Catching</p> <p>Tactics</p> <p>Rules</p>	<p><b>I know:</b></p> <p>what the word balance means and can show what this word means</p> <p>that coordination is a word linked to P.E</p> <p>the names of different parts of my body</p> <p>what the word balance means</p> <p>I need to stay balanced when trying to stop</p> <p>what the word agile means</p> <p>being strong is important in all P.E. lessons</p> <p>point my hand at my target when striking a ball</p> <p>what the word strike means</p> <p>to scoop a ball with two hands</p> <p>to point my hand at my target when throwing</p> <p>to have hands out ready to catch</p> <p>that I need to focus on the object I am throwing or trying to catch</p> <p>that I have to make choices when playing sports</p> <p>take big steps to run and small steps to stop</p> <p>that being in a space gives me room to play</p> <p>that there are different roles in games</p> <p>that rules help us to stay safe</p> <p>rules for some games</p> <p>that the teachers rules must be followed at all times</p>	<p><b>I know:</b></p> <p><i>the importance of exercising</i></p> <p><i>the names for some parts of their body</i></p> <p><i>what the word 'healthy' means and some things (exercise) that I need to do to keep healthy</i></p> <p><b>I know how to:</b></p> <p>how to move different parts of my body in when directed</p> <p>show what balance means</p> <p>show what the word agile means</p> <p>stop with some control and stay balanced when stopping</p> <p>explore sending a ball to a partner</p> <p>explore tracking and stopping a rolling ball</p> <p>to roll, throw and catch using a variety of equipment</p> <p>place my hands ready to catch</p> <p>apply the rules respectfully and responsibly at all times</p> <p>make simple choices in response to the task given</p> <p>follow rules and instructions from my teachers and act respectfully towards my friends</p>	<p><b>exercise</b></p> <p>agile</p> <p>push</p> <p>stop</p> <p>balance</p> <p>walk</p> <p>jump</p> <p>run</p> <p>skip</p> <p>hop</p> <p>hit→strike</p> <p>send</p> <p>sending</p> <p>ball</p> <p>target</p> <p>watch</p> <p>throw</p> <p>aim</p> <p>stop</p> <p>collect</p> <p>drop</p> <p>catch</p> <p>catch</p> <p>scoop</p> <p>sport</p> <p>game</p> <p>choices</p> <p>rules</p> <p>respectful</p> <p>resilient</p> <p>responsible</p> <p>resourceful</p>	<p><b>Resources/staff subject knowledge:</b></p> <p>Refer to the geography MTP and fieldwork and map skills roadmap for clarification around progression and repetition of skills and knowledge across units of work and how this learning is introduced in different contexts for pupils</p>

	Substantive knowledge – the stuff of P.E.	Disciplinary/Procedural knowledge – how P.E. is studied and learnt	Vocabulary	
<b>Cricket, Rounders (Striking and Fielding)</b>				
Year 1	I know:	I know:		Staff Resources (subject knowledge):
Science/Healthy Participation/RSHE	that standing on one leg is using my balancing skills	each major part of my body	heartbeat breathing healthy/unhealthy heart and lungs exercise mood healthy events	
FOM (Fundamentals of Movement):	that coordination means moving parts of my body correctly	that fitness is an important part of being healthy		
Agility	agility is how I move my body in different directions	some ways to keep healthy		
Balance	that bending my knees will help me to change direction	I know how to:	stationary balance agility co-ordination	
Co-ordination	that looking ahead will help me to balance	make healthy lifestyle choices		
Fundamentals Skills:	know that the harder I strike, the further the ball will travel	change direction whilst running at increased speed	control travel run/fluid stop quickly	
Locomotion	that striking the ball well is important in scoring runs or rounders	show an increased ability to change body position and shift body weight	strike hit bat grip	
Receiving	the correct grip when batting	show good body balance when my body is stationary		
Striking	that throwing the ball back is quicker than running with it.	balance in more challenging activities with some success	send sending sent	
Sending	which type of throw to use to throw over longer distances	show control over different parts of the body (moving with more well developed grace and fluency)	throw overarm/underarm aim distance	
Fielding	that I need to face my target when throwing	run at different speeds and show some adjustments of pace	target retrieve stop retrieve track	
Throwing	to watch the ball as it comes towards me	stop and change direction when running with some balance shown	catch two handed catch track	
Catching	to move my arms and hands to where the ball will be	how to strike a ball with my hand and equipment with basic co-ordination and technique	tactics games cricket rounders points/score	
Tactics	that I need to watch the ball into my hands	hold the bat correctly when prompted	rules umpire run respect responsibility resilience resourcefulness	
Rules	that tactics can help us when playing games	tracking and retrieve a ball when it is moving at a slow pace		
	that rules help us to play fairly.	throw over and underarm		
	that the umpires decisions are always final	co-ordinate my arms, hands and body when catching (beginning)		
	what one run is worth in cricket	track the ball as it comes towards me		
	that winning and losing respectfully is about respect and resilience	move my arms and hands to where the ball will be		
		track the ball from sender to receiver (myself) that I need to watch the ball into my hands		
		apply the rules respectfully and responsibly at all times		

	Substantive knowledge – the stuff of	Disciplinary/Procedural knowledge – how P.E. is studied and learnt	Vocabulary	
<b>Orienteering and Team Building</b>				
<b>Year One–</b>  <i>Science/Healthy Participation/RSHE</i>  Agility  Balance  Co-ordination  <b>(Fundamental skills)</b>  Stamina  Communication and Teamwork  Problem solving  Navigation/Interpretation of maps  Reflection  Rules	<b>I know:</b>  that coordination means moving parts of my body correctly  that standing on one leg is using my balancing skills  agility is how I move my body in different directions  that using short instructions will help my partner e.g. start/stop  that working collaboratively with others will help to solve challenges  that deciding which way to go before starting will help me  that human and physical features on maps help us locate places  that compass directions North and a compass help us orient the map in the right direction  what simple symbols mean on OS maps e.g. boundaries  when I am successful and make basic observations about how to improve  that rules help us to play fairly  that I must listen to the person in charge at all times, showing them respect	<i>being active is good for my heart, well-being and health</i>  <i>when I am active, changes will occur in my body</i>  <i>why I should exercise</i>  <i>being active is part of a healthy lifestyle</i>  <i>movement is creative and helps me express myself</i>  <b>I know how to:</b>  maintain balance while moving in different directions  to move different parts of my body at the same time while running  move my body in different directions, showing shifts of weight from foot to foot  follow instructions  work with a partner and a small group with some adult guidance  apply rules of the game and how to suggest ideas to solve simple tasks  copy a simple diagram/map  use human and physical features on maps to locate places  how to use a compass to orient my map North  use simple symbols on an OS map to locate places  move around in space showing an awareness of obstacles  travel in a range of ways to navigate a course  identify my success and others' success in my team  follow simple rules, staying within boundaries set by teachers	<b>heartbeat breathing</b>  balance/balancing  co-ordination body parts (limbs, legs, arms)- science MTP link  agility sprint sprinting  instruction communicate listen teamwork  solve work out discuss  human features physical features  compass compass points: North, South, East, West Magnetic North Key Symbol: (boundaries, tree lines, trees, car park)  success/improvement respect responsibility resilience  rules non-contact	<b>Resources/staff subject knowledge:</b>  Refer to the geography MTP and fieldwork and map skills roadmap for clarification around progression and repetition of skills and knowledge across units of work and how this learning is introduced in different contexts for pupils

	Substantive knowledge – the stuff of P.E.	Disciplinary/Procedural knowledge – how P.E. is studied and learnt	Vocabulary	
<b>Orienteering, Teamwork (Map Skills)</b>				
<p><b>Year 2</b></p> <p><i>Science/Healthy Participation/RSHE</i></p> <p>Agility</p> <p>Balance</p> <p>Co-ordination</p> <p><b>(Fundamental skills)</b></p> <p>Stamina</p> <p>Communication</p> <p>Problem solving</p> <p>Navigation/Interpretation of maps</p> <p>Reflection</p> <p>Rules</p>	<p><b>I know:</b></p> <p>that balancing involves stability of different parts of my body</p> <p>that coordination means using parts of my body while moving.</p> <p>that agility is about moving the body in different directions at different speeds</p> <p>using small quick steps helps me to change direction</p> <p>that I can squeeze my muscles to help me to balance</p> <p>that some skills require me to move body parts at different times such as skipping</p> <p>use encouraging words when speaking to a partner or group to help them to trust me</p> <p>that listening to each other's ideas might give us an idea we hadn't thought of</p> <p>that having a plan and talking it through will help us navigate the course</p> <p>that human and physical features on maps help us locate places</p> <p>how to find north confidently and orient my map using this knowledge</p> <p>what a number of symbols mean on OS maps e.g. boundaries, trees, forest areas, picnic benches</p> <p>that the map tells us what to do and we need to use it to navigate a course successfully</p> <p>that verbalising when I am successful and areas that I could improve helps improve performance</p> <p>to follow and apply simple rules</p> <p>that winning and losing is about showing respect and being resilient</p>	<p><b>I know:</b></p> <p><i>the importance of exercise for young, middle aged and older people</i></p> <p><i>exercise helps release natural chemicals</i></p> <p><b>I know how to:</b></p> <p>demonstrate improved technique when changing direction on the move</p> <p>demonstrate increased balance whilst travelling along and over equipment</p> <p>perform actions with increased control when co-ordinating my body with and without equipment</p> <p>run at different speeds to maintain by breath and complete the course</p> <p>follow instructions accurately</p> <p>work collaboratively with a partner and a small group, listening to and accepting others' ideas</p> <p>plan and attempt to apply strategies to solve problems</p> <p>follow and create a simple diagram/map</p> <p>use maps and the words north, east, south and west to orient my map, locate items and use this knowledge to find clues</p> <p>use a simple scale and multiply this by ten to estimate how far I will have to run</p> <p>use simple symbols on an OS map to locate places</p> <p>talk about the purpose of grids on maps and how they help us locate places quickly and efficiently</p> <p>describe when a challenge is solved successfully and begin to suggest simple ways to improve performance and effort</p>	<p><i>(see science MTP Summer)</i></p> <p><i>oxygen</i></p> <p><i>grow</i></p> <p><i>nutrition</i></p> <p><i>exercise</i></p> <p><i>hygiene</i></p> <p><i>oxygen</i></p> <p><i>prevent</i></p> <p><i>injury</i></p> <p><i>stretch</i></p> <p><i>pulse</i></p> <p><i>warm up/cool down</i></p> <p><i>stamina</i></p> <p><i>breathing</i></p> <p><i>lung capacity</i></p> <p>stability</p> <p>co-ordination</p> <p>limbs</p> <p>direction(s)</p> <p>speed</p> <p>speed</p> <p>adjust pace</p> <p>jog/steady</p> <p>collaborate</p> <p>communicate</p> <p>active listening</p> <p>teamwork</p> <p>solve</p> <p>overcome</p> <p>discuss and share</p> <p>human features</p> <p>physical features</p> <p>compass points: North, South, East, West</p> <p>Magnetic North</p> <p>Key</p> <p>Symbol: (boundaries, tree lines, trees, car park)</p> <p>success/improvement/r</p> <p>effect/change ideas</p> <p>respect</p> <p>responsibility</p> <p>resilience</p>	<p><b>Resources/staff subject knowledge:</b></p> <p>Refer to the geography MTP and fieldwork and map skills roadmap for clarification around progression and repetition of skills and knowledge across units of work and how this learning is introduced in different contexts for pupils</p>

	Substantive knowledge – the stuff of	Disciplinary/Procedural knowledge – how P.E. is studied and learnt	Vocabulary	
<b>Rounders and Cricket (Striking and Fielding)</b>				
<p><b>Year Two–</b></p> <p><i>Science/Healthy Participation/RS HE</i></p> <p><b>FOM (Fundamentals of Movement):</b></p> <p>Agility</p> <p>Balance</p> <p>Co-ordination</p> <p><b>Fundamentals Skills:</b></p> <p>Locomotion</p> <p>Receiving</p> <p>Striking</p> <p>Sending</p> <p>Fielding</p> <p>Throwing</p> <p>Catching</p> <p>Tactics</p> <p>Rules</p> <p>rules</p>	<p><b>I know:</b></p> <p>balancing involves stability of different parts of my body</p> <p>that coordination means using parts of my body while moving.</p> <p>that agility is about moving the body in different directions at different speeds</p> <p>the role of a batter</p> <p>that striking quickly will increase the power.</p> <p>that there are different ways to hold the bat when striking the ball</p> <p>the correct grip for holding the bat</p> <p>that there are different roles within a fielding team.</p> <p>move towards the ball to collect it to limit a batter's points.</p> <p>that stepping with opposite foot to throwing arm will help me to balance</p> <p>that where I release the ball is important</p> <p>what the word swing means</p> <p>use wide fingers and pull the ball in to my chest to help me to securely catch</p> <p>it is important to stay on my toes and be ready when catching a ball</p> <p>that tracking the ball and my hand positioning is key when catching</p> <p>and apply simple tactics for attack (batting) and defence</p> <p>that scoring points and follow simple rules are key parts of rounders and cricket</p> <p>that the umpires decisions are always final</p> <p>about running and run outs in cricket</p> <p>the points associated with running between the wickets in cricket</p>	<p><i>some of the changes that happen in my body when I am active</i></p> <p><i>why I should exercise and can explain some positives when I exercise</i></p> <p><i>being active is part of a healthy lifestyle</i></p> <p><b>I know how to:</b></p> <p><b>sustain an activity or exercise for a prolonged period</b></p> <p>balance on one leg while shifting my shoulders to move in another direction e.g. stop on my left and move right</p> <p>move my upper body and lower body in different ways e.g. twisting while dribbling</p> <p>move at different speeds while changing directions</p> <p>position my body to strike the ball with some balance shown</p> <p>strike a static ball and bowled ball without a bounce with my hand and equipment with some consistency</p> <p>hold the bat correctly without prompts</p> <p>track a ball and make decisions about how to move my body to best receive and collect the ball</p> <p>co-ordinate my body and use better technique when throwing over and underarm</p> <p>catch with two hands with some co-ordination and technique</p> <p>use place my hands and fingers and pull the ball in to my chest to help me to securely catch</p> <p>to stay ready when fielding (on your toes)</p> <p>track the ball and place my hands in the correct position when catching</p> <p>apply the rules respectfully and responsibly at all times</p>	<p><i>oxygen</i></p> <p><i>prevent</i></p> <p><i>injury</i></p> <p><i>stretch</i></p> <p><i>pulse</i></p> <p><i>warm up</i></p> <p><i>cool down</i></p> <p>balance</p> <p>co-ordination</p> <p>twisting</p> <p>adjusting</p> <p>strike</p> <p>batting</p> <p>defence</p> <p>power</p> <p>consistent</p> <p>send</p> <p>sending</p> <p>sent</p> <p>target</p> <p>retrieve</p> <p>collect</p> <p>tracking</p> <p>track</p> <p>throw</p> <p>overarm/underarm</p> <p>technique</p> <p>balance/opposite</p> <p>positioning</p> <p>aim</p> <p>distance</p> <p>quick</p> <p>swing</p> <p>catch</p> <p>two handed catch</p> <p>track</p> <p>positioning</p> <p>tactics</p> <p>games</p> <p>cricket</p> <p>rounders</p> <p>limit</p> <p>rules</p> <p>safety</p> <p>umpire</p> <p>run out</p>	<p><b>Resources/staff subject knowledge:</b></p>

	Substantive knowledge – the stuff of P.E.	Disciplinary/Procedural knowledge – how P.E. is studied and learnt	Vocabulary	
<b>Orienteering, Team Work (Map Skills)</b>				
<p><b>Year 3</b></p> <p><i>Science/Healthy Participation/RSHE</i></p> <p>Agility</p> <p>Balance</p> <p>Co-ordination</p> <p><b>(Fundamental skills)</b></p> <p>Stamina</p> <p>Communication</p> <p>Problem solving</p> <p>Navigation/Interpretation of maps</p> <p>Reflection</p> <p>Rules</p>	<p><b>I know:</b></p> <p>that balancing is about stability with control</p> <p>that coordination means performing actions with increased control when co-ordinating my body with and without equipment</p> <p>that agility is about moving the body at different speeds with control of pace and direction</p> <p>how agility helps us with everyday tasks</p> <p>how balance helps us with everyday tasks</p> <p>how co-ordination helps us with everyday tasks</p> <p>that leaning slightly forwards helps to increase speed</p> <p>to take turns when giving ideas and not to interrupt each other</p> <p>that trying ideas before deciding on a solution will help us to come up with the best idea</p> <p>to orient the map so the caches match up to the items that have been placed out</p> <p>that having a plan and talking it through will help us navigate the course</p> <p>that grid references and the human and physical locations (symbols) will help us locate items on the map</p> <p>how to orient my map correctly using a compass</p> <p>that the symbols on the key and map will help me locate items quickly</p> <p>that the map tells us what to do and we need to use it and talk about it as a team to be successful</p> <p>that we must move as a team to be successful</p> <p>that I need to reflect on when and why I am successful at solving challenges</p> <p>that using the rules honestly will help to keep myself and others safe</p>	<p><b>I know:</b></p> <p><i>that muscles are there to protect organs in my body so strengthening them is important</i></p> <p><i>my own body and respects what it does</i></p> <p><i>my body is complex and needs taking care of and exercise is an important part of that</i></p> <p><i>how stamina helps us in other life activities</i></p> <p><b>I know how to:</b></p> <p>build strength in different muscle groups</p> <p>show balance when changing direction</p> <p>complete more complex activities which challenge balance</p> <p>co-ordinate my body with more consistency in a variety of activities</p> <p>use my breath to increase my ability to work for longer periods of time</p> <p>jog, print and adjust pace</p> <p>follow instructions from a peer and give simple instructions</p> <p>work collaboratively with a partner and a small group, listening to and accepting others' ideas</p> <p>plan and attempt to apply strategies to solve problems</p> <p>use OS map symbols effectively to locate items</p> <p>follow and create a simple diagram/map</p> <p>use OS maps alongside compasses and begin to use four figure grid references to find treasure stashes</p> <p>use a simple scale and multiply this by ten to estimate how far I will have to run</p> <p>use symbols on an OS map to locate places</p> <p>begin to use four figure grid references to locate places on the map</p> <p>reflect on when and why challenges are solved successfully and use others' success to help them to improve</p>	<p><i>Diet: carbohydrates, nutrition, vitamins</i></p> <p><i>Minerals, fat, protein, heart, lungs, muscles</i></p> <p><i>prolonged/stamina lung capacity</i></p> <p>balancing stability</p> <p>co-ordinate</p> <p>twisting</p> <p>balance</p> <p>shift weight</p> <p>travel</p> <p>control</p> <p>collaborate</p> <p>lead/follow/</p> <p>compromise</p> <p>communicate</p> <p>active listening</p> <p>team goal/aims</p> <p>human features</p> <p>physical features</p> <p>compass points: North, South, East, West</p> <p>Magnetic North</p> <p>Key</p> <p>Symbol: (boundaries, tree lines, trees, car park)</p> <p>scale</p> <p>solve</p> <p>overcome</p> <p>discuss and share</p> <p>success/improvement</p> <p>/reflect/change ideas</p> <p>respect</p> <p>responsibility</p> <p>resilience</p> <p>rules</p> <p>respectful</p>	<p><b>Resources/staff subject knowledge:</b></p> <p>Refer to the geography MTP and fieldwork and map skills roadmap for clarification around progression and repetition of skills and knowledge across units of work and how this learning is introduced in different contexts for pupils</p>

	Substantive knowledge – the stuff of	Disciplinary/Procedural knowledge – how P.E. is studied and learnt	Vocabulary	
<b>Rounders and Cricket (Striking and Fielding)</b>				
<p><b>Year Three–</b></p> <p><i>Science/Healthy Participation/RSHE</i></p> <p><b>FOM (Fundamentals of Movement):</b></p> <p>Agility</p> <p>Balance</p> <p>Co-ordination</p> <p><b>Fundamentals Skills:</b></p> <p>Locomotion</p> <p>Receiving</p> <p>Striking</p> <p>Sending</p> <p>Fielding</p> <p>Throwing</p> <p>Catching</p> <p>Tactics</p> <p>Rules</p>	<p><b>I know:</b></p> <p>that balancing is about stability with control</p> <p>coordination means performing actions with increased control when co-ordinating my body with and without equipment.</p> <p>that agility is about moving the body at different speeds with control of pace and direction</p> <p>that striking to space away from fielders will help me to score</p> <p>that there are different strikes that have different risks</p> <p>correct grip and positioning when batting</p> <p>look at where a batter is before deciding what to do.</p> <p>communicate with teammates before throwing them a ball</p> <p>that overarm throwing is used for long distances and underarm throwing for shorter distances.</p> <p>that where I release the ball determines where the ball goes</p> <p>that I need to make an L with my arm when throwing overarm</p> <p>move my feet to the ball</p> <p>push my hands out towards the ball when catching</p> <p>that I need to move my body when tracking the ball I am catching</p> <p>that using simple tactics will help my team to achieve an outcome e.g. we will spread out to deny space.</p> <p>the rules of the game and begin to apply them.</p> <p>that the umpires decisions are always final</p> <p>about running and run outs in cricket</p> <p>that a full rounder is when all bases are ran before the ball is stumped of a post</p> <p>where the batter needs to stand</p>	<p><b>I know:</b></p> <p><i>how stamina and power help people to perform well in different sports</i></p> <p><i>why I should exercise and explain a number of benefits to myself</i></p> <p><i>being active is part of a healthy lifestyle</i></p> <p><b>I know how to:</b></p> <p>balance while shifting my body weight to move in the opposite direction and show good stability while moving at speed</p> <p>move the my lower half while shifting my upper body with good co-ordination</p> <p>change direction quickly using my upper body and feet to help me do this</p> <p>to strike a bowled ball after a bounce with different equipment</p> <p>hold the bat correctly in relation to my feet and stance</p> <p>to strike the ball with the middle of my bat at times</p> <p>bowl to a target and use fielding skills to include a two-handed pick up</p> <p>use overarm and underarm throwing in game situations</p> <p>catch with some consistency in game situations</p> <p>move my feet to the ball</p> <p>push my hands out towards the ball when catching</p> <p>move my hands, fingers and body and track the ball I am catching</p> <p>to be aware of the batter and stay at a safe distance from them</p> <p>apply the rules respectfully and responsibly at all times</p>	<p>active</p> <p>healthy</p> <p>heart/heart rate</p> <p><b>warm up</b></p> <p><b>cool down</b></p> <p>balance</p> <p>fluid movement</p> <p>pace/direction</p> <p>speed/travel</p> <p>strike</p> <p>batting</p> <p>defence</p> <p>defend</p> <p>attack</p> <p>positioning</p> <p>stance</p> <p>send/sending/sent</p> <p>communicate</p> <p>teammates</p> <p>stumped</p> <p>stumps</p> <p>two handed pick up</p> <p>overarm</p> <p>underarm</p> <p>body</p> <p>position/angle</p> <p>stance</p> <p>release</p> <p>determines</p> <p>catch</p> <p>two handed catch</p> <p>consistency</p> <p>positioning</p> <p>tactics</p> <p>limit</p> <p>awareness</p> <p>outcome</p> <p>position</p> <p>rules/safety</p> <p>umpire (respect)</p> <p>apply</p> <p>stumping</p>	<p><b>Resources/staff subject knowledge:</b></p> <p>balance</p> <p>synchronised</p> <p>movement</p> <p>pace</p> <p>direction</p>



	Substantive knowledge – the stuff of P.E.	Disciplinary/Procedural knowledge – how P.E. is studied and learnt	Vocabulary	
<b>Orienteering, Team Work (Map Skills)</b>				
<p><b>Year 4</b></p> <p><b>Science/Healthy Participation/RSHE</b></p> <p>Agility</p> <p>Balance</p> <p>Co-ordination</p> <p><b>(Fundamental skills)</b></p> <p>Stamina</p> <p>Communication</p> <p>Problem solving</p> <p>Navigation/Interpretation of maps</p> <p>Reflection</p> <p>Rules</p>	<p><b>I know:</b></p> <p>that body tension is key to performing balances</p> <p>that coordination means I need to use my body with speed across a variety of activities</p> <p>that agility is about manipulating the movements of the body to adjust speeds across a range of games and activities</p> <p>that keeping my elbows bent when changing direction will help me to stay balanced</p> <p>that I need to squeeze different muscles to help me to stay balanced in different activities</p> <p>that I need to pace myself when running further or for a long period of time</p> <p>that there are different types of communication and that I can communicate without talking</p> <p>that leading is about listening, working together and about team success, not individual success</p> <p>that discussing the advantages and disadvantages of ideas will help to guide us to a conclusion about which idea to use</p> <p>what cardinal points on a map are and can use them to orientate it</p> <p>to orient the map so the caches match up to the items that have been placed out</p> <p>that having a plan and talking it through will help us navigate the course</p> <p>that grid references and the human and physical locations (symbols) will help us locate items on the map</p> <p>how to orient my map correctly using a compass</p> <p>that the symbols on the key and map will help me locate items quickly</p> <p>that the map tells us what to do and we need to use it and talk about it as a team to be successful</p> <p>that we must move as a team to be successful</p> <p>that I need to, with increased accuracy, critically reflect on when and why I am successful at solving challenges</p> <p>the importance of being honest when competing</p>	<p><b>I know:</b></p> <p>that nutrition, fitness, strength and stamina are linked to the digestive system and nutrition</p> <p>that my lungs are important for my well-being and can be affected by exercise (positively) and smoking (negatively)</p> <p><b>I know how to:</b></p> <p>show balance when changing direction at speed</p> <p>show control whilst completing activities which challenge balances</p> <p>explore increased speed when co-ordinating my body</p> <p>demonstrate using my breath to maintain my work rate</p> <p>accurately follow instructions given by a peer and give clear and usable instructions to a peer</p> <p>confidently communicate ideas and listen to others before deciding on the best approach</p> <p>communicate</p> <p>plan and apply strategies to solve problems</p> <p>identify key symbols on a map and use a key to help navigate around a grid</p> <p>use co-ordinates to find the location of places</p> <p>use four figure grid references, eight compass points and OS maps to locate places</p> <p>use a scale to quickly estimate the distance that we are covering</p> <p>watch, describe and evaluate the effectiveness of their team strategy, giving ideas for improvements</p> <p>the rules around finishing as a team (finishing and staying together)</p>	<p><i>transports</i></p> <p><i>lungs</i></p> <p><i>muscle</i></p> <p><i>stamina</i></p> <p><i>power</i></p> <p><i>exercise</i></p> <p>active</p> <p>heart/heart rate</p> <p><b>warm up</b></p> <p><b>cool down</b></p> <p><i>work rate</i></p> <p><i>steady breathing</i></p> <p>collaborate</p> <p>lead/follow/</p> <p>compromise</p> <p>active listening</p> <p>team goal/aims</p> <p>group success</p> <p>human features</p> <p>physical features</p> <p>compass points: North, South, East, West (N, NE, NW, S, SE, SW)</p> <p>Cardinal points</p> <p>Magnetic North</p> <p>Key</p> <p>Symbol: (boundaries, tree lines, trees, car park)</p> <p>solve</p> <p>overcome</p> <p>discuss and share</p> <p>rules</p> <p>respectful</p> <p>resilient</p> <p>resourceful</p>	<p><b>Resources/staff subject knowledge:</b></p> <p>Refer to the geography MTP and fieldwork and map skills roadmap for clarification around progression and repetition of skills and knowledge across units of work and how this learning is introduced in different contexts for pupils</p>

	Substantive knowledge – the stuff of	Disciplinary/Procedural knowledge – how P.E. is studied and learnt	Vocabulary	
<b>Cricket and Rounders (Striking and Fielding)</b>				
<b>Year Four–</b>  <i>Science/Healthy Participation/RSHE</i>  <b>FOM (Fundamentals of Movement):</b>  <b>Agility</b>  <b>Balance</b>  Co-ordination  <b>Fundamentals Skills:</b>  <b>Locomotion</b>  <b>Receiving</b>  <b>Striking</b>  <b>Sending</b>  <b>Fielding</b>  <b>Throwing</b>  <b>Catching</b>  <b>Tactics</b>  <b>Rules</b>	<b>I know:</b>  shifting my weight is key to balance  coordination means I need to use my body with speed across a variety of activities  agility is about manipulating the movements of the body to adjust speeds across a range of games and activities  that I need to have my eyes on the ball at all times to send and receive effectively  know correct batting technique with a range of equipment  that using the centre of the bat will provide the most control and accuracy.  that changing the angle of my bat or arm affects the way the ball moves off the bat  that batting has different techniques  the correct grip, stance and position my bat should be in  that it easier to field a ball that is coming towards me rather than away so set up accordingly  that being balanced before throwing will help to improve the accuracy of the throw  that arching my throw helps when throwing from distance  that I need to make an L with my arm when throwing overarm  to track the ball as it is thrown to help to improve the consistency of catching  to bend my knees and get behind the ball when catching a ball below my waist  to move my body under the ball when it is above my head  that applying attacking tactics will help to score points and avoid getting out.  that applying defending tactics will help to deny space, get opponents out and limit points.  the rules are there to manage a game independently or with adult guidance  that the umpires decisions are always final  about running and run outs in cricket	<b>I know:</b>  <i>being active is good for my heart, well-being and health</i>  <b>the way strength and suppleness impact how well I perform</b>  <b>benefits of being physically active (and can name them)</b>  <b>being active is part of a healthy lifestyle</b>  <b>I know how to:</b>  catch with one and two hands with some consistency in game situations  hold the bat correctly in relation to my feet and stance  correct batting technique with a range of equipment  hold the bat correctly in relation to my feet and stance  bowl with some consistency to a batter  position my body to stop the ball when fielding  use overarm and underarm throwing with increased consistency in game situations  position my body, arms, fingers and place my body under the ball when catching from overhead  catch with one and two hands with some consistency in game situations  track the ball as it is thrown to help to improve the consistency of catching  bend my knees and get behind the ball when catching a ball below my waist  position my body, arms, fingers and place my body under the ball when catching from overhead  apply the rules respectfully and responsibly at all times	active healthy <b>warm up</b> <b>cool down</b>  balance synchronised body speed movements adjust speed body position  send/sending/sent  strike batting defence protect stumps centre control accuracy stance communicate teammates stumped stumps set up two handed pick up  overarm/underarm body position angle balanced stance arch  track and catch two handed catch consistency positioning  observe space (deny space) out awareness field positions attacking/defending  rules safety umpire official manage respect apply stumping stumped rounder	<b>Resources/staff subject knowledge:</b>

	Substantive knowledge – the stuff of P.E.	Disciplinary/Procedural knowledge – how P.E. is studied and learnt	Vocabulary	
<b>Orienteering, Team Work (Map Skills)</b>				
<p><b>Year 5</b></p> <p><i>Science/Healthy Participation/RSHE</i></p> <p>Agility</p> <p>Balance</p> <p>Co-ordination</p> <p><b>(Fundamental skills)</b></p> <p>Stamina</p> <p>Communication</p> <p>Problem solving</p> <p>Navigation/Interpretation of maps</p> <p>Reflection</p> <p>Rules</p>	<p><b>I know:</b></p> <p>and can explain that I must keep even weight on both sides of my body</p> <p>that coordination means using a range of body parts at speed</p> <p>that agility is about manipulating the movements of the body while shifting my body weight to adjust speeds across a range of games and activities</p> <p>that to change direction I push off my outside foot and turn my hips</p> <p>that keeping a steady breath will help me to move for longer periods of time</p> <p>that orienteering is about effective communication and teamwork</p> <p>to be descriptive but concise when giving instructions e.g. 'two steps to the left'</p> <p>that team success means I will be successful</p> <p>observing landmarks is important to locate places on maps</p> <p>that there may be more than one way to solve a challenge and that trial and error may help to guide me to the best solution</p> <p>what a four figure and six grid reference is</p> <p>what the x and y axis are</p> <p>that ordinance survey maps are detailed maps of areas</p> <p>what the word orient means</p> <p>the eight points of a compass</p> <p>I need use a key to identify objects and locations</p> <p>what magnetic north means</p> <p>that landmarks, symbols, keys on maps, contour lines, compasses and orientation all help me locate places accurately</p> <p>that using a compass and observing helps me find place on maps</p> <p>that grid references are recorded eastings first before northings</p> <p>that I need to reflect on when I am successful at solving challenges and alter my methods in order to improve</p> <p>that abiding by rules will enable my classmates to complete the course e.g. not moving controls</p>	<p><b>I know:</b></p> <p><i>the names of some major muscles in the human body</i></p> <p><i>exercise is one of many things that forms part of a healthy lifestyle</i></p> <p><b>I know how to:</b></p> <p>demonstrate improved body posture and speed when changing direction.</p> <p>change my body position to maintain a controlled centre of gravity</p> <p>demonstrate increased speed when co-ordinating my body</p> <p>apply the best pace for a set distance or time</p> <p>show increased technique in body weight exercises</p> <p>use a steady pace to be able to move for sustained periods of time</p> <p>use clear communication when working in a group and taking on different roles</p> <p>develop in leading others, providing clear instructions</p> <p>plan and apply strategies to harder challenges</p> <p><i>orientate a map confidently using it to navigate around a course</i></p> <p><i>use the eight compass points to find the location of landmarks around school</i></p> <p><i>read and use 4 and 6 figure grid references</i></p> <p><i>use the eight compass points to communicate to my team mates the location of items and stamps</i></p> <p><i>use a key to find features on a map orientate a map correctly</i></p> <p><i>use the eight compass points to describe the location of landmarks around the local area</i></p> <p><i>read and record 4 and 6 figure grid references when I find stamps and clues</i></p> <p><i>use the scale with more accuracy to calculate the distance I have travelled</i></p> <p>explain why a particular strategy worked and alter methods to improve</p>	<p><i>momentum</i></p> <p><i>lifestyle</i></p> <p><i>personal well-being</i></p> <p><i>endorphins</i></p> <p><i>drive</i></p> <p><i>focus</i></p> <p><i>human development</i></p> <p><i>stamina</i></p> <p><i>power</i></p> <p><i>exercise</i></p> <p>active</p> <p>heart/heart rate</p> <p><i>warm up</i></p> <p><i>cool down</i></p> <p>agility</p> <p>body posture</p> <p>controlled centre</p> <p>COG (centre of gravity)</p> <p>rhythm</p> <p>speed</p> <p>pace</p> <p>endurance</p> <p>steady pace</p> <p>lead/follow/</p> <p>compromise</p> <p>communicate</p> <p>active listening</p> <p>team goal/aims</p> <p>solve and overcome</p> <p>discuss and share</p> <p>map</p> <p>grid references (Northings/Easting s)</p> <p>Scale</p> <p>4 figure grid reference</p> <p>6 figure grid reference</p> <p>x axis and y axis</p> <p>OS symbols</p> <p>key</p> <p>symbols</p> <p>compass direction</p> <p>distance and scale</p> <p>Magnetic north</p> <p>compass points</p> <p>rules</p> <p>respectful</p>	<p><b>Resources/staff subject knowledge:</b></p> <p>Refer to the geography MTP and fieldwork and map skills roadmap for clarification around progression and repetition of skills and knowledge across units of work and how this learning is introduced in different contexts for pupils</p>

	Substantive knowledge – the stuff of	Disciplinary/Procedural knowledge – how P.E. is studied and learnt	Vocabulary	
<b>Cricket and Rounders (Striking and Fielding)</b>				
<b>Year Five–</b>  <b>Science/Health y Participation/RSHE</b>  <b>FOM (Fundamentals of Movement):</b>  <b>Agility</b>  <b>Balance</b>  <b>Co-ordination</b>  <b>Fundamentals Skills:</b>  <b>Locomotion</b>  <b>Receiving</b>  <b>Striking</b>  <b>Sending</b>  <b>Fielding</b>  <b>Throwing</b>  <b>Catching</b>  <b>Tactics</b>  <b>Rules</b>	<b>I know:</b>  that I must keep even weight on both sides of my body  that agility is about manipulating the movements of the body while shifting my body weight to  that agility and coordination are fundamental parts of rounders and cricket  that stance is important to allow me to be balanced as I hit  that angling the strike or shot upwards (elevating the shot) increases the risk of being caught  angling the bat down reduces the risk of being caught  the position of my head and width of my stance is important when batting  that backing up a fielder as a ball is being thrown will help to increase the chances of fielding successfully  where to throw the ball in relation to where a batter is  that the stepping into a throw creates power  that I need to make an L in a fluid movement from my waist and throw from my shoulder  when to use a close catch technique or deep catch technique  place my little fingers together when catching below my waist  place my thumbs together when catching above my head  the need for tactics and identify when to use them in different situations  the rules in a variety of striking and fielding games whilst playing and officiating  that the umpires decisions are always final  that there is something called a boundary in cricket  that each run from stump to stump is worth one run  that to run a batter out they have to be out of their crease  that a point in rounders is called a rounder  that the batter must run between each base  the bases are called: first post, second post, third post and fourth post  where to stand in the bowling square  where to stand in the batting square	<b>I know:</b>  and can identify activities that help to improve stamina, power and flexibility  that my mental health benefits from exercise  explain when I am physically active in the school day  being active is good for my heart, well-being and health  <b>I know how to:</b>  lead a partner in a short warm up  explain and show that I must keep even weight on both sides of my body  show explain that I must keep even wight on both sides of my body  (agility) change direction and speed by using by body and balance  use some defensive and driving hitting techniques and directional batting  maintain good balance when striking the ball (slower movement)  elevate a strike to hit six (beginning)  strike the ball downwards (beginning)  use very simple over and underarm bowling technique  use long and short barrier (beginning) and two handed pick up  use some correct technique when using a variety of throws under pressure  catch with one hand at times and consistently with two hands in game situations  use catching skills (close/deep and wicket keeping) and apply these with some consistency in game situations  use a close catch technique or deep catch technique  position my hands and place my little fingers together, pointing them down to catch below my waist  position my body, hands, fingers and place my thumbs together when catching above my waist  apply the rules respectfully and responsibly at all times	<b>warm up</b> <b>cool down</b> balance manipulate tension weight (stability) stability/control range deliberate adjust speed fundamentals  strike batting defence hand speed centre controlled strike accuracy angle elevate  overarm/underarm body position angle balanced stance fluid wrist  keep wicket one handed finger position technique  short barrier back up tracking stumping wicket-keeper  send sending sent  observe space (deny space) out awareness situations field positions  umpire officiating respect apply square post/base/boundary	<b>Resources/staff subject knowledge:</b>  fundamentals weight balance manipulate manipulating

	Substantive knowledge – the stuff of P.E.	Disciplinary/Procedural knowledge – how P.E. is studied and learnt	Vocabulary	
<b>Orienteering, Team Work (Map Skills)</b>				
<p><b>Year 6</b></p> <p><i>Science/Healthy Participation/RSHE</i></p> <p>Agility</p> <p>Balance</p> <p>Co-ordination</p> <p><b>(Fundamental skills)</b></p> <p>Stamina</p> <p>Communication</p> <p>Problem solving</p> <p>Navigation/Interpretation of maps</p> <p>Reflection</p> <p>Rules</p>	<p><b>I know:</b></p> <p>can explain that I must keep even weight on both sides of my body to keep the centre of mass stable while performing a complex routine.</p> <p>that coordination means co-ordinating a range of body parts with a fluent action at a speed appropriate to the challenge.</p> <p>that agility is about manipulating the movements of the body while maintaining balance to adjust speed, pace and changes in direction across a range of games and activities</p> <p>which exercises can develop stamina and understand that it can be improved by training over time</p> <p>that orienteering is about effective communication and teamwork</p> <p>that good communication skills are key to solving problems and working effectively as a team</p> <p>observing landmarks is important to locate places on maps</p> <p>that being able to solve problems is an important life skill</p> <p>why having good navigational skills are important</p> <p>what a grid reference is</p> <p>what a four figure and six grid reference is</p> <p>that ordinance survey maps are detailed maps of areas</p> <p>what the word orient means</p> <p>the eight points of a compass</p> <p>that landmarks, symbols, keys on maps, contour lines, compasses and orientation all help me locate places accurately</p> <p>that grid references are recorded eastings first before northings</p> <p>with increasing accuracy, reflect on when and how I am successful at solving challenges and alter my methods in order to improve</p> <p>the rules and think creatively to solve the challenge whilst abiding by the rules</p>	<p><b>I know:</b></p> <p><i>the names of major muscles in the human body</i></p> <p><i>the circulatory system has working organs that need to be strengthened in order to stay healthy</i></p> <p><b>I know how to:</b></p> <p>change direction with a fluent action and transition smoothly between varying speeds.</p> <p>show fluency and control when travelling, landing, stopping and changing direction</p> <p>co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge</p> <p>use my breath to increase my ability to move for sustained periods of time and measure and monitor heart rate and adjust my output accordingly</p> <p>communicate with others clearly and effectively when under pressure</p> <p>lead others, providing clear instructions</p> <p>use critical thinking skills to form ideas and strategies selecting and applying the best method to solve a problem</p> <p>confidently and efficiently orientate a map, identifying key features to navigate around a course</p> <p>use six figure grid references, eight compass points and OS maps with more confidence to locate places</p> <p>use the eight compass points to communicate to my team mates the location of items and stamps</p> <p>use a key to find features on a map orientate a map correctly</p> <p>read and record 4 and 6 figure grid references when I find stamps and clues</p> <p>move quickly and efficiently locating places and using maps while moving</p> <p>use the scale to calculate distance covered and calories burnt</p> <p>accurately reflect on when challenges are solved successfully and suggest improvement to strategy</p>	<p><i>resistance</i> <i>measure</i> <i>continuous</i> <i>analyse</i> <i>record</i> <i>circulation</i> <i>oxygen</i> <i>carbon dioxide</i> <i>lactic acid</i> <i>stamina</i> <i>power</i> <i>exercise</i> <i>active</i> <i>heart/heart rate</i> <i>warm up</i> <i>cool down</i></p> <p>flexibility transition vary speeds</p> <p>controlled centre COG (centre of gravity)</p> <p>fluency control</p> <p>intervals monitor heart rate output endurance</p> <p>map grid references (Northings/Easting s) scale 4 figure grid reference 6 figure grid reference x axis and y axis key contour lines symbols compass direction distance magnetic north compass points</p>	<p><b>Resources/staff subject knowledge:</b></p> <p>Refer to the geography MTP and fieldwork and map skills roadmap for clarification around progression and repetition of skills and knowledge across units of work and how this learning is introduced in different contexts for pupils</p>

	Substantive knowledge – the stuff of	Disciplinary/Procedural knowledge – how P.E. is studied and learnt	Vocabulary	
<b>Cricket and Rounders (Striking and Fielding)</b>				
Year Six–	<b>I know:</b>	<b>I know:</b>	<b>warm up</b> <b>cool down</b> <b>fundamentals</b> centre of gravity adjustments shift weight body tension	<b>Resources/s taff subject knowledge:</b>
<b>Science/Health y Participation/R SHE</b>	that I must keep even weight on both sides of my body to keep the centre of mass stable while performing a complex routine  that coordination means co-ordinating a range of body parts with a fluent action at a speed appropriate to the challenge	<i>that exercise is a key part of a healthy lifestyles</i>  <i>the difference between main types of fitness needed for different activities and use these in warm up routines</i>  <i>that my mental health benefits from exercise</i>	strike batting defence hand speed controlled strike momentum drive strike defensive strike	
<b>FOM (Fundamentals of Movement):</b>	agility is about manipulating the movements of the body while maintaining balance to adjust speed, pace and changes in direction across a range of games and activities	<b>I know how to:</b>  <i>create a warm up and cool down for myself and others</i>  <i>explain how I am physically active in and out of school</i>	send sending sent	
<b>Agility</b>	that the momentum and power for striking a ball comes from legs as well as arms.	<b>create a warm up and cool down for myself and others</b>  <b>explain how I am physically active in and out of school</b>	short barrier long barrier back up tracking stumping wicket-keeper field action	
<b>Balance</b>	that angling the strike up or shot upwards (elevating the shot) increases the risk of being caught  angling the bat down reduces the risk of being caught	show and explain that I must keep even weight on both sides of my body to keep the centre of mass stable while performing a difficult movement  show good control when sending and receiving	overarm/underarm Body position angle balanced stance bowlers end batters end run out	
<b>Co-ordination</b>	angling the bat down reduces the risk of being caught	explain what coordination and agility are and when to apply these movements in games	keep wicket one handed catch butterfly catch finger position technique tactics outwit plan situational awareness bowling tactics fielding tactics aggressive field defensive field	
<b>Fundamentals Skills:</b>	that all body parts must be co-ordinated in order the strike the ball powerfully  <b>which fielding action is best to apply to the situation.</b>	explain that I must keep even weight on both sides of my body to keep the centre of mass stable while performing fielding and striking actions	umpire officiating respect apply boundary crease	
<b>Locomotion</b>	<b>which fielding action is best to apply to the situation.</b>	explain that agility is about manipulating the movements of the body while maintaining balance to adjust speed, pace and changes in direction across a court		
<b>Receiving</b>	and make good decisions who to throw to and when to throw in order to get batters out	to strike a bowled ball with increasing accuracy and consistency		
<b>Striking</b>	that the movement of my arm, hips, shoulders and wrists is key to throwing accurately	maintain good balance when striking the ball		
<b>Sending</b>	that I need to make an L in a fluid movement from my waist, throw my shoulder before flicking my wrist	to elevate a strike to hit a six and to angle the strike downwards to play defensively		
<b>Fielding</b>	that accuracy, speed and consistency of throwing and catching will help to limit a batter's score.	use a wider range of fielding skills with increasing control under pressure		
<b>Throwing</b>	put my little fingers together and point them down to catch below my waist	use a long and short barrier and two handed pick up		
<b>Catching</b>	use butterfly hands (thumbs together and fingers pointing to the sky)	consistently demonstrate good technique in throwing skills under pressure		
<b>Tactics</b>	and apply some tactics in the game as a batter, bowler and fielder	consistently demonstrate good technique in catching skills under pressure		
<b>Rules</b>	apply and use rules consistently in a variety of striking and fielding games whilst playing and officiating  that the umpires decisions are always final  the rules specific to rounders and cricket and to use these to manage a small game	catch below my waist and above my waist (butterfly technique)  position my hands and place my little fingers together, pointing them down to catch below my waist  use butterfly hands (thumbs together and fingers pointing to the sky) and position my body correctly when catching a ball above my waist  apply the rules respectfully and responsibly at all times		

