

**Long term subject Overview**

**PE**

Term 1 and 2

Pupils have a secure repertoire of fundamental movement skills that form increasingly complex movement patterns within domain-specific contexts  
 • High-quality instruction, purposeful practice and feedback are provided to develop and refine movement patterns • Pupils develop their declarative knowledge and procedural knowledge and have opportunities to 'perform' both forms of knowledge

National Curriculum expectations 2 hours per week	Knowledge	<b>Early Years</b> Fine motor/ gross motor Fundamental movement skills- defined as a set of basic, learned motor patterns that do not occur naturally	Year 1	Year 2	<b>Enhancements</b> Extra-curricular provision and sport that occur complement and enrich the PE curriculum for all. Break/ lunchtime opportunities
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<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities</li> <li>• perform dances using simple movement patterns.</li> </ul> <p>They should be able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of increasingly challenging situations.</p> <p>participate in team games, developing simple tactics for attacking and defending.</p> <p>participate in team games, developing simple tactics for attacking and defending</p>	<p><b>Motor Competence</b> Declarative knowledge: How well do pupils recall the key points for success in a movement/movement patterns they have learned? Procedural knowledge: How well do pupils demonstrate accurate, safe and efficient movement patterns?</p> <p><b>Rules, strategies and tactics</b> Declarative knowledge: How well do pupils recall the rules, tactics and strategies for success they have learned? Procedural knowledge: How well do pupils demonstrate rules, strategies and tactics in a specified context</p>	<p><b>Term 1</b> <b>Gymnastics: Travelling</b></p> <ul style="list-style-type: none"> <li>- travel on different body parts</li> <li>- change ways of travelling with control</li> <li>- demonstrate quick and slow movements</li> <li>- jump, land and sink</li> <li>- link together movements</li> </ul> <p><b>Term 2</b> <b>Gymnastics: Stretching and Curling</b></p> <ul style="list-style-type: none"> <li>- demonstrate wide, thin, tall and curled body shapes</li> <li>- hold balances</li> <li>- link balances and travel</li> <li>- curl, stretch, balance and travel on apparatus</li> </ul> <p><b>Term 1</b> <b>Games: Focus on using Beanbags</b></p> <ul style="list-style-type: none"> <li>- balance beanbags on different body parts</li> <li>- jump, hop, etc. over beanbags on the floor</li> <li>- pass beanbags using different body parts</li> <li>- underarm throwing and catching a beanbag</li> </ul> <p><b>Term 2</b> <b>Games: Using a Ball</b></p>	<p><b>Term 1</b> <b>Dance: Fog and sunshine</b></p> <ul style="list-style-type: none"> <li>- travel smoothly by rolling and sliding</li> <li>- change and vary actions, demonstrate dynamic actions of heavy and light</li> <li>- work in pairs</li> <li>- observe each other and themselves</li> </ul> <p><b>Dance: Washing Day</b></p> <ul style="list-style-type: none"> <li>- use variety of basic travelling actions</li> <li>- perform basic actions with increasing control</li> <li>- work co-operatively in small groups</li> <li>- rehearse to develop quality</li> </ul> <p><b>Term 2</b> <b>Dance: Conkers</b></p> <ul style="list-style-type: none"> <li>- explore a range of actions</li> <li>- remember and repeat movement phrases and patterns with control and co-ordination and link movements</li> </ul> <p><b>Dance: March, March, March</b></p> <ul style="list-style-type: none"> <li>- select movements to create dance</li> </ul>	<p><b>Term 1</b> <b>Gymnastics: Parts high and parts low</b></p> <ul style="list-style-type: none"> <li>- travel and balance showing different parts of the body high or low</li> <li>- show contrast in shape and speed</li> <li>- take weight on hands to lift feet</li> <li>- travel underneath a partner</li> </ul> <p><b>Term 2</b> <b>Dance: Country Dancing – Barry Goodman</b></p> <ul style="list-style-type: none"> <li>- develop knowledge of basic country dances</li> <li>- perform simple dances identifying a range of figures and formations</li> <li>- follow a simple dance, keeping to the beat of the music and focusing on timings</li> <li>- work collaboratively in a small group and pairs</li> </ul> <p><b>Term 1</b> <b>Games: Throwing and Catching and inventing games</b></p> <ul style="list-style-type: none"> <li>- develop throwing and catching using a range of equipment</li> <li>- beat your own record activities to put the skill under some pressure</li> <li>- send and receive using different directions and levels</li> <li>- throw, catch and bounce in different ways</li> <li>- make up games using throwing, catching, bouncing</li> </ul> <p><b>Term 2</b> <b>Games: Making up a game</b></p> <ul style="list-style-type: none"> <li>- aim at stationary or moving targets using different equipment</li> </ul>	<p>Girls football Albion in the Community - club</p> <p>All Stars football club - club</p> <p>Kickboxing - club</p> <p>Cricket - club</p> <p>Fundraiser</p> <p>Sports Day</p> <p>University Mornings</p> <p>Football tournaments at EBFC</p> <p>Sports Ambassadors</p>
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- roll and receive a ball
- pass a ball with different body parts
- pattern bounce the ball downwards
- throw and catch high and low
- aim at a target
- kick and dribble

- perform simple rhythmic patterns and in different formations
- perform dance actions with understanding of mood and feeling

**Term 1**

**Games: Ball skills and Games**

- balance, roll and pass the ball around different body parts
- pat and bounce a ball using the skill in a game
- throw, catch, roll and receive
- kick and dribble
- throw and catch
- play individual and partner target games

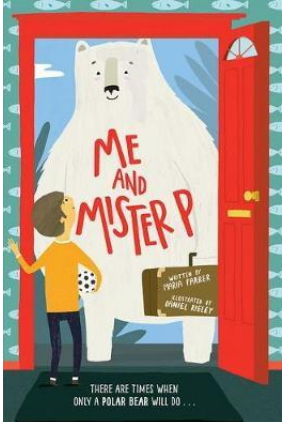
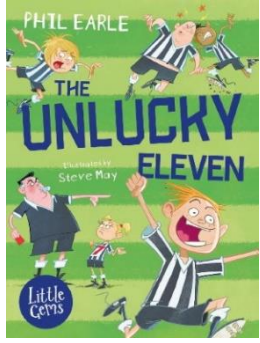
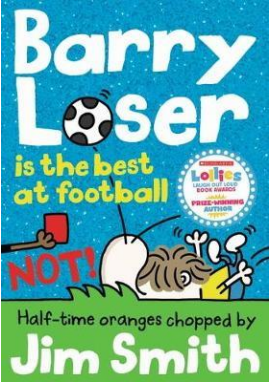
**Term 2**

**Games: Throwing and Catching**

- throw and catch with different equipment
- throw and catch one handed
- aim
- roll, kick, bounce and throw at targets, hoops and skittles

- send with hands, feet and bat
- develop simple strategies and tactics by bouncing, kicking and throwing a ball at different angles, heights and speeds
- run after a ball, field it and return it
- receive a ball on the move

	<p><b>Healthy Participation</b></p> <p><b>Declarative</b>  knowledge: How well do pupils recall the key points for healthy participation they have learned? Procedural knowledge: How well do pupils demonstrate safe practice of how to participate?</p>	<ul style="list-style-type: none"> <li>- be active</li> <li>- breathing becomes quicker, heart pumps faster</li> <li>- I can look up when playing games to avoid bumping into anyone</li> <li>- I understand that drinking water will help me to stay hydrated during activity</li> <li>- I can identify foods that are healthy</li> </ul>	<ul style="list-style-type: none"> <li>- I exercise and breathe more quickly to get oxygen into my blood</li> <li>- I can look up to avoid bumping into anyone and I can also dodge to avoid collisions</li> <li>- I understand that drinking water will help me to stay hydrated during activity</li> <li>- I can identify foods that are healthy</li> </ul>	<ul style="list-style-type: none"> <li>- I exercise and oxygen travels from my blood to my muscles</li> <li>- my heart rate increases and stays high as long as I am exercising</li> <li>- I avoid collisions by moving my body in different directions or by coming to a complete stop</li> <li>- I understand that drinking water will help me to stay hydrated during activity</li> <li>- I can identify foods that are healthy</li> </ul>	
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	<p><b>Vocabulary</b></p>	<p><b>Gymnastics:</b>  <b>Travelling</b>  travel, back, forward, side, away, under, along, step, hop, skip, bounce, gallop, stop stretch, curl, balance, squat</p> <p><b>Dance: all units</b>  travel, stretch, shape, grow, tiptoe, wriggle, repeat, pattern, match, control, co-ordination, skip, gallop</p> <p><b>Games: all units</b>  balance, carry, jump, aim, throw, catch, send, receive, steering, bouncing, kicking, control, safe, collision, start, stop, space</p>	<p><b>Dance: all units</b>  shape, level, repeat, movement, phrase, pattern, control, co-ordination, rhythmic pattern, formation, improvise</p> <p><b>Games all units</b>  balance, roll, pass, pat, throw, catch, receive, kick, dribble, control, consistent, aim, push, strike, stand, slaloms</p>	<p><b>Gymnastics: Parts high and parts low</b>  balance, travel, contrast, shape, speed, weight, balance, bridge, transfer, modify</p> <p><b>Games: all units</b>  throw, catch, bounce, avoid, move, size, weight, texture, low, direction, stride, wide, space, aim, hit, kick, bounce, throw, height, speed, tactic, outwit, opponent, strike, co-operate</p>	
<p><b>Texts</b></p> <p><b>Inspirational sportsperson</b></p>		<p><i>Me and Mister P</i> by Maria Farrer</p> 	<p><i>The Unlucky Eleven</i> by Phil Earle</p> 	<p><i>Barry Loser is the Best at Football NOT</i> by Jim Smith</p> 	



## Long term subject Overview

Term 3 and 4

Pupils have a secure repertoire of fundamental movement skills that form increasingly complex movement patterns within domain-specific contexts  
• High-quality instruction, purposeful practice and feedback are provided to develop and refine movement patterns • Pupils develop their declarative knowledge and procedural knowledge and have opportunities to 'perform' both forms of knowledge

National Curriculum expectations

Knowledge

Early Years

Year 1

Year 2

enhancements

	<p><b>Motor Competence</b> Declarative knowledge: How well do pupils recall the key points for success in a movement/movement patterns they have learned? Procedural knowledge: How well do pupils demonstrate accurate, safe and efficient movement patterns?</p> <p><b>Rules, strategies and tactics</b> Declarative knowledge: How well do pupils recall the rules, tactics and strategies for success they have learned? Procedural knowledge: How well do pupils demonstrate rules, strategies and tactics in a specified context</p>	<p><b>Term 3</b> <b>Dance: Stars</b> - travel safely in and out of markers - to stretch and make shapes on high and low levels - recognise repeated sound patterns</p> <p><b>Term 3</b> <b>Dance: Follow my Feet</b> - travel on feet in a variety of ways (stride, fairy steps, march, skip, creep) - match movements to music - express mood and feeling</p> <p><b>Term 3</b> <b>Dance: Autumn Leaves</b> - rock from side to side - use light, high and low movements</p> <p><b>Term 3</b> <b>Dance: Icicles and Water</b> - changes in speed - show smooth, curving pathways in the air and on the floor</p> <p><b>Term 3</b> <b>Dance: Dinosaurs</b> - stretch and curl bodies</p>	<p><b>Term 3</b> <b>Gymnastics: Points and Patches</b> - travel on small or large parts of the body - balance on large body parts - link balances together</p> <p><b>Term 4</b> <b>Gymnastics: Rocking and Rolling</b> - spin, rock, turn and roll on various body parts - plan and link movements together</p> <p><b>Gymnastics: Flight, Bouncing, Jumping, Landing</b> - select, apply, adapt and transfer knowledge, skills and understanding to simple apparatus - understand safety implications involved in rolling</p> <p><b>Term 3 &amp; 4</b> <b>Games: Bat/Ball skills and games</b> - rolling, jumping and avoiding games - push and roll balls in different directions - balance a ball on a bat</p>	<p><b>Term 3</b> <b>Dance: Reach for the Stars</b> - change and vary actions showing contrasting speed and weight - perform rhythmic actions with a partner - demonstrate strong, light, quick, slow movements - create short phrases and simple structures</p> <p><b>Term 3</b> <b>Dance: Shadows</b> - travel, turn, jump, gesture - show shape and stillness to create a dance - go and stop in control - work in pairs, following the leader, matching and mirroring movements</p> <p><b>Term 4</b> <b>Gymnastics: Linking movements together</b> - different movements can be linked together smoothly - plan sequences of patterns of three or more movements which can be remembered and repeated - use changes in levels, speed and direction - perform simple sequences with a partner</p> <p><b>Term 4</b> <b>Swimming</b></p> <p><b>Term 3</b> <b>OAA</b> - Use a basic diagram/map to navigate to up to 4 different points in reality.</p>	<p>Girls football Albion in the Community - club</p> <p>All Stars football club - club</p> <p>Kickboxing - club</p> <p>Cricket - club</p> <p>Fundraiser</p> <p>Sports Day</p> <p>University Mornings</p> <p>Football tournaments at EBFC</p> <p>Sports Ambassadors</p>
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- use quick, slow and freeze
- use heavy and light movements

**Term 4**

**Dance: The Hungry Caterpillar**

- use curled and stretched shapes, stationary and moving
- choose movements to tell a story

**Term 4**

**Dance: Mr Jelly and Mr Strong**

- use strong and light movements to travel and jump
- grow into strong shapes
- move in different directions

**Term 3**

**Games: Hoops and Quoits**

**Hoops**

- step in and out, jump over and move around
- hula-hoop
- roll hoops

**Quoits**

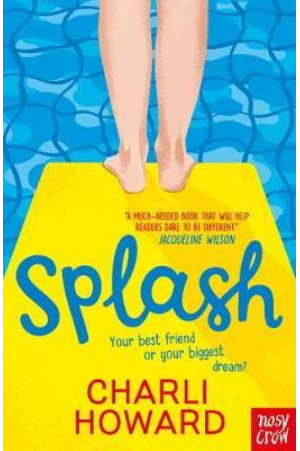
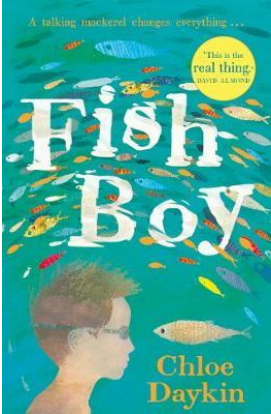
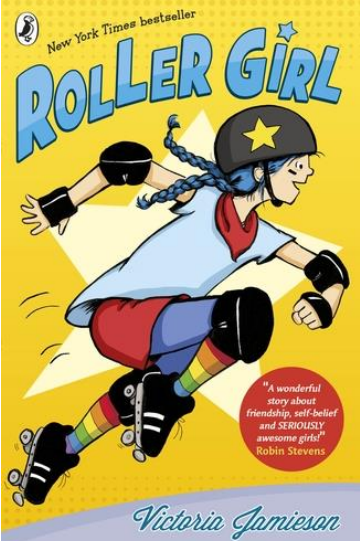
- balance, twirl, roll, spin, throw and catch
- pass using different body parts

- strike a ball
- skip with a rope
- develop into small group games

- Use a basic diagram/map to navigate to up to 4 different points, avoiding obstacles.
- Use a basic diagram/map to follow a specific route with up to 4 different points.
- Use a basic diagram/map to follow a specific route with up to 4 different points, avoiding obstacles.



		<p><b>Term 4</b>  <b>Games: Ropes, Bats and Balls</b></p> <ul style="list-style-type: none"> <li>- travel around ropes which are in different shapes on the ground</li> <li>- push a ball along the ground with hand or bat</li> <li>- pass the ball around the body</li> <li>- balance the ball on a bat, standing and walking</li> <li>- bounce, hit and move the ball</li> <li>- throw, catch and aim</li> </ul>			
	<p><b>Healthy Participation</b>  <b>Declarative</b>          knowledge: How well do pupils recall the key points for healthy participation they have learned? Procedural knowledge: How well do pupils demonstrate safe practice of how to participate?</p>	<ul style="list-style-type: none"> <li>- be active</li> <li>- breathing becomes quicker, heart pumps faster</li> <li>- I can look up when playing games to avoid bumping into anyone</li> <li>- I understand that drinking water will help me to stay hydrated during activity</li> <li>- I can identify foods that are healthy</li> </ul>	<ul style="list-style-type: none"> <li>- I exercise and breathe more quickly to get oxygen into my blood</li> <li>- I can look up to avoid bumping into anyone and I can also dodge to avoid collisions</li> <li>- I understand that drinking water will help me to stay hydrated during activity</li> <li>- I can identify foods that are healthy</li> </ul>	<ul style="list-style-type: none"> <li>- I exercise and oxygen travels from my blood to my muscles</li> <li>- my heart rate increases and stays high as long as I am exercising</li> <li>- I avoid collisions by moving my body in different directions or by coming to a complete stop</li> <li>- I understand that drinking water will help me to stay hydrated during activity</li> <li>- I can identify foods that are healthy</li> </ul>	

	Vocabulary		<b>Gymnastics: Points and Patches</b> points, patches, run, march, bounce, travel, explore, position, apparatus, bridge, crab rock, roll, tuck, statue, sink, stretch	<b>Gymnastics: Linking movements together</b> link, sequence, pattern, speed, travel, direction, smooth, continuous, roll, compose, balance, jump  <b>Dance: all units</b> vary, action, contrast, shape, speed, size, unison, cannon, composition, co-operation, linking, connect, float, travel, improvise, express, rhythm, rhythmic, pattern, formation	
<b>Texts</b>  <b>Inspirational sportsperson</b>		<b>Splash by Charli Howard</b> 	<b>Fish boy by Chloe Daykin</b> 	<b>Roller Girl by Victoria Jamieson (2017)</b> 	

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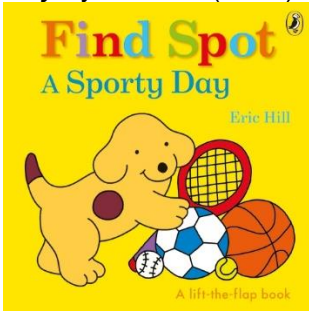
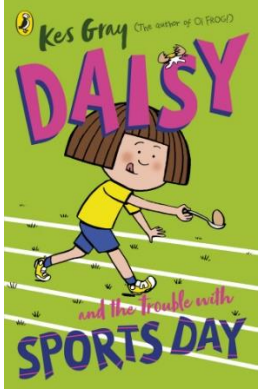
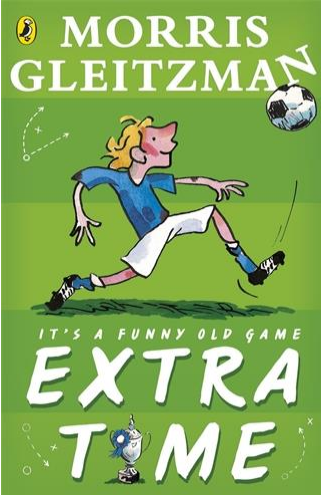
- High-quality instruction, purposeful practice and feedback are provided to develop and refine movement patterns
- Pupils develop their declarative knowledge and procedural knowledge and have opportunities to 'perform' both forms of knowledge


National Curriculum expectations	Knowledge	Early Years	Year 1	Year 2	enhancements
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	<p><b>Motor Competence</b> Declarative knowledge: How well do pupils recall the key points for success in a movement/movement patterns they have learned? Procedural knowledge: How well do pupils demonstrate accurate, safe and efficient movement patterns?</p> <p><b>Rules, strategies and tactics</b> Declarative knowledge: How well do pupils recall the rules, tactics and strategies for success they have learned? Procedural knowledge: How well do pupils demonstrate rules, strategies and tactics in a specified context</p>	<p><b>Term 5 Games: Multi-Skill (Twinkl MOVE)</b></p> <ul style="list-style-type: none"> <li>- Develop throwing skills</li> <li>- Core strength and mobility development</li> <li>- Range of different jumping activities, focus on developing balance</li> <li>- kicking a ball to hit a target</li> </ul> <p><b>Term 5 OAA</b></p> <ul style="list-style-type: none"> <li>- Understand that a diagram/map is a bird's eye representation of the ground.</li> <li>- Understand what a legend/key is and its importance.</li> <li>- Transfer information on a diagram/map into reality, using basic symbols and matching equipment.</li> <li>- Follow and give verbal commands to move forwards, backwards, up, down, left and right.</li> </ul> <p><b>Term 6 Swimming</b></p>	<p><b>Term 5 Athletics:</b></p> <ul style="list-style-type: none"> <li>- travel in different ways</li> <li>- develop the skill of changing speed</li> <li>- control in picking up and putting down equipment</li> <li>- under-arm throwing</li> <li>- simple take-off and landing</li> <li>- travel simple pathways</li> <li>- push and throw</li> </ul> <p><b>Term 6 Athletics:</b></p> <ul style="list-style-type: none"> <li>- travel in different ways</li> <li>- develop skill of running style</li> <li>- jumping techniques and combination of jumps</li> <li>over-arm throwing</li> <li>- pivot turns</li> <li>- running in curved pathways</li> <li>- under-arm and push throw</li> </ul> <p><b>Term 5 Swimming</b></p> <p><b>Term 6 OAA</b></p> <ul style="list-style-type: none"> <li>- Understand how the directions forwards,</li> </ul>	<p><b>Term 5 Games: Dribbling, kicking and hitting</b></p> <ul style="list-style-type: none"> <li>- dribble with hands, feet and equipment to develop control, change speed and direction</li> <li>- pass, receive and strike with a variety of equipment</li> <li>- play games with a partner to put them under pressure</li> </ul> <p><b>Term 6 Games: Developing Partner work</b></p> <ul style="list-style-type: none"> <li>- play safely with a partner in games and when using equipment</li> <li>- throw and catch individually and in pairs using variety of apparatus</li> <li>- kick and dribble with control</li> <li>- develop sending and receiving skills</li> <li>- develop skills of co-operation</li> </ul> <p><b>Term 5 Athletics:</b></p> <ul style="list-style-type: none"> <li>- pulse raising running</li> <li>- skills of push/throw with two hands</li> <li>- short distance running</li> <li>- under arm throwing</li> <li>- paced running</li> <li>- jumping with different take-off and landing</li> <li>- push throw with a bounce</li> </ul> <p><b>Term 6 Athletics:</b></p> <ul style="list-style-type: none"> <li>- pulse raising running</li> <li>- develop skill of push throw and push bounce</li> <li>- sprinting technique</li> <li>- throwing for distance</li> <li>- even pacing</li> </ul>	<p>Girls football Albion in the Community - club</p> <p>All Stars football club - club</p> <p>Kickboxing - club</p> <p>Cricket - club</p> <p>Fundraiser</p> <p>Sports Day</p> <p>University Mornings</p> <p>Football tournaments at EBFC</p> <p>Sports Ambassadors</p>
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			<p>backwards, up, down, left, right and change depending on which way a person is facing.</p> <ul style="list-style-type: none"><li>- Follow and give verbal and written commands to move north, south, east and west.</li><li>- Understand that the directions north, south, east and west do not change, regardless of which way a person is facing.</li><li>- Recognise and identify the real-life representation of a basic diagram/map through colour combinations.</li><li>- Use a basic diagram/map to navigate to a single point in reality.</li></ul>	<ul style="list-style-type: none"><li>- jumping for distance</li><li>- different patterns in take-off and landing</li><li>- push throw with a bounce</li></ul>	
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	<p><b>Healthy Participation</b>  <b>Declarative</b>          knowledge: How well do pupils recall the key points for healthy participation they have learned? Procedural knowledge: How well do pupils demonstrate safe practice of how to participate?</p>	<ul style="list-style-type: none"> <li>- be active</li> <li>- breathing becomes quicker, heart pumps faster</li> <li>- I can look up when playing games to avoid bumping into anyone</li> <li>- I understand that drinking water will help me to stay hydrated during activity</li> <li>- I can identify foods that are healthy</li> </ul>	<ul style="list-style-type: none"> <li>- I exercise and breathe more quickly to get oxygen into my blood</li> <li>- I can look up to avoid bumping into anyone and I can also dodge to avoid collisions</li> <li>- I understand that drinking water will help me to stay hydrated during activity</li> <li>- I can identify foods that are healthy</li> </ul>	<ul style="list-style-type: none"> <li>- I exercise and oxygen travels from my blood to my muscles</li> <li>- my heart rate increases and stays high as long as I am exercising</li> <li>- I avoid collisions by moving my body in different directions or by coming to a complete stop</li> <li>- I understand that drinking water will help me to stay hydrated during activity</li> <li>- I can identify foods that are healthy</li> </ul>	
	<p>Vocabulary</p>		<p><b>Athletics: all units</b>          speed, control, take off, land, travel, push, throw, combination, right, left, forward, strong, swing, astride, march, lean</p>	<p><b>Athletics: all units</b>          mobility, exercise, push, throw, underarm, fling, partner, timing, counting, accuracy, take off, tag, rhythm, bounce, obstacle, sprint, walk, vigorous, stretch, crouch, hurdle</p>	

	<p><b>Texts</b></p> <p><b>Inspirational sportsperson</b></p>	<p><i>Find Sport: A Sporty Day</i> by Eric Hill (2021)</p> 	<p><i>Daisy and the Trouble with Sports Day</i> by Kes Gray (2020)</p> 	<p><i>Extra Time</i> by Morris Gleitzman (2002)</p> 	
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	<p><b>Long term subject Overview</b></p> <p>Term 1 and 2</p>
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Pupils have a secure repertoire of fundamental movement skills that form increasingly complex movement patterns within domain-specific contexts

- High-quality instruction, purposeful practice and feedback are provided to develop and refine movement patterns
- Pupils develop their declarative knowledge and procedural knowledge and have opportunities to 'perform' both forms of knowledge

National Curriculum expectations	Knowledge	Year 3	Year 4	Year 5	Year 6	enhancements
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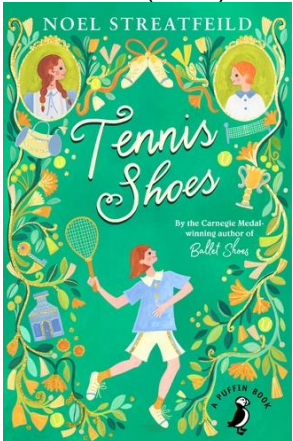
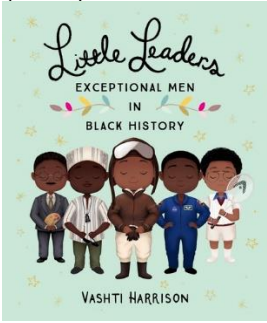
<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination</li> <li>• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>• perform dances using a range of movement patters</li> </ul> <p>They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success., modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <ul style="list-style-type: none"> <li>• play competitive game,</li> <li>• take part in outdoor and adventurous activity challenges both individually and within a team</li> </ul> <p>• compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Swimming and water safety All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:</p>	<p><b>Motor Competence</b></p> <p>Declarative knowledge: How well do pupils recall the key points for success in a movement/movement patterns they have learned? Procedural knowledge: How well do pupils demonstrate accurate, safe and efficient movement patterns?</p> <p><b>Rules, strategies and tactics</b></p> <p>Declarative knowledge: How well do pupils recall the rules, tactics and strategies for success they have learned? Procedural knowledge: How well do pupils demonstrate rules, strategies and tactics in a specified context</p>	<p><b>Term 1</b> <b>Gymnastics: Symmetry and Asymmetry</b></p> <ul style="list-style-type: none"> <li>- identify and demonstrate symmetrical and asymmetrical balances on different body parts</li> <li>- move and balance showing specific planned shapes and variations in speed and level</li> <li>- link smoothly travelling, jumping, turning and balancing movements</li> <li>- perform a simple matching sequence side-by-side with a partner to show symmetry and asymmetry</li> </ul> <p><b>Term 2</b> <b>Gymnastics: Travelling with a change of front or direction</b></p> <ul style="list-style-type: none"> <li>- understand change of front and what it means to turn when jumping</li> <li>- move in different directions (forwards, backwards, sideways, diagonally)</li> <li>- demonstrate cartwheels, rolls, jumps and bunny hops which</li> </ul>	<p><b>Term 1</b> <b>Gymnastics: Balance</b></p> <ul style="list-style-type: none"> <li>- use different body parts to balance on</li> <li>- know which combinations of balancing produce stable or unstable bases</li> <li>- move into and from balances with control and accuracy</li> <li>- create and perform a sequence which combines balances, movement, jumps or rolls</li> <li>- extend this into using apparatus</li> </ul> <p><b>Term 2</b> <b>Gymnastics: Rolling</b></p> <ul style="list-style-type: none"> <li>- rotate and roll on different body parts and in different directions showing different shapes, sizes and speeds</li> <li>- create sequences with a partner on the floor and apparatus linking movements</li> </ul> <p><b>Term 1</b> <b>Games: Net, Court and Wall games</b></p> <ul style="list-style-type: none"> <li>- use a bat to strike a ball with accuracy and</li> </ul>	<p><b>Term 1</b> <b>Gymnastics: Bridges</b></p> <ul style="list-style-type: none"> <li>- balance on different body parts to create bridges, individually and with a partner</li> <li>- create sequences with a partner</li> </ul> <p><b>Term 2</b> <b>Gymnastics: Flight</b></p> <ul style="list-style-type: none"> <li>- show the five basic jumps, demonstrating different shapes and directions in the air</li> <li>- show flight from feet to hands to feet</li> <li>- create sequences using variation in levels, directions and pathways</li> <li>- transfer flight safely onto apparatus</li> </ul> <p><b>Term 1</b> <b>Games: Net, court and wall games</b></p> <ul style="list-style-type: none"> <li>- play shots on both sides of the</li> </ul>	<p><b>Term 1</b> <b>Gymnastics: Matching, Mirroring and contrasting</b></p> <ul style="list-style-type: none"> <li>- demonstrate contrasting matching, mirroring and movements</li> <li>- understand spatial relationships in partner work e.g. side by side, face to face</li> <li>- compose and improve a sequence</li> <li>- transfer sequences from floor to apparatus</li> </ul> <p><b>Term 2</b> <b>Dance: Changes in dance style since pre-war Britain (Charleston and Lindy-Hop) Country Dancing</b></p> <ul style="list-style-type: none"> <li>- perform basic actions with increased control, co-ordination, fluency and accuracy</li> <li>- perform set dances from different times and places</li> </ul>	<p>Girls football Albion in the Community - club</p> <p>All Stars football club - club</p> <p>Kickboxing - club</p> <p>Cricket - club</p> <p>Fundraiser</p> <p>Sports Day</p> <p>University Mornings</p> <p>Football tournaments at EBFC</p> <p>Sports Ambassadors</p> <p>Playtime buddies</p> <p>Swimming competitions</p>
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<ul style="list-style-type: none"> <li>• swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>• use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>• perform safe self-rescue in different water-based situations.</li> </ul>		<p>create a change of front or direction</p> <ul style="list-style-type: none"> <li>- create sequences</li> </ul> <p><b><u>Term 1</u></b>  <b>Games: Ball Skills</b></p> <ul style="list-style-type: none"> <li>- pass and receive in different ways</li> <li>- dribble, pass and receive with feet</li> <li>- signal for the ball</li> <li>- pass and move to retain possession</li> <li>- progress down the pitch towards the goal</li> </ul> <p><b><u>Term 2</u></b>  <b>Games: Games Making</b></p> <ul style="list-style-type: none"> <li>- work co-operatively and creatively</li> <li>- plan and adjust rules and strategies to make the game safe, fair and challenging</li> <li>- describe the format and intention of the game</li> <li>- know how to use space in games</li> </ul>	<p>control over a range of high, low and ground level barriers</p> <ul style="list-style-type: none"> <li>- show variation in level, speed and direction</li> <li>- play one vs one net games</li> </ul> <p><b><u>Term 2</u></b>  <b>Swimming</b></p>	<p>body and from the head</p> <ul style="list-style-type: none"> <li>- receive a ball from different heights and angles</li> <li>- recognise space on an opponent's court and hit into them</li> <li>- strike a large ball over a high net, volley and dig (Volleyball, Tennis)</li> </ul> <p><b><u>Term 2</u></b>  <b>Swimming</b></p>	<ul style="list-style-type: none"> <li>- work collaboratively in small groups</li> <li>- use appropriate language and terminology</li> <li>- describe how dance contributes to fitness and wellbeing</li> </ul> <p><b><u>Term 1</u></b>  <b>Games: Football/Hockey</b></p> <ul style="list-style-type: none"> <li>- pass, receive, strike, dribble, shoot</li> <li>- choose when to pass to retain progression and progress to goal</li> <li>- show attacking and defending skills</li> <li>- organise the team into different formations</li> </ul> <p><b><u>Term 2</u></b>  <b>Swimming</b></p>	
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	<p><b>Healthy Participation</b></p> <p><b>Declarative</b>  knowledge: How well do pupils recall the key points for healthy participation they have learned? Procedural knowledge: How well do pupils demonstrate safe practice of how to participate?</p>	<ul style="list-style-type: none"> <li>- I exercise and oxygen travels from my blood to my muscles to enable them to function more effectively</li> <li>- my heart rate increases and stays high as long as I am exercising, I can reduce my heart rate by stopping exercise</li> <li>- I understand that aerobic exercise is beneficial to my overall health</li> <li>- I understand the requirement for rules in order to help avoid collisions and accidents</li> <li>- I understand how good nutrition and hydration can help me to participate fully and safely in activities</li> </ul>	<ul style="list-style-type: none"> <li>- when I control my breathing, I can reduce my heart rate</li> <li>- I can increase my rate of recovery by becoming fitter</li> <li>- I understand that aerobic exercise is beneficial to my overall health</li> <li>- I understand the need for tactics in order to help avoid collisions and accidents</li> <li>- I understand how good nutrition and hydration can help me to participate fully and safely in activities</li> </ul>	<ul style="list-style-type: none"> <li>- sugar is converted to glycogen which feeds the muscles and enables me to exercise for longer</li> <li>- lactic acid is the by product of burning fuel in the muscles and can cause muscle soreness</li> <li>- I understand that aerobic exercise is beneficial to my overall health</li> <li>- I understand how safety within a game with enable greater enjoyment and participation</li> <li>- I understand how good nutrition and hydration can help me to participate fully and safely in activities</li> </ul>	<ul style="list-style-type: none"> <li>- you can reduce muscle soreness by stretching post exercise</li> <li>- I understand that aerobic exercise is beneficial to my overall health</li> <li>- I can participate safely because I understand how to adapt my body position and self-regulate my emotions during competitive games</li> <li>- I understand how good nutrition and hydration can help me to participate fully and safely in activities</li> </ul>	
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	Vocabulary	<p><b>Gymnastics: Symmetry and Asymmetry</b>  symmetry, asymmetry, move, balance, vary, speed, level, weight, travel, jump, high, medium, low, spin, smooth, adapt, transfer, even, uneven</p> <p><b>Gymnastics: Travelling with a change of front or direction</b>  front, direction, control, accuracy, sequence, diagonal, half turn, three-quarter turn, apparatus</p> <p><b>Games: all units</b>  pass, receive, dribble, sequence, signal, space, possession, accurate, chest pass, bounce pass, shoulder pass, receiving, vigorous, feeding, throwing, tactical, strike, control, underarm, overarm, fielder, batsperson, bowler</p>	<p><b>Gymnastics: Balance</b>  balance, weight bearing, stable, tension, extension, sequence, travelling, roll</p> <p><b>Gymnastics: Rolling</b>  rotate, roll, turn, shape, size, speed, jump, bridge, link, sequence, travel, transfer, spring</p> <p><b>Games: all units</b>  strike, shuttle, singles, doubles, accuracy, control, barrier, variation, level, speed, direction, transfer, play, tactic, negotiate, travel, possession, dodge, mark, signal, intercept, bowler, feeder</p>	<p><b>Gymnastics: Bridges</b>  bridge, balance, quality, accuracy, variation, base, control, complex, sequence, variety</p> <p><b>Gymnastics: Flight</b>  transfer, variation, take off, contrast, consecutive, position, landing, control, compose</p> <p><b>Games: all units</b>  position, opponent, space, attack, defend, combine, possession, defence, interception, control, niggler, tackling, shielding, possession, fall back, tactic, overarm, bowl</p>	<p><b>Gymnastics: Matching, Mirroring and contrasting</b>  match, mirror, control, spatial, symmetrical, asymmetrical, contrasting, movement, sequence</p> <p><b>Games: all units</b>  control, pass, receive, strike, dribble, shoot, adapt, space, overload, shoot, shot, stance, bowler, wicket keeper, backstop, base, signal, land, pivot</p>	
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	<p><b>Texts</b></p> <p><b>Inspirational sportsperson</b></p>	<p><i>Tennis Shoes</i> by Noel Streatfield (1937)</p> 	<p><i>Little Leaders: Exceptional Men in Black History</i> by Vashti Harrison (2019)</p> 			
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	<p><b>Long term subject Overview</b></p> <p>Term 3 and 4</p>					
<p>Pupils have a secure repertoire of fundamental movement skills that form increasingly complex movement patterns within domain-specific contexts</p> <ul style="list-style-type: none"> <li>• High-quality instruction, purposeful practice and feedback are provided to develop and refine movement patterns</li> <li>• Pupils develop their declarative knowledge and procedural knowledge and have opportunities to 'perform' both forms of knowledge</li> </ul>						
National Curriculum expectations	Knowledge	Year 3	Year 4	Year 5	Year 6	enhancements

	<p><b>Motor Competence</b> Declarative knowledge: How well do pupils recall the key points for success in a movement/movement patterns they have learned? Procedural knowledge: How well do pupils demonstrate accurate, safe and efficient movement patterns?</p> <p><b>Rules, strategies and tactics</b> Declarative knowledge: How well do pupils recall the rules, tactics and strategies for success they have learned? Procedural knowledge: How well do pupils demonstrate rules, strategies and tactics in a specified context</p>	<p><b>Term 3</b> <b>Dance: The Language of Dance</b></p> <ul style="list-style-type: none"> <li>- different ways to travel jump and turn</li> <li>- remember and repeat simple dance phrases</li> <li>- work with a partner to follow the leader</li> </ul> <p><b>Term 4</b> <b>Dance: Tudor Dance &amp; Country Dancing</b></p> <ul style="list-style-type: none"> <li>- perform set dance with control and expression</li> <li>- dance reflects cultural and historical contexts</li> <li>- compose within given rhythmic and spatial structures</li> <li>- compose logical sequence of movements</li> </ul> <p><b>Term 3</b> <b>Swimming</b></p> <p><b>Term 4</b> <b>Games: Net, Court and Wall games</b></p> <ul style="list-style-type: none"> <li>- strike a ball with control and accuracy at a target or over a net</li> <li>- use basic shots in different situations</li> <li>- understand tactics and principles</li> <li>- play confidently and competitively a small</li> </ul>	<p><b>Term 3</b> <b>Dance: Electricity</b></p> <ul style="list-style-type: none"> <li>- perform the action of jumping with great control</li> <li>- display clarity of body shape</li> <li>- link movements and section together</li> <li>- choose and use appropriate dynamics</li> </ul> <p><b>Term 4</b> <b>Dance: Wimbledon</b></p> <ul style="list-style-type: none"> <li>- develop a motif using speed and action</li> <li>- show clear control and balance in shape and action</li> <li>- perform with an understanding of mood</li> <li>- work in pairs</li> </ul> <p><b>Term 3</b> <b>Games: Problem solving and inventing games</b></p> <ul style="list-style-type: none"> <li>- plan and make a game</li> <li>- select and use skills and tactics</li> <li>- transfer principles of knowing games</li> <li>- make up rules and modify and adapt</li> <li>- work co-operatively</li> </ul>	<p><b>Term 3</b> <b>Dance: Volcanoes</b></p> <ul style="list-style-type: none"> <li>- translate narrative ideas into movement</li> <li>- perform with an awareness of partner and group</li> <li>- perform showing clear changes in moods and dynamics</li> </ul> <p><b>Term 4</b> <b>Dance: City Life</b></p> <ul style="list-style-type: none"> <li>- perform with expression to convey mood and feeling</li> <li>- perform showing change in mood and feeling</li> <li>- develop competence in actions and dynamics</li> </ul> <p><b>Term 3</b> <b>Games: Ball Handling</b></p> <ul style="list-style-type: none"> <li>- pass, throw, bounce, receive, carry, dribble, shoot</li> <li>- retain possession and progress towards goal</li> </ul>	<p><b>Term 3</b> <b>Gymnastics: Counter-balance and Counter-tension</b></p> <ul style="list-style-type: none"> <li>- understand counter-balance is pushing or leaning against a partner</li> <li>- understand counter-tension is pulling or leaning away from a partner</li> <li>- demonstrate the above in twos, threes and small groups</li> <li>- link balances with movement and variation in shape, levels, speed and direction</li> <li>- transfer onto apparatus</li> </ul> <p><b>Term 4</b> <b>Country Dancing: Boston Tea Party</b></p> <ul style="list-style-type: none"> <li>- perform basic actions with increased control, co-ordination, fluency and accuracy</li> <li>- perform set dances from different times and places</li> </ul>	<p>Girls football Albion in the Community - club</p> <p>All Stars football club - club</p> <p>Kickboxing - club</p> <p>Cricket - club</p> <p>Fundraiser</p> <p>Sports Day</p> <p>University Mornings</p> <p>Football tournaments at EBFC</p> <p>Sports Ambassadors</p>
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		<p>sided game (2 vs 2, 3 vs 3)</p>	<p><b><u>Term 4</u></b>  <b>Games: Invasion games</b>  - play small sided invasion games up to four vs four  - pass and travel with a ball  - use tactics to keep possession of the ball in order to shoot and to score  - dodge, mark and signal for the ball and intercept the ball</p>	<p>- use one or two hands to pass, receive, carry, bounce, dribble  - work as a team (Netball, Basketball)</p> <p><b><u>Term 4</u></b>  <b>Games: Invasion games</b>  - pass, receive, strike, dribble, shoot with control  - play small sided games retaining possession and progressing towards goal  - attack and defend, mark, intercept, dodge  - understand team formations (Hockey, Football)</p>	<p>- work collaboratively in small groups  - use appropriate language and terminology  - describe how dance contributes to fitness and wellbeing</p> <p><b><u>Term 3</u></b>  <b>Games: Invasion games (ball handling)</b>  - pass, receive, dribble, shoot when ball handling  - make effective choices how, where and when to pass  - understand player positions  - attack and defend, marking, intercepting, dodging and moving into space and shooting</p> <p><b><u>Term 4</u></b>  <b>OAA</b>  - Using the whole school orienteering map, orientate and set the map using a mechanical or electronic compass, aligning it with their</p>	
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					<p>position on the map and the North lines.</p> <ul style="list-style-type: none"><li>- Use a compass to identify which way is North to assist travelling in all 8 compass point directions.</li><li>- Take part in competitive orienteering-style challenges.</li><li>- Sustain physical activity in orienteering-style challenges for at least 30 minutes.</li><li>- Explore the benefits of OAA and orienteering-style activities.</li><li>- Know their most local orienteering club and how to pursue orienteering outside of school (Southdown's Orienteers (SO))</li></ul> <p><a href="#">British Orienteering</a></p>	
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	Vocabulary	<p><b>Dance: all units</b> improvise, travel, jump, turn, control, fluency, phrasing, rhythmic, musically, shape, extension, balance, footwork, rhythm, posture, restrained, dignified, flamboyant, geometric, leisure, courtesy, negotiated movements</p>	<p><b>Dance: all units</b> clarity, body shape, dynamics, interpret, stimulus, logical, fluency, symbolic</p>	<p><b>Dance: all units</b> abstract, movement, dynamics, precision, relationships, formation, compose, adapt, develop, patterning, accompaniment, composition, pattern, mood, feeling, motif, variety of rhythms</p>	<p><b>Gymnastics: Counter-balance and Counter-tension</b> counter balance, counter tension, shape, level, contact, construct, practise, evaluate, compose, push, matching, mirroring, contrasting, pushing, leaning, pulling, balance, mirror, synchronised, cannon, variation, speed, direction</p>	
	<p><b>Texts</b> <b>Inspirational sportsperson</b></p>	<p><i>The Racehorse Who Wouldn't Gallop</i> by Clare Balding and Tony Ross (2026)</p> 	<p><i>The Competition</i> by Maddie Ziegler (2019)</p> 	<p><i>Cycling for Gold</i> by Owen Slot (2012)</p> 	<p><i>Thrills, Skills and Molehills</i> by Chris MD (2018)</p> 	



## Long term subject Overview

Term 5 and 6

Pupils have a secure repertoire of fundamental movement skills that form increasingly complex movement patterns within domain-specific contexts

- High-quality instruction, purposeful practice and feedback are provided to develop and refine movement patterns
- Pupils develop their declarative knowledge and procedural knowledge and have opportunities to 'perform' both forms of knowledge

National Curriculum expectations

Knowledge

Year 3

Year 4

Year 5

Year 6

enhancements

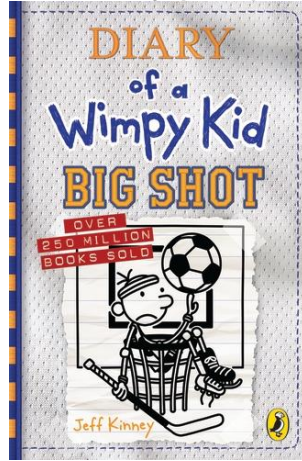
	<p><b>Motor Competence</b> Declarative knowledge: How well do pupils recall the key points for success in a movement/movement patterns they have learned? Procedural knowledge: How well do pupils demonstrate accurate, safe and efficient movement patterns?</p> <p><b>Rules, strategies and tactics</b> Declarative knowledge: How well do pupils recall the rules, tactics and strategies for success they have learned? Procedural knowledge: How well do pupils demonstrate rules, strategies and tactics in a specified context</p>	<p><b>Term 5 Games: Striking and Fielding</b></p> <ul style="list-style-type: none"> <li>- strike with confidence and control</li> <li>- receive the ball from one direction, and throw or strike it in another</li> <li>- identify striking and fielding techniques</li> <li>- intercept a ball travelling to you</li> <li>- understand the roll of bowler, fielder, striker and wicket keeper</li> </ul> <p><b>Term 5 Athletics:</b></p> <ul style="list-style-type: none"> <li>- pulse raising running</li> <li>- develop nimble footwork and transferring body weight</li> <li>- develop technique of sprinting style, throwing for accuracy, sprinting and changing pace, jumping, take-offs and landings, relays and shuffle take overs, throwing for distance</li> </ul> <p><b>Term 6 Athletics:</b></p> <ul style="list-style-type: none"> <li>- pulse raising running</li> <li>- develop technique of sprinting using arms and legs</li> <li>- throwing for accuracy</li> <li>- jumping for distance</li> </ul>	<p><b>Term 5 Games: Striking and Fielding</b></p> <ul style="list-style-type: none"> <li>- send into and field from different directions</li> <li>- throw accurately and be a reliable bowler or feeder</li> <li>- strike a ball along the ground or through the air in different directions (Baseball, Rounders, Cricket)</li> </ul> <p><b>Term 5 Athletics:</b></p> <ul style="list-style-type: none"> <li>- run at different speeds smoothly and with consistency</li> <li>- demonstrate combinations of jumps</li> <li>- throw a range of objects into a target area</li> <li>- choose the appropriate throwing, running, jumping style</li> <li>- understand pacing</li> </ul> <p><b>Term 6 Athletics:</b></p> <ul style="list-style-type: none"> <li>- understand the difference between sprinting and running for sustained periods</li> </ul>	<p><b>Term 5 Games: Striking and fielding</b></p> <ul style="list-style-type: none"> <li>- use a rounders bat or cricket bat with confidence</li> <li>- strike and throw with reasonable accuracy and consistency</li> <li>- bowl under-arm and over-arm</li> <li>- know how to move when fielding</li> </ul> <p><b>Term 5 Athletics:</b></p> <ul style="list-style-type: none"> <li>- sustain pace over longer distances, running rhythmically</li> <li>- throw over-arm with greater control</li> <li>- perform a range of jumps showing control and consistency</li> <li>- know the principles of relay take over and the upswing method</li> <li>- take part in relays</li> </ul> <p><b>Term 6 Athletics:</b></p>	<p><b>Term 5 Games: Net, Court and Wall</b></p> <ul style="list-style-type: none"> <li>- play a variety of shots, striking the ball</li> <li>- direct ball into opponent's court at different speeds, heights and angles</li> <li>- work co-operatively as a team (Volleyball)</li> </ul> <p><b>Term 6 Games: Striking and Fielding</b></p> <ul style="list-style-type: none"> <li>- strike and field with consistency and accuracy</li> <li>- understand the position of bowler, wicket keeper, batter and fielder</li> <li>- demonstrate correct striking stance</li> <li>- bowl in competitive situations</li> <li>- field the ball and return it with an over-arm throw (Rounders, Cricket)</li> </ul> <p><b>Term 5 Athletics:</b></p>	
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		<ul style="list-style-type: none"> <li>- running, jumping and throwing comparisons</li> <li>- long distance running for endurance</li> <li>- explore take-offs and landings, adding three steps run up</li> <li>- understand when to use the most effective running speed and rhythm</li> </ul> <p><b><u>Term 6</u></b> <b>OAA</b></p> <ul style="list-style-type: none"> <li>- Transfer information on a diagram into reality, using unfamiliar symbols, following a set order.</li> <li>- Understand and carry out the physical skills needed for orienteering: agility, balance, co-ordination whilst holding or looking at the map.</li> <li>- Identify basic orienteering symbols and colours using the legend (map key)</li> <li>- Follow and give verbal and written commands to move north, south, east, west and north-east, south-east, south-west and north-west.</li> <li>- Understand that the directions north, south, east, west and north-east, south-east, south-west and north-west do not change, regardless of</li> </ul>	<ul style="list-style-type: none"> <li>- demonstrate a range of throwing techniques</li> <li>- throw with accuracy and power into a target area</li> <li>- perform a range of jumps</li> <li>- sometimes use a short run up</li> </ul> <p><b><u>Term 6</u></b> <b>OAA</b></p> <ul style="list-style-type: none"> <li>- Using more complex diagrams/maps (e.g. netball court maps), orientate and set the map, maintaining this whilst travelling a route involving more than 4 points.</li> <li>- Using basic diagrams/maps, draw their own routes for others to follow.</li> <li>- Using the whole school orienteering map, orientate and set the map using known features, to travel to and from control points allocated by a teacher or coach.</li> <li>- Use the whole school orienteering map, orientate and set the map using known features, to</li> </ul>	<ul style="list-style-type: none"> <li>- sustain pace over longer distances</li> <li>- throw with greater control and accuracy</li> <li>- perform a range of jumps showing control and consistency at take-off and landing</li> <li>- understand the principles of take over and apply them at speed</li> </ul> <p><b><u>Term 6</u></b> <b>OAA</b></p> <ul style="list-style-type: none"> <li>- Make tactical decisions to travel the orienteering course to meet a different purpose such as “developing stamina” or “develop clear and concise communication”.</li> <li>- Work individually, in pairs and in larger teams, planning and co-operating effectively and allocating roles.</li> <li>- Work individually, in pairs and in larger teams to</li> </ul>	<ul style="list-style-type: none"> <li>- pulse raising chasing</li> <li>- develop techniques of drive and speed</li> <li>- throwing style, push and sling</li> <li>- jumping long and combination, showing power, control and consistency</li> <li>- pull throw</li> <li>- running over obstacles</li> <li>- running for longer distances</li> </ul> <p><b><u>Term 6</u></b> <b>Athletics:</b></p> <ul style="list-style-type: none"> <li>- pulse raising chasing</li> <li>- develop stride, frequency and smooth relay take over</li> <li>- upsweep and down sweep</li> <li>- jump for height</li> <li>- change direction at speed</li> <li>- pull throw (javelin)</li> </ul>	
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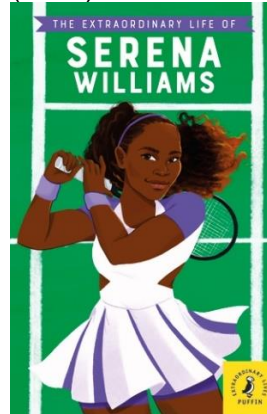
		<p>which way a person is facing.</p> <ul style="list-style-type: none"> <li>- Using basic diagrams/maps (e.g. count the cones), orientate and set the map, maintaining this whilst travelling a route involving more than 4 points.</li> </ul>	<p>travel to and from control points chosen independently by the pupil.</p> <ul style="list-style-type: none"> <li>- Make tactical decisions to travel the orienteering course in the quickest and most efficient manner, ensuring the rules are followed for the event.</li> </ul>	<p>review and evaluate performance, on-the-go, and adapt quickly to improve including changing roles.</p> <ul style="list-style-type: none"> <li>- Recognise and discuss the dangers of OAA tasks and how to keep themselves and others safe.</li> <li>- Organise and plan an event which requires adventure and map reading skills using editable templates, maps, questions, and prompts for up to 30 people to take part in.</li> </ul>		
	Vocabulary	<p><b>Athletics: all units</b>  sprint, throw, pace, jump, take off, land, relay, shuttle, hop scotch, consistent, accurate, overarm</p>	<p><b>Athletics: all units</b>  run, speed, distance, throw, push, pull, sprint, obstacle, control, co-ordination, consistency, astride, space, down sweep, run-up</p>	<p><b>Athletics: all units</b>  rhythm, obstacle, throw, sprint, combination, up sweep, rhythmic, strength, stamina, suppleness, pull, opposite, direction, control, accuracy, dribble, stride, extend, signal</p>	<p><b>Athletics: all units</b>  sustain, distance, control, accuracy, efficiency, power, relay, performance, underarm, position, shot, discus, javelin, sprint, start, hurdle, relay, upsweep, down sweep, stride, technique,</p>	

**Texts**  
**Inspirational sportsperson**

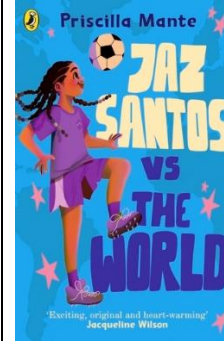
*Diary of a Wimpy Kid: Big Shot* (book 16) by Jeff Kinney (2021)



*The Extraordinary Life of Serena Williams* by Shelina Janmohamed and Ashley Evans (2020)



*Saz Santos vs. The World* by Priscilla Mante (2021)



*50 Times Football Changed the World* by Gary Lineker and Ivor Baddiel (2022)

