



PE Medium Term Overview

National Curriculum Objectives - KS2

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming and water safety

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

Athletic				
	Year 3	Year 4	Year 5	Year 6
Topic Specific Vocabulary	underarm throw	overarm throw	trajectory	stride
Subject Specific Vocabulary	aiming	agility	pace	Momentum
General Vocabulary	determination	technique	evaluate	position
Key Skills	Jumping - long jump • To take off and land correctly and safely. Jumping - vertical jump • To change trajectory to an upwards motion. • To bend knees upon landing. Jumping - speed bounce • To jump sideways. • To land with bent knees. • To begin to twist hips whilst jumping. Running - • To keep your head up and forward when moving. • To pump arms (hip to lip). • To drive knees (high knees). • To move my heel to bum and drive my knee forward. Throwing - push • To understand that a push throw starts in front of me and I push the object away. • Place your hands in the correct position. • Begin to use the correct trajectory for my objective. Throwing - pull • To understand that a pull throw is where the object starts from behind my body and that I must pull it in order to be able to throw. • Begin to use the correct trajectory for my objective from a seated position.		Jumping - long jump • To take off with power. • To take off with the correct trajectory. • How to land correctly and safely. Jumping - vertical jump • To change trajectory to an upwards motion. • To bend knees upon landing. • To increase power with further focus on trajectory. Jumping - speed bounce • To jump sideways. • To land with bent knees. • To begin to twist hips whilst jumping. • To show control upon landing and take off. Jumping - triple jump • To hop on one leg. • To hop and step. • To hop, step and land on two feet. • To land with bent knees safely. Running - • To keep your head up and forward when moving. • To pump arms (hip to lip). • To drive knees (high knees). • To move my heel to bum and drive my knee forward. • To complete the sequence of movements over a further distance. Throwing - push • To understand that a push throw starts in front of me and I push the object away. • Place your hands in the correct position, extend my arms fully and finish with my hands/wrists. • Use triple extension to increase the power of my throw. • Use the correct trajectory for my objective.	

			Throwing - pull - To understand that a pull throw is where the object starts from behind my body and that I must pull it in order to be able to throw. - Use the correct trajectory for my objective from a seated and standing position. - Be able to adapt body shape/position for the object being thrown.	
Essential Knowledge	Running and jumping: Absorbing impact using your legs will help you to land safely. Throwing: Underarm throwing is when the object is under the arm. - Use your ‘magic finger’ to support aiming when throwing.	Running: Arm position - relax shoulders, hand moves hip to lip. Jumping: Use arms to propel forwards. Throwing: Overarm throwing is when the object is over the arm.	Running and jumping: Head position - head up, look straight. Throwing: Trajectory can be adjusted depending on the situation or object being thrown.	Running: Knee position - heels to bottom and kneel drive to increase stride and efficiency. Jumping: Knee position - heels to bottom and kneel drive to propel forwards. Throwing: Use the whole body to throw (not just the arm).
Inspirational Figures	Dina Asher Smith and Katarina Johnson Thompson			

Invasion (OSA)				
	Year 3	Year 4	Year 5	Year 6
Topic Specific Vocabulary	Invasion	Evasion	Space	Marking
Subject Specific Vocabulary	Agility	tactic	pivot	Manipulate (space)
General Vocabulary	dodging	possession	intercept	anticipate
Key Skills	- Send and receive with control when under limited pressure. - Send and receive with control to keep possession and score. - Play effectively with speed and precision, as members of both small and large teams. - Make effective decisions when they have the ball, but take time to make them. - Move to find space when they have not got the ball, when prompted and guided. - Be aware of space and use it to support team-mates and apply pressure to the opposition. - Know and use rules fairly to keep games going. - Keep possession with some success. - Decide quickly where and when to pass the ball, showing good awareness of what is going on around them. - Vary tactics and adapt skills in response to the situation they face in a game. - Play a wider range of games and use a variety of skills and equipment well. - Follow a simple warm up routine. - Suggest what we need to warm-up to prepare our bodies. - Comment on successful passes and shots at goal; keep the score. - Say when a player has moved to help others; apply this knowledge to their own play. - Say why simple tactics worked.	- Play games at a slower pace, using sending and receiving techniques;. - Play games with less consistency and control. - Use a small number of basic tactics for attacking - Recognise the similarities between invasion games, even though they use different sending, receiving and travelling techniques. - Recognise that games make them use their muscles and get their heart pumping faster; explain why it’s important to warm up. - Describe, with help, similarities and differences in the way other people play games. - Play games with some fluency and accuracy, using a range of sending and receiving techniques. - Find ways of attacking successfully when using other skills. - Use a variety of simple tactics for attacking well, keeping possession of the ball as a team and getting into positions to score;. - Know the rules of the games. - Understand that they need to defend as well as attack - Understand how strength, stamina and speed can be improved by playing invasion games. - Lead a partner through short warm up routines. - Watch and describe others performances, as well as their own and suggest practices that will help them and others to play better. - Play all the games well, using the range of equipment provided. - Make tactical decisions quickly. - Keep possession and make progress consistently. - Have a strong influence on games, helping others play	- Use a small range of sending, receiving and travelling techniques in games, with varied control. - Send, receive, travel and score with control in games. - Use a number of different techniques to send, receive, travel and score. - Play games confidently and control the ball consistently. - Know what their team needs to do to take the ball towards the opposition’s goal, contributing occasionally. - Identify and use tactics to help their team keep the ball and take it towards the opposition’s goal; mark opponents and help each other in defence. - Use a range of tactics in attack and defence. - Work in collaboration with a team. Follow warm up activities; with guidance. - Follow warm up activities. - Suggest effective warm-up activities, concentrating on exercises that relate to their play; adapt these activities. - Recognise some things that need to be improved in games. - Pick out things that could be improved in performances and suggest ideas and practices to make them better. - Explain what is more or less effective in the games played; make changes that improve their team and individual performances.	- Use a limited number of skills in attack and defence. - Send, receive, travel and score with limited control. - Use different techniques for sending, receiving, travelling and scoring in games with confidence and control. - Use good quality sending, receiving, travelling and scoring skills effectively. - Play to space. - Use tactics in attack; play in team positions; use some defending ideas. - Apply basic principles of team play to keep possession of the ball; use marking, tackling and/or interception to improve their defence. - Play effectively as part of a team. - Know what positions they are playing and how to contribute when attacking and defending. - Choose skills and tactics that meet the needs of the situation; make decisions quickly in games. - Play in a number of positions; understand attacking and defending positions well. - Follow warm up activities. - Suggest effective warm-up activities, concentrating on exercises that relate to their play; adapt these activities. - Suggest effective warm-up activities, concentrating on exercises that relate to their play and lead a small group. - Choose and practise some skills to improve their play. - Recognize their own and others strengths and weaknesses in games; suggest ideas that will improve performances. - Watch their own and others performances and

		better - Know that strength, stamina and speed are important in games; suggest ways of organising the lesson to improve stamina. - Suggest different ways in which tactics or techniques could be used; choose one focus for improvement.		suggest improvements for specific purposes.
Essential Knowledge	- Change direction and speed with control and coordination - Move to find space - Travel with equipment keeping possession - Accurately pass and receive a range of balls in different ways with hands. - Demonstrate control when in possession of the ball. - Signal for the ball and pass and receive in sequential order (1-2-3-4-1 etc) - Pass and receive on the move and signal for the ball to retain possession and show progression down the playing space - Play with confidence in various small game formations (e.g. 2v1, 3v1, 3v2, 2v2, 3v3)	- Move into space - Move and signal to obtain possession - Move with equipment using a range of techniques showing control and fluency, whilst considering my next move - Play confidently in small sided invasion games using various formations - Use a range of techniques to pass and travel with the ball Use a range of tactics to keep possession of the ball and get into position to score - Understand how to dodge, mark, signal for the ball and intercept - Play within the rules - recognise aspects that need improving	- Use width and depth changing direction and speed - Use skills such as dodge and weave to create an advantage over my opponents - Understand the footwork rules for specific sports - Travel with equipment combining skills. - Choose and use skills which meet the specific needs of the game or opponent. - Understand and show how a team can retain possession and find ways of progressing forward. - Know how to mark an opponent effectively and defend - Carry, bounce and dribble the ball in a controlled manner whilst moving - Find and use space to help their team and use a variety of tactics to keep the ball - Work as a team in various small sided games and be able to transfer common principles of play and basic attacking strategies across the game	-Apply appropriate footwork skills and rules with control and accuracy - Move at different speeds and in different directions and transfer this into a game scenario - Move with equipment using a range of techniques with increasing speed and control and adapt them to meet the needs of the situation - Play in a range of small sided games and make effective choices about when, how and where to pass so that I / my team retain possession and progress forwards - Know and understand the positions I play and identify and show specific attacking and defending skills - Understand how to organise my team into different formations to concentrate more on attack or on defence recognise how to transfer these principles to other invasion games
Inspirational Figures	Joe Marchant	Ruby Tui	Helen Housby and Anadolu Efes	Mikel Hanson and Denmark Handball team

Strike / Field				
	Year 3	Year 4	Year 5	Year 6
Topic Specific Vocabulary	Fielder	Over	Backing up	Crease
Subject Specific Vocabulary	Batter	Bowler	Infield/Outfield	Walking in
General Vocabulary	Catch	Wide	Barrier	Line
Key Skills	- Use a few skills with control and reasonable accuracy; hit a stationary ball and retrieve and send it when fielding. - Use a range of skills, e.g. sending, striking, and receiving with some control and accuracy. - Play games with speed and precision. - Hit a bowled ball with intent and force. - Collect, stop and intercept a ball with increasing efficiency. - Send a ball well from a distance. - Use a small range of skills and tactics in games; come up with sensible solutions, given time to think about their actions. - Choose and vary skills and tactics to suit the situation in a game; carry out tactics successfully. - Set up small games; know rules and use them fairly to keep games going. - Play games competently using a variety of skills and	- Use a few skills with control and reasonable accuracy; hit a stationary ball and retrieve and send it when fielding. - Use a range of skills, e.g. sending, striking, and receiving with some control and accuracy. - Play games with speed and precision;. - Hit a bowled ball with intent and force. - Collect, stop and intercept a ball with increasing efficiency;. - Send a ball well from a distance - Use a small range of skills and tactics in games; come up with sensible solutions, given time to think about their actions. - Choose and vary skills and tactics to suit the situation in a game; carry out tactics successfully. - Set up small games; know rules and use them fairly to keep games going. - Play games competently using a variety of skills and	- Play games, but may need extra support. - Strike a ball bowled sympathetically to them. - Strike a bowled ball. - Use a range of fielding skills e.g. receiving, sending, bowling, intercepting with control and consistency. - Play games effectively. - Read situations and respond quickly. - Bat, bowl and field with control. - Play a range of roles in a fielding team but with varying degrees of success. - Know the basic rules. - Understand the need for different tactics. - Work collaboratively in pairs, group activities and small-sided games. - Use and apply the basic rules consistently and fairly; understand and implement a range of tactics in games. - Use a range of tactics for attacking and defending as strikers, bowlers and fielders.	- Play games but may need extra support. - Strike a bowled ball. - Use a range of fielding skills e.g. receiving, sending, bowling, intercepting with control and consistency. - Play games effectively. - Read situations and respond quickly - Bat, bowl and field with control. - Play a range of roles in a fielding team but with varying degrees of success. - Know the basic rules. - Understand the need for different tactics. - Work collaboratively in pairs, group activities and small-sided games. - Use and apply the basic rules consistently and fairly; understand and implement a range of tactics in games. - Use a range of tactics for attacking and defending as strikers, bowlers and fielders.

	- equipment. - Choose and vary a range of tactics; make competent tactical decisions quickly while remaining aware of what is going on around them. - Carry out activities to improve their work and understand why they are useful. - Explain what they need to do to get ready to play games. - Explain what happens to their bodies as they work and how this varies from game to game. - Describe what they and others do that is successful; suggest what needs practising. - Identify and describe successful play; identify parts of play that could be improved.	- equipment; choose and vary a range of tactics; make competent tactical decisions quickly while remaining aware of what is going on around them. - Follow warm ups; recognise what happens to their bodies as they work. - Explain what they need to do to get ready to play games. - Explain what happens to their bodies as they work and how this varies from game to game. - Describe what they and others do that is successful; suggest what needs practising.	- Recognise that it is important to warm up and carry out exercises safely and carefully. - Recognise the activities and exercises that need a warm up. - Identify the main types of fitness needed for these games and use them in warm up routines. - Recognise why some activities help improve their play. Identify their own strengths and suggest practices to help them improve. - Identify their own and others strengths and devise practices that lead to improvements.	- Recognise that it is important to warm up and carry out exercises safely and carefully. - Recognise the activities and exercises that need a warm up. - Identify the main types of fitness needed for these games and use them in warm up routines. - Recognise why some activities help improve their play. Identify their own strengths and suggest practices to help them improve. - Identify their own and others strengths and devise practices that lead to improvements.
Essential Knowledge	- Strike a ball with confidence and control and direct it accurately into a simple target area. - Receive the ball from one direction and throw or strike it away in another direction. - Understand and identify good striking and fielding techniques make judgments about how best to intercept a ball travelling towards, to one side or beyond the fielder. - Combine the skills to play effectively in small sided striking and fielding games and use simple attacking and defending tactics, e.g. work as a team to field the ball. - Understand and demonstrate the roles of a bowler, striker, fielder, backstop / wicket keeper.	- Know and use different ways of sending into and fielding from different directions (e.g. fielding a ball coming directly towards or to one side of the fielder). - Throw accurately and be a reliable bowler or feeder of the ball (e.g. with one bounce, with no bounce). - Strike a ball along the ground or through the air in different directions with control - Understand how to direct or place a ball into spaces in order to score and how to best intercept and field the ball to return it. - Combine the skills to play small sided striking and fielding games to show understanding of simple attacking and defending strategies.	- Use a bat with confidence. - Strike and throw the ball with reasonable accuracy and consistency. - Bowl so the ball arrives appropriately for the batter to hit (bowling with a bounce and without a bounce). - Understand when and how to move when fielding a ball e.g. move across the path of the ball to intercept it or move towards a ball travelling slowly and directly towards the fielder. - Play confidently in a range of small sided striking and fielding games using different bats, balls and rules and experience all roles.	- Know, understand and show correct striking stance and direct the ball away from fielders using different angles and speeds. - Bowl in competitive situations and understand strategies that can be deployed between bowler / wicket keeper / backstop / bases. - Field the ball and return it with an overarm throw. - Know when to run after hitting a ball. - Play confidently and effectively in a range of small sided striking and fielding games and work as a team to develop strategies to outwit the batters.
Inspirational Figures	Softball	England Men's Cricket team	Tammy Beaumont	Ben Stokes

Net / Wall				
	Year 3	Year 4	Year 5	Year 6
Topic Specific Vocabulary	Serve	Strike	Volley	Shot
Subject Specific Vocabulary	Fore/Backhand	Control	Positioning	Variation
General Vocabulary	Rally	Accuracy	Height	Angle
Key Skills	- Use a few skills with control and reasonable accuracy. - Use a range of skills, e.g. sending and receiving with some control and accuracy. - Play games with speed and precision. - Choose the correct strike to maintain a rally. - Use a small range of skills and tactics in games; come up with sensible solutions, given time to think about their actions. - Choose and vary skills and tactics to suit the situation in a game.	- Use a few skills with control and reasonable accuracy. - Use a range of skills, e.g. sending and receiving with some control and accuracy. - Play games with speed and precision. - Choose the correct strike to maintain a rally. - Use a small range of skills and tactics in games; come up with sensible solutions, given time to think about their actions. - Choose and vary skills and tactics to suit the situation in a game. - Carry out tactics successfully.	- Play games but may need extra support/ different equipment. - Return a serve for a short rally. - Play games effectively. - Read situations and respond quickly. - Send and receive with control. - Be able to play a rally without rackets (or 1 with 1 without.); know the basic rules; understand the need for different tactics. - Work collaboratively in pairs, group activities and small-sided games; use and apply the basic rules	- Play games but may need extra support/ different equipment - Return a serve for a short rally. - Play games effectively. - Read situations and respond quickly. - Send and receive with control. - Be able to play a rally without rackets (or 1 with 1 without.). - Know the basic rules. - Understand the need for different tactics. - Work collaboratively in pairs, group activities and

	- Carry out tactics successfully. - Set up small games; know rules and use them fairly to keep games going. - Play games competently using a variety of skills and techniques;. - Choose and vary a range of tactics; make competent tactical decisions quickly while remaining aware of what is going on around them. - Carry out activities to improve their work and understand why they are useful. - Explain what they need to do to get ready to play games. - Explain what happens to their bodies as they work and how this varies from game to game. - Describe what they and others do that is successful; suggest what needs practising. - Identify and describe successful play; identify parts of play that could be improved.	- Set up small games; know rules and use them fairly to keep games going. - Play games competently using a variety of skills and equipment; choose and vary a range of tactics; make competent tactical decisions quickly while remaining aware of what is going on around them. - Follow warm ups; recognise what happens to their bodies as they work. - Explain what they need to do to get ready to play games. - Explain what happens to their bodies as they work and how this varies from game to game. - Describe what they and others do that is successful; suggest what needs practising.	consistently and fairly. - Understand and implement a range of tactics in games. - Use a range of tactics against an opponent. - Recognise that it is important to warm up and carry out exercises safely and carefully. - Recognise the activities and exercises that need a warm up. - Identify the main types of fitness needed for these games and use them in warm up routines. - Recognise why some activities help improve their play. - Identify their own strengths and suggest practices to help them improve. - Identify their own and others strengths and devise practices that lead to improvements.	small-sided games. - Use and apply the basic rules consistently and fairly. - Understand and implement a range of tactics in games. - Use a range of tactics against an opponent. - Recognise that it is important to warm up and carry out exercises safely and carefully. - Recognise the activities and exercises that need a warm up. - Identify the main types of fitness needed for these games and use them in warm up routines. - Recognise why some activities help improve their play. - Identify their own strengths and suggest practices to help them improve. - Identify their own and others strengths and devise practices that lead to improvements.
Essential Knowledge	- Strike a ball with reasonable control and accuracy at a target or over a net - Select and use appropriate basic shots in different situations. - Understand simple principles and tactics and use them effectively in a game activity e.g. a long shot followed by a short one makes the return shot difficult for an opponent. - Play confidently and competitively in games and apply net/wall principles. - Know and use the rules and keep games going without dispute.	- Use a racket to strike a ball with a degree of accuracy and control. - Throw or strike a ball over a range of high, low and ground level barriers to show variations in level, speed and directions. - Aim a ball over a barrier to land in spaces on the other side. - Understand, plan and combine skills to play 1v1 net games cooperatively with a partner and then trying to make it difficult to return the shots. - Understand and play a game over a low or high barrier throwing into spaces to score.	- Play shots on both sides of the body with reasonable control. - Understand how to position their bodies to receive a ball coming from different heights and angles. - Recognise where there are spaces on an opponent's court and try to hit into them. - Recognise which things they need to practise more - understand and apply net/wall principles to a range of small sided games.	- Play a variety of shots with intent when striking a ball after one bounce or on the volley. - Direct a ball into an opponents' court at different speeds, heights and angles and explain why I am doing it. - Evaluate the effectiveness of a shot and suggest ways of improving. - Work cooperatively as a team in twos or small groups to create rules and play them - play a range of small sided net/wall games and apply basic common principles for attack and defence across the activities.
Inspirational Figures	Squash	Basque Pelota	Cameron Norrie	Gordon Reid

Creative				
	Year 3	Year 4	Year 5	Year 6
Topic Specific Vocabulary	Travelling (both)	Canon (dance)/ Posture	Motif (dance) / Level	Choreography (dance) /Core Strength
Subject Specific Vocabulary	Sequence (dance)/Tension	Expanding & contract (dance) / Counterbalance	Retrograde (dance) /	Timing
General Vocabulary	Exaggerated	Routine (both)	Conflict (dance) / Symmetrical	Analyse (dance)
Key Skills - dance	Cartoon Capers - To be able to perform a short set sequence. - To begin to use exaggerated movements. - To create a short duet with a partner. - To use transitions within a duet to make it flow to tell a story. - To be able to perform to an audience showing basic performance skills. - To begin to provide feedback by comparing performances. - Work as a team to create/plan/perform a motif.	Electricity - To retrieve Year 3 skills. - To perform movements in time with music and react to different cues (beat, speed, different instruments) in the music. - To use canon in a dance routine. - To explore the different shapes my body can make.	Conflict - To retrieve Lower School skills. - To recognise beats within music and use it to move my body in time. - To use mirror in a partner motif. - To add attitude and emotion to movements (gesture) to show the theme of conflict. - To perform a motif in reverse (retrograde). - To discover the origins and some of the movements from Capoeira. - To discover some street and break dance movements.	Ancient Greece - To retrieve skills taught in Year 3/4/5. - To extend a taught motif by adding own choreography that links with the theme. - To use changes of level, direction, speed, twists, turns and jumps. - To analyse and reflect on your own performance and give constructive feedback to peers. - To implement changes based on feedback. - To perform in a larger group (2 classes).

			To link different contemporary dance movements together.	
Key Skills - gymnastics	- Perform some creative/gymnastic actions and movement with control and coordination using basic shapes with a start and finish. - Perform some creative/gymnastic actions and movement with control and coordination using basic shapes with a start and finish. - Perform actions with control, fluency, creatively using imagination with a defined start and finish. - Repeat short sequences of movement, show contrast in shape and use of direction. - Choose and plan sequences of contrasting actions. - Perform creative/gymnastic actions using a variety of shapes with control and variety collaboratively in group work. - Work safely on the floor and apparatus. - Adapt sequences to suit different types of apparatus and group work. - Recognise which parts of the body are working hardest in different moves and actions. - Explain how strength, suppleness, balance and coordination affect performance. - Identify different muscle groups used in different moves and actions. - Describe what they feel like when using different parts of their body and stretch, tense muscles to ensure balance, coordination and travel. - Follow warm up activities. - Suggest warm up activities. - Use peer and self-assessment to describe what others have done. - Use self and peer assessment to compare and contrast gymnastic sequences. - Using creative/gymnastic language; with help, comment on performance. - With help, recognise how performances could be improved. - Peer and self-assessment using appropriate language accurately.	- Perform some creative/gymnastic actions and movement with control and coordination using basic shapes with a start and finish. - Perform some creative/gymnastic actions and movement with control and coordination using basic shapes with a start and finish. - Perform actions with control, fluency, creatively using imagination with a defined start and finish. - Repeat short sequences of movement, show contrast in shape and use of direction. - Choose and plan sequences of contrasting actions - Perform creative/gymnastic actions using a variety of shapes with control and variety collaboratively in group work. - Work safely on the floor and apparatus. - Adapt sequences to suit different types of apparatus and group work - Recognise which parts of the body are working hardest in different moves and actions. - Explain how strength, suppleness, balance and coordination affect performance. Identify different muscle groups used in different moves and actions. - Describe what they feel like when using different parts of their body and stretch, tense muscles to ensure balance, coordination and travel. - Follow warm up activities. - Suggest warm up activities. - Use peer and self-assessment to describe what others have done - Use self and peer assessment to compare and contrast gymnastic sequences - Peer and self-assessment using appropriate language accurately. - Using creative/gymnastic language; with help, comment on performance. - With help, recognise how performances could be improved.	- Plan and perform, with help, a sequence of contrasting and dynamic moves. - Create, practice, perform and refine longer, more complex sequences including changes in level, direction and speed. - Create and perform longer, more complex sequences, which include contrasting actions, balances shapes and dynamic movements, easily adapt sequences from one situation to another. - Practise and refine linked actions, shapes and balances repeat their sequences successfully. - Choose actions, body shapes and balances from a wider range of themes and ideas; adapt their performance to the demands of the task, using their knowledge of composition. - Take the lead in a group when preparing a sequence for performance to an audience. - Show clear individual movement's transition smoothly from one movement to another - Understand how to use their body to balance and travel in different ways. - Explain how using different parts of their body impacts on balance, coordination and travel. - Begin to advise peers on how to use their body to balance and travel in different ways. - Watch, compare and contrast others' performances. - Watch, compare and contrast others' performances and, with help, identify strengths and weaknesses of a performance. - Judge the strengths and weaknesses of performances. - Choose a single focus from a performance for improvement.	- Perform a sequence of moves which include changes of direction and level. - Plan and perform a sequence of creative/gymnastic moves - show clarity, fluency, accuracy, and consistency in their movements in a small group. - Include a wide range of creative/gymnastic actions in their performances, some original movements. - Perform a practised sequence of moves with a small group. - Perform to an audience. - Plan and perform their own sequences. - Create a sequence using knowledge of movement and positioning. - Perform a more complex sequence of moves including changes of direction level and speed. - Arrange their own apparatus safely to suit the needs of the task. - Talk confidently about how to prepare the body for gymnastics. - Understand and explain how participation and performing impacts on their health, fitness and wellbeing. - Lead class activities, understand and explain using appropriate language. - Use self and peer assessment on performance. - Organise small groups independently. - Understand how participation and performance impacts on health, fitness and wellbeing. - Use their own criteria to judge performance. - Suggest different ideas that will lead to individuals improving their performance.
Essential Knowledge - dance	Actions: understand that sharing ideas with others enable my group to work collaboratively and try ideas before deciding on the best actions for our dance. Dynamics: understand that all actions can be performed differently to help to show effect. Space: understand that I can use space to help my dance to flow. Relationships: understand that 'formation' means the same in dance as in other activities such as football, rugby and gymnastics. Performance: understand that I can use timing techniques such as	Actions: understand that some actions are better suited to a certain character, mood or idea than others. Dynamics: understand that some dynamics are better suited to a certain character, mood or idea than others. Space: understand that space can be used to express a certain character, mood or idea. Relationships: understand that some relationships are better suited to a certain character, mood or idea than others. Performance: know that being aware of other performers in my group will help us to move in time.	Actions: understand that different dance styles utilise selected actions to develop sequences in a specific style. Dynamics: understand that different dance styles utilise selected dynamics to express mood. Space: understand that space relates to where my body moves both on the floor and in the air. Relationships: understand that different dance styles utilise selected relationships to express mood. Performance: understand what makes a performance effective and know how to apply these principles to my own and others' work.	Actions: understand that actions can be improved with consideration to extension, shape and recognition of intent. Dynamics: understand that selecting a variety of dynamics in my performance can help to take the audience on a journey through my dance idea. Space and relationships: know that combining space and relationships with a prop can help me to express my dance idea. Performance: understand how a leader can ensure our dance group performs together. Strategy: know that if I keep in character throughout, it will help

	canon and unison to create effect. Strategy: know that if I show sensitivity to the music, my performance will look more complete.	Strategy: know that I can select from a range of dance techniques to translate my idea.	Strategy: know that if I use dance principles it will help me to express an atmosphere or mood.	me to express an atmosphere or mood that can be interpreted by the audience.
Essential Knowledge - gymnastics	● Copy, explore and remember actions and movements to create their own sequence. ● Link actions to make a sequence. ● Travel in a variety of ways, including rolling. ● Hold a still shape whilst balancing on different points of the body. ● Jump in a variety of ways and land with increasing control and balance. ● Climb onto and jump off the equipment safely. ● Move with increasing control and care.	● Choose ideas to compose a movement sequence independently and with others. ● Link combinations of actions with increasing confidence, including changes of direction, speed or level. ● Develop the quality of their actions, shapes and balances. Move with coordination, control and care. ● Use turns whilst travelling in a variety of ways. ● Use a range of jumps in their sequences. ● Create interesting body shapes while holding balances with control and confidence. ● Begin to show flexibility in movements	● Create a sequence of actions that fit a theme. ● Use an increasing range of actions, directions and levels in their sequences. ● Move with clarity, fluency and expression. ● Show changes of direction, speed and level during a performance. ● Travel in different ways, including using flight. ● Improve the placement and alignment of body parts in balances. ● Carry out balances, recognising the position of their centre of gravity and how this affects the balance. ● Begin to develop good technique when travelling, balancing and using equipment. ● Develop strength, technique and flexibility throughout performances.	● Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching. ● Demonstrate precise and controlled placement of body parts in their actions, shapes and balances. ● Confidently use equipment to vault and incorporate this into sequences. ● Apply skills and techniques consistently, showing precision and control. ● Develop strength, technique and flexibility throughout performances.
Inspirational Figures	Joe Fraser	Jessica & Jennifer Gadirova	Capoeira	Rhythmic Gymnastics