EYFS - BLOCK 1	EYFS – BLOCK 2	EYFS – BLOCK 3
NHS Solent School Therapy Pack: Gross Motor Skill Development Many children entering school will not yet have fully developed their gross motor skills. We recommend that all Year R children complete Achieving Body Control (ABC) to develop the postural control needed for school activities. The programme can be readily incorporated into PE lessons. Children with identified difficulties should also be given opportunities to practise the activities individually or in a small group. Pat 1a Block A - PE mats PE bench Balls (football sized) Block B - As above, plus: Large hoops Bean bags Block C - As above, plus: Balloons Chiffon scarves Part 1b - CLEVER BODIES PROGRAMME This programme consists of activities which build on Achieving Body Control (ABC) to further develop balance, motor planning, coordination and ball skills.. The activities are suitable for individual or small group practice, although some could be included in whole class warm-ups or PE lessons Balance, Motor Planning and Coordination, Ball Skills	**Weekly PE lessons: Move with Zip active** • introduction to Fundamental movement skills • initial skill development: agility, balance, co-ordination, control • discuss on the effects of physical activity on our bodies and in our minds (how does it make us feel) and reflect on own performance	**Ready Set Ride (British Cycling) - fortnightly for each child using balance bikes (we have 10 bikes available)** • 'Prepare 2 Ride' focusses on body movement skills that are built on in part 2 when we use the bikes • 'Skills 2 Ride' is a series of 8 lessons developing new skills and competencies each week At then end of each session, discuss how we are feeling about our achievements and improvements eg. 'I am proud because I can glide now'. Ideally, we would like every child to be confident and competent on a balance bike by the end of the summer term. Some will require more sessions than others depending on the skills and experience they already have. **Forest School (Sum 2)** **Know/How to:** • develop their physical fitness, cardiovascular strength, stamina, gross motor skills and balance as they climb, jump and run • team building games **Vocabulary** Team building, safe, climb, jump, fitness, strength, stamina, coordination
Continuous provision: Activities and skills from gross motor skills to be applied in the classroom and outdoor area – led by teacher Small tools available in classroom to develop fine motor skills e.g. scissors, paintbrushes, puzzles, games and construction Activities such as treading, lacing, beading etc.	**Outdoor Area:** Trim Trail Monkey Bars Ramp and slide Big spinning tubs Large scale water and sand play Large scale construction Bikes, trikes and scooters Use of big playground/field for running/skipping/hopping etc. Obstacle courses – made by children with stepping stones, ramps, tyres etc.	**Physical Development ELG**: **Gross Motor Skills** Children at the expected level of development will: • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. **Fine Motor Skills** Children at the expected level of development will: • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paint brushes and cutlery. • Begin to show accuracy and care when drawing.

Year 1 – BLOCK 1	Year 1 – BLOCK 2	Year 1 – BLOCK 3	Year 1 – BLOCK 4	Year 1 – BLOCK 5	Year 1 – BLOCK 6
SESSION 1 **INVASION GAMES** **Know/How to:** • Master basic movements including running, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • Participate in team games, developing simple tactics for attacking and defending. **Vocabulary** Fundamental movement skills, throwing, catching, team games, tactics, attacking, defending, evade, opponents, coordination, competitive, cooperative, accuracy	**SESSION 1** **DANCE** **Know/How to:** • what we mean by 'expression' and begin to show this in our movements/actions. • explore a range of movement patterns and link these together with 'flow' • perform dances using simple movement patterns. **Vocabulary** Tableau, movement, beats (fast & slow), rhythm, pulse, expression, perform, timing, formations, dynamic, fluency, flow	**SESSION 1** **GYMNASTICS (REAL PE:1)** **Know/How to:** • travel in different ways, including at different levels and on different body parts. • begin to apply these skills, including on low and large apparatus engage in competitive (against self) and cooperative activities • navigate space and obstacles safely. **Vocabulary** stretched, sequence, squeezed tight, supported, extend, grip, tiptoes, balls of feet, opposite, smooth, continuously, sloped	**SESSION 1** **FOREST SCHOOL** **Know/How to:** • develop their physical fitness, cardiovascular strength, stamina, gross motor skills and balance as they climb, jump and run • team building games **Vocabulary** Team building, safe, climb, jump, fitness, strength, stamina, coordination	**SESSION 1** **TEAMWORK SKILLS** **Know/How to:** • Participate in simple team games • Consider the abilities of others within the team when working together • work as part of a team to solve simple challenges **Vocabulary** Teamwork, cooperation, coordination, agility, contribution	**SESSION 1** **ATHLETICS** **Know/How to:** • Master basic movements (such as running, jumping, throwing and catching) in isolation and in combination and begin to apply them in a range of activities. • Develop simple tactics. **Vocabulary** Fundamental movement skills, athletics, running, jumping, throwing, catching, teamwork, competition, relay, baton
SESSION 2 **REAL PE – 'Personal'** **Know/How to:** • develop and apply their footwork and one leg balance through focused skill development sessions, thematic stories and games. • keep trying and persevere with a task **Vocabulary** instructions, practise, fluency, half turn, combine, pivot, front, reverse, challenging, core muscles, tight, squat	**SESSION 2** **REAL PE – 'Social'** **Know/How to:** • develop and apply their jumping and landing and seated balance through focused skill development sessions, thematic stories and games. • help, praise and encourage others **Vocabulary** sensibly, take turns, landing, swing, freeze, quarter, position, swap, cone, return	**SESSION 2** **REAL PE – 'Cognitive'** **Know/How to:** • develop and apply their dynamic balance on a line and stance through focused skill development sessions, thematic stories and games. • recognise similarities and differences in performances **Vocabulary** understand, simple, backwards, heels, shoulder, width	**SESSION 2** **REAL PE – 'Creative'** **Know/How to:** • develop and apply their ball skills and counter balance with a partner through focused skill development sessions, thematic stories and games. • begin to compare my movements and skills with those of others **Vocabulary** observe, describe, upper body, around, touching, side to side	**SESSION 2** **REAL PE – 'Physical'** **Know/How to:** • develop and apply their sending and receiving and reaction and response through focused skill development sessions, thematic stories and games. • Perform a sequence of movements with some changes in level, direction or speed **Vocabulary** single, range, backswing, ready position, follow through, steady, dropped	**SESSION 2** **REAL PE 'Fitness'** **Know/How to:** • Develop control with a ball, including rolling and bouncing. • develop essential health and fitness understanding of changes to the way they feel during and after exercise, and of why exercise is good for them **Vocabulary** changes, health, balanced, quickly, in line, shoulders, hips

Year 2 – BLOCK 1	Year 2 – BLOCK 2	Year 2 – BLOCK 3	Year 2 – BLOCK 4	Year 2 – BLOCK 5	Year 2 – BLOCK 6
SESSION 1 **MULTI-SKILLS** **Know/How to:** • Master basic movements including running, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • Participate in team games, developing simple tactics for attacking and defending. **Vocabulary** Fundamental movement skills, throwing, catching, team games, tactics, attacking, defending, evade, opponents, coordination, competitive, cooperative, accuracy	**SESSION 1** **FOREST SCHOOL** **Know/How to:** • develop their physical fitness, cardiovascular strength, stamina, gross motor skills and balance as they climb, jump and run • team building games **Vocabulary** Team building, safe, climb, jump, fitness, strength, stamina, coordination	**SESSION 1** **CIRCUS SKILLS** **Know/How to:** • master basic movements/ skills (such as; juggling, ribbon twirling, plate spinning, feather balance) as well as developing balance, agility and co-ordination • perform routines using simple movement patterns. **Vocabulary** Fundamental movement skills, twirling, balance, cooperation, coordination, agility	**SESSION 1** **DANCE** **Know/How to:** • what we mean by 'expression' and begin to show this in our movements/actions. • explore a range of movement patterns and link these together with 'flow' • perform dances using simple movement patterns. **Vocabulary** Tableau, movement, beats (fast & slow), rhythm, pulse, expression, perform, timing, formations, dynamic, fluency, flow	**SESSION 1** **STRIKING & FIELDING** **Know/How to:** • To develop hand eye co-ordination when using different equipment. • throw underarm and overarm to a target •catch a small ball 2-handed • stop a moving ball and return over greater distances •hit a ball with a bat with some control **Vocabulary** Catching, underarm, overarm, batting, fielding, bowler, innings, stance	**SESSION 1** **ATHLETICS** **Know/How to:** • Master basic movements (such as running, jumping, throwing and catching) in isolation and in combination and begin to apply them in a range of activities. • Develop simple tactics. **Vocabulary** Fundamental movement skills, athletics, running, jumping, throwing, catching, teamwork, competition, relay, baton
SESSION 2 **REAL PE – 'Personal'** **Know/How to:** • develop and apply their footwork and one leg balance through focused skill development sessions, cooperative and competitive games. • keep trying and persevere with a task **Vocabulary** several, appropriate, opposite, hopscotch, angle, smooth, dominant, non-standing	**SESSION 2** **GYMNASTICS (Social)** **Know/How to:** •develop and apply balance and travel (on the floor and on a variety of apparatus) through focused skill development, thematic warm-ups and games. •Develop balance, agility and co-ordination. • link movements and balances together, then perform moves with 'flow' **Vocabulary** Fundamental movement skills, agility, balance, coordination, flow	**SESSION 2** **REAL PE – 'Cognitive'** **Know/How to:** • develop and apply their dynamic balance on a line and stance through focused skill development sessions, cooperative and competitive games. • recognise similarities and differences in performances **Vocabulary** recognise, order, lifting, 90 degrees, low beam, apart	**SESSION 2** **REAL PE – 'Creative'** **Know/How to:** • develop and apply their ball skills and counter balance with a partner through focused skill development sessions, cooperative and competitive games. • select and link different movements together using a stimuli **Vocabulary** compare, select, link, gradually, increase, partner, long base	**SESSION 2** **REAL PE – 'Physical'** **Know/How to:** • develop and apply their sending and receiving and reaction and response through focused skill development sessions, cooperative and competitive games. • sequence different movements and skills together **Vocabulary** level, direction, speed, catch, rally, strike, pushing, bounce	**SESSION 2** **REAL PE – 'Fitness'** **Know/How to:** • develop and apply their ball chasing and floor work balance through focused skill development sessions, cooperative and competitive games. • use equipment appropriately and move and land safely **Vocabulary** equipment, appropriately, safely, driving arms, concentrate, object, under, upwards

<table>
<tr><th>Year 3 – BLOCK 1</th><th>Year 3 – BLOCK 2</th><th>Year 3 – BLOCK 3</th><th>Year 3 – BLOCK 4</th><th>Year 3 – BLOCK 5</th><th>Year 3 – BLOCK 6</th></tr>
<tr>
<td>SESSION 1
DANCE

Know/How to:
• explore different elements of dance and include these within a theme
• explore a range of movement patterns and link these together with 'flow'
• perform dances using simple movement patterns.

Vocabulary
Beats, choreography, shapes, fluidity,</td>
<td>SESSION 1
NETBALL

Know/How to:
•demonstrate the correct technique for catching a larger ball
•demonstrate the different ways to pass a larger ball

Vocabulary
Footwork, interception, consistency, accuracy, contact, obstruction</td>
<td>SESSION 1
GYMNASTICS

Know/How to:
•demonstrate the different shapes in gymnastics
• demonstrate the different methods of travelling in gymnastics
•identify how we achieve quality in gymnastics

Vocabulary
Shapes, balances, travelling, tension, extension, point, patch, choreograph</td>
<td>SESSION 1
ARCHERY

Know/How to:
• develop technique and control
• take part in outdoor and adventurous activity challenges individually
Compare personal performance from previous sessions and demonstrate improvement to achieve personal best

Vocabulary
Target, bow, arrow, aim, release, bullseye, safety, technique, control, finger position</td>
<td>SESSION 1
STRIKING AND FIELDING

Know/How to:
•throw underarm and overarm to a target
•catch a small ball 2-handed
•hit a ball with a bat with control

Vocabulary
Catching, underarm, overarm, batting, fielding, bowler, innings, stance</td>
<td>SESSION 1
ATHLETICS

Know/How to:
•run at speed appropriate to the distance I am running
•jump for distance from a standing position
•throw a variety of objects in one hand.

Vocabulary
Jog, run, sprint. throw, jump, land, record, measure, personal best</td>
</tr>
<tr>
<td colspan="2">SESSION 2
SWIMMING

Know/How to:
• Swim competently, confidently and proficiently over a distance of at least 25m.
• Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)
• Perform safe self-rescue in different water-based situations.

Vocabulary
Water confidence, strokes: front crawl, backstroke, breaststroke, travelling, safety, entry, floatation, breathing, self-rescue</td>
<td>SESSION 2
REAL PE – 'Cognitive'

Know/How to:
• develop and apply their dynamic balance on a line and ball skills through focused skill development sessions, healthy competition, cooperative games and Personal Best challenges.
• understand ways to judge performances
• identify specific parts of performance to work on

Vocabulary
explain, identify, action, hips to lips, identify, avoiding, fingertips, gradually</td>
<td>SESSION 2
REAL PE – 'Creative'

Know/How to:
• develop and apply their sending and receiving and counterbalance with a partner through focused skill development sessions, healthy competition, cooperative games and Personal Best challenges.
• make up my own rules and versions of activities

Vocabulary
versions, respond, in line, rally, soft hands, short base, together</td>
<td>SESSION 2
FOREST SCHOOL

Know/How to:
• develop their physical fitness, cardiovascular strength, stamina, gross motor skills and balance as they climb, jump and run
• team building games
• use orienteering skills

Vocabulary
Team building, safe, climb, jump, fitness, strength, stamina, coordination, orienteering</td>
<td>SESSION 2
REAL PE – 'Health & Fitness'

Know/How to:
• develop coordination and control with a ball, and balance skills that are required in a range of games and activities
• describe how and why changes in their body happen during and after exercise
• develop and apply their ball chasing and stance

Vocabulary
warm up, cool down, timing, accelerate, raise, balls of feet, weight</td>
</tr>
</table>

Year 4 – BLOCK 1	Year 4 – BLOCK 2	Year 4 – BLOCK 3	Year 4 – BLOCK 4	Year 4 – BLOCK 5	Year 4 – BLOCK 6
SESSION 1 **HOCKEY (QUIKSTICKS)** **Know/How to:** •demonstrate the correct technique for dribbling while changing speed and direction with the stick •demonstrate the correct technique for passing with power and accuracy, and receiving with a stick • demonstrate safe and correct tackling technique with a stick **Vocabulary** Interception, dribbling, handball, contact, accuracy, shooting, stick-tackle	**SESSION 1** **DANCE** **Know/How to:** • explore different elements of dance and include these within a theme (WWII) • explore a range of movement patterns and link these together with 'flow' • perform dances using simple movement patterns. • Compare performances with previous and demonstrate improvement **Vocabulary** Beats, choreography, shapes, fluidity, improvisation, partner, jive, lindyhop, ragtime, one-step, jazz hands	**SESSION 1** **HANDBALL** **Know/How to:** •demonstrate the correct technique for passing and catching a ball •demonstrate adhering to footwork and travelling rules • describe how to make successful interceptions and demonstrate this in drills and games **Vocabulary** Footwork, interception, consistency, accuracy, contact, obstruction, stage 1 – man-to-man marking	**SESSION 1** **TRI-GOLF** **Know/How to:** • Control the aim, direction, distance and height of the ball using both a putter and a chipper. • Understand where to stand safely when playing Tri-Golf games. • identify additional sports qualities such as: cooperation, perseverance, concentration and confidence **Vocabulary** Distance, aim, height, direction, putter, chipper, safety, target, cooperation, perseverance, concentration and confidence	**SESSION 1** **CRICKET** **(Striking & fielding)** **Know/How to:** •throw underarm and overarm to a target over varying distances •catch a small ball 2-handed at different heights and speeds •hit a ball with a bat with control ad increasing accuracy **Vocabulary** Catching, underarm, overarm, accuracy, consistency, batting, fielding, bowler, innings, stance	**SESSION 1** **ATHLETICS** **Know/How to:** •run at seed appropriate to the distance I am running and can maintain this for the duration of the run •jump for distance from a standing position and from a run up •throw a variety of objects in one hand for distance and with good technique **Vocabulary** Jog, run, sprint. throw, jump, land, record, measure, personal best
SESSION 2 **REAL PE – 'Personal'** **Know/How to:** • develop and apply their footwork and one leg balance through focused skill development sessions, healthy competition, cooperative games and Personal Best challenges. • react positively when things become difficult • persevere with a task and improve my performance through regular practice. **Vocabulary** react, challenge, pattern, speed, heel raises, feedback, improve	**SESSION 2** **REAL PE – 'Social'** **Know/How to:** • develop and apply their jumping and landing and seated balance through focused skill development sessions, healthy competition, cooperative games and Personal Best challenges. • cooperate well with others and give helpful feedback **Vocabulary** carefully, cooperate, sideways, raising, maintain, throughout, strain	**SESSION 2** **FOREST SCHOOL** **Know/How to:** • develop their physical fitness, cardiovascular strength, stamina, gross motor skills and balance as they climb, jump and run • team building games • use orienteering skills **Vocabulary** team building, safe, climb, jump, fitness, strength, stamina, coordination, orienteering	**SESSION 2** **GYMNASTICS** **Know/How to:** • develop and apply balance and rotation on the floor, with hand apparatus and partner work through focused skill development, sequence creation and games. • explain what I'm doing well and what begin to identify areas for improvement **Vocabulary** linked, plank, counterbalance, contrasting, complementary, flow, base, simultaneously, one motion, in constant motion, rhythm, formation, modify	**SESSION 2** **REAL PE – 'Physical'** **Know/How to:** • develop and apply their reaction and response and floor work balance through focused skill development sessions, healthy competition, cooperative games and Personal Best challenges. • perform longer sequences with clear shapes and controlled movement • link actions together so they flow **Vocabulary** tension, accelerate, feet apart, stretched out, front support	**SESSION 2** **REAL PE – 'Health & Fitness'** **Know/How to:** • develop and apply their ball chasing and stance through focused skill development sessions, healthy competition, cooperative games and Personal Best challenges. • describe basic fitness components **Vocabulary** describe, explain, stable, force, receiving

Year 5 – BLOCK 1	Year 5 – BLOCK 2	Year 5 – BLOCK 3	Year 5 – BLOCK 4	Year 5 – BLOCK 5	Year 5 – BLOCK 6
SESSION 1 **NETBALL (& Seated Volleyball x2)** **Know/How to:** •demonstrate the correct technique for passing and catching a ball • explain and demonstrate adhering to the footwork and travelling rules • demonstrate marking, stealing, intercepting in drills and games • demonstrate the correct shooting technique **Vocabulary** Passing, catching, shooting, defending, marking, stealing, travelling, pivot, interception, dodge, contact, foul, sideline	**SESSION 1** **HOCKEY** **Know/How to:** •demonstrate the correct technique for dribbling while changing speed and direction •demonstrate the correct technique for passing and receiving on the move • demonstrate safe and correct block tackling technique with increased success • demonstrate the correct shooting technique with a consideration of tactics • explain what foot-eye coordination is and how skills link between hockey and other sports (e.g. football) • identify, describe and umpire the rules of hockey **Vocabulary** dribbling, push pass, dangerous play, contact, consistency, shooting, stick tackle	**SESSION 1** **FENCING** **Know/How to:** • explore basic skills, actions, and ideas with increasing understanding • Consolidate and develop the range and consistency of their skills, with increasing coordination and control. • Simple fencing actions such as basic footwork, thrusting and lunging. • Choose and use a range of simple tactics and strategies in combination. **Vocabulary** Thrust, lunge, tactics, strategy, control, coordination, footwork, combination, advance, attack, engage, guard,	**SESSION 1** **DANCE (REAL PE)** **Know/How to:** • perform dances using a range of movement patterns • build a routine around a motif (African Dance) • perform with quality and explain what makes a quality performance • evaluate my own and others' performances and give them feedback so they improve **Vocabulary** Motif, rhythm, beats, perform, evaluate, feedback, choreograph, routine canon, unison, space, levels, dynamics, actions	**SESSION 1** **CRICKET** **Know/How to:** • throw underarm and overarm to a target over varying distances under pressure • catch a small ball 2-handed, sometimes at different heights and speeds • hit a ball using a cricket bat using the correct technique **Vocabulary** Catching, underarm, overarm, accuracy, consistency, batting, fielding, bowler, bowling, innings, wickets, wicket keeper, stance	**SESSION 1** **ATHLETICS** **Know/How to:** •use different running techniques for long and short distances and run at an appropriate pace •jump for distance from a standing position and from a run up •throw a variety of objects in one hand for distance and with good technique •evaluate a peer to improve their performance • compare my performance with previous ones and demonstrate improvement to achieve my personal best **Vocabulary** Jog, run, sprint. throw, jump, land, hurdles, long jump, record, measure, personal best
SESSION 2 **FOREST SCHOOL** **Know/How to:** • develop their physical fitness, cardiovascular strength, stamina, gross motor skills and balance as they climb, jump and run • team building games • use orienteering skills **Vocabulary** Team building, safe, climb, jump, fitness, strength, stamina, coordination, orienteering	**SESSION 2** **REAL PE – 'Social'** **Know/How to:** • develop and apply their seated balance and floor work balance through focused skill development sessions, modified/non-traditional games and sports and healthy competition. • link actions and develop sequences of movements that express my own ideas • change tactics, rules or tasks to add appropriate challenge **Vocabulary** sequences, express, tactics, stability, repeatable, stretched, posture, aligne	**SESSION 2** **GYMNASTICS (REAL PE)** **Know/How to:** • safely demonstrate paired balances with quality •demonstrate the difference between counterbalance and counter-tension •demonstrate different methods of travelling in gymnastics •safely demonstrate jumping and rolling with fluidity •choreograph paired sequences, including various choreographic devices **Vocabulary** Tension, extension, point/patch, matching, mirroring, counterbalance, counter-tension, unison, choreographic devices	**SESSION 2** **REAL PE – 'Creative'** **Know/How to:** • develop the balance skills required in a range of games and activities for example, the ability to maintain control of their core when knocked, bumped or competing for the ball • send and receive effectively in a variety of games and activities • begin to express their own ideas in sequences of movement and linking actions. • respond imaginatively to different situations and develop activities by changing rules, tactics and strategies. **Vocabulary** sequences, express, tactics, stability, repeatable, stretched, posture, aligned	**SESSION 2** **REAL PE – 'Physical'** **Know/How to:** • develop and apply their jumping and landing and one leg balance through focused skill development sessions, modified/non-traditional games and sports and healthy competition. • perform a variety of movements and skills with good body tension • link actions together so they flow **Vocabulary** flow, link actions, consistency, vigorous, base of support, stability	**SESSION 2** **REAL PE – 'Health & Fitness'** **Know/How to:** • develop and apply their sending and receiving and ball chasing through focused skill development sessions, modified/non-traditional games and sports and healthy competition. • describe the basic fitness components **Vocabulary** fitness, components, identify, cross over, circuit, opposite, long barrier

Year 6 – BLOCK 1	Year 6 – BLOCK 2	Year 6 – BLOCK 3	Year 6 – BLOCK 4	Year 6 – BLOCK 5	Year 6 – BLOCK 6
SESSION 1 **GYMNASTICS** **(ANGLO SAXON link)** **Know/How to:** • safely demonstrate paired movements • describe and demonstrate the different methods of travelling in gymnastics • Choreograph paired sequences, including various choreographic devices • help, praise and encourage others **Vocabulary** praise, encourage, height, dynamic, hold, extension, tension, matching, mirroring, counterbalance, choreographic devises **ADDITIONAL CROSS-CURRICULAR PE-BASED INVESTIGATION (SCIENCE link – CIRCULATORY & RESPIRATORY SYSTEMS)** **Know/How to:** • measure my pulse • work out my heart rate and define what heart rate is • test my fitness levels and train to improve these • demonstrate the ability to train consistently, in circuits, and at intervals • identify the body's responses to exercise **Vocabulary** Pulse, heart rate, oxygen, breathing, temperature, blood, muscles, stretch, warm up/ cool down, train, circuit training, strength, endurance, speed	**SESSION 1** **TAG RUGBY** **Know/How to:** • Know and demonstrate the correct technique for passing in front, signalling, and catching • Demonstrate different ways to beat a defender with increased success **Vocabulary** pop pass, lateral pass, pass backwards, tactics, principles of attack / defence, finding and using space, changing speed, being direct, marking, covering, delaying, moving feet, watching the ball, following through	**SESSION 1** **SPY TRAINING** **Know/How to:** • communicate effectively with a team to achieve a shared goal • evaluate a peer to improve their performance • compare my performance with previous ones and demonstrate improvement to achieve my personal best • use changes of speed and direction to intercept/evade opponents **Vocabulary** Praise, encouragement, speed, direction, pace, dodge, duck, dive, balance, communication, space, delaying, resilience	**SESSION 1** **BASKETBALL** **Know/How to:** • develop control and accuracy when exploring different types of passes. • apply passing and moving skills into match play • develop accuracy when shooting and apply these skills within a game situation • develop skills of dribbling (moving with the ball independently). • combine the skills of dribbling and passing/ receiving into one action. • Understand the markings on a basketball court and the importance of communication **Vocabulary** Dribbling, passing, receiving, markings, communication, space, possession, shoot	**SESSION 1** **ROUNDERS / DOWN** **(ROUNDERS) Know/How to:** • throw underarm and overarm to a target over varying distances to get opponents out • catch a small ball 2-handed, and 1-handed, at different heights and speeds • hit a ball using a rounders bat using the correct technique **Vocabulary** Catching, underarm, overarm, accuracy, consistency, batting, fielding, bowler, bowling, innings, backstop, no ball **(DOWN) Know/How to:** • throw underarm and overarm to a target over varying distances to get opponents out • communicate effectively to achieve a shared team goal • catch a small ball 2-handed, and 1-handed, at different heights and speeds • make dynamic assessments about distances that can be run given the position of the ball/fielders **Vocabulary** Catching, underarm, overarm, accuracy, consistency, batting, fielding, bowler, bowling, innings, backstop, no ball	**SESSION 1** **ATHLETICS** **Know/How to:** •use different running techniques for long and short distances and run at an appropriate pace • use running, jumping and throwing in isolation and in combination under pressure •throw a variety of objects in one hand for distance and with good technique •evaluate a peer to improve their performance • compare my performance with previous ones and demonstrate improvement to achieve my personal best **Vocabulary** Jog, run, sprint. throw, jump, land, hurdles, long jump, record, measure, personal best
SESSION 2 REAL PE – 'Personal' **Know/How to:** • develop and apply their footwork and one leg balance through focused skill development sessions, healthy competition, cooperative games and Personal Best challenges. • react positively when things become difficult • persevere with a task and improve my performance through regular practice. **Vocabulary** learning, succeed, alternating, fluent, focus, point, imagine	**SESSION 2 - DANCE** **Know/How to:** • perform dances using a range of movement patterns inspired by popular dance styles (1920's Charleston and 1950's Rock-n-Roll) • perform dance movements in unison, with some consideration for how they link together and the types of moves that may be popular in different decades **Vocabulary** timing, straddle lifts, spin, swing, back kick lift, thrusts, leapfrog, jazz, groove walks, reverse twists, unison	**SESSION 2 REAL PE – 'Cognitive'** **Know/How to:** • develop and apply their dynamic balance on a line and stance through focused skill development sessions, cooperative and competitive games. • recognise similarities and differences in performances **Vocabulary** recognise, order, lifting, 90 degrees, low beam, apart	**SESSION 2 REAL PE – 'Creative'** **Know/How to:** • develop and apply their ball skills and counterbalance with a partner through focused skill development sessions, cooperative and competitive games. • select and link different movements together using a stimuli **Vocabulary** compare, select, link, gradually, increase, partner, long ba	**SESSION 2 REAL PE – 'Physical'** **Know/How to:** • develop and apply their sending and receiving and reaction and response through focused skill development sessions, cooperative and competitive games. • sequence different movements and skills together **Vocabulary** level, direction, speed, catch, rally, strike, pushing, bounce	**SESSION 2 REAL PE – 'Fitness'** **Know/How to:** • develop and apply their ball chasing and floor work balance through focused skill development sessions, cooperative and competitive games. • use equipment appropriately and move and land safely **Vocabulary** equipment, appropriately, safely, driving arms, concentrate, object, under, upwards