

# Willow Lane PE Curriculum

## Our intent

At Willow Lane, we provide a high quality PE curriculum that aims to develop the knowledge, skills and capabilities necessary to support the mental, physical, social and emotional well-being of our children. We are passionate about providing every single one of our children with an inclusive environment where they feel confident and competent to succeed and excel in sport by giving them the opportunities, knowledge and skills to make this possible. This journey starts in nursery and EYFS where we provide opportunities for the children to be active and interactive through our provision both inside and outside the classroom. The children learn about the impact of healthy eating and exercise through learning about foods from different cultures and talking about the effects of exercise on the body. KS1 is where children develop crucial fundamental skills, which in turn leads to them learning how to apply their skills to a variety of competitive sports in KS2. During lessons, children learn how to reflect and improve on their performance and they are given the opportunity to work on the character values vital for competition, such as resilience, self-belief, teamwork, leadership, passion and respect. Cross-curricular links in science, DT and HRE enable the children to embed their knowledge of health and fitness in other areas of the curriculum. Outside the curriculum, we provide a vast range of extra-curricular clubs and competitions for the children to embrace and enjoy, such as football for girls and boys, basketball, dodgeball, athletics, korfbal, multi-skills, gardening, jujitsu, mindfulness, yoga, dance. We are passionate about working with local clubs in the community and actively encourage the children to access these clubs further afield.

Furthermore, we encourage all children to participate in an active 60 minutes of exercise every day and we have introduced an active uniform to allow them to feel comfortable whilst exercising. Active movement breaks, laps around the track, break and lunchtime play leaders delivering active sessions, providing children with play equipment that encourages children to develop their fine and gross motor skills helps us to achieve this.

Through our Sports Premium funding, we provide essential CPD for staff to ensure that we constantly and consistently teach a high quality PE curriculum. The impact of our curriculum and our enthusiastic staff is reflected in the amount of children accessing our after school and lunchtime clubs. Our children love to be active and this is evident in the vast amount of smiles that you see around our school grounds. At Willow Lane, we strive to provide all of our children with a range of opportunities to develop a love of sport and empower children to make informed choices, to develop an active and healthy lifestyle beyond their lives at Willow Lane.



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# Assessment in Physical Education

## How we assess

We currently use and adapt the Lancashire Scheme of Work through the Lancashire PE app and we deliver this during two hours of PE each week. We are currently embedding the Lancashire PE app, which enables us to personalise our PE curriculum to meet the needs of all children and covers the full progression of the National Curriculum. The app allows us to assess the children accurately by capturing short videos of the children throughout the lesson and ensure progression. This assessment enables us to identify children who are working at age-related expectations and offer a BEAM intervention for those children who are struggling with their gross motor skills.

Teachers use the lesson plans in the units as a starting point and plan opportunities to adapt the learning based on the needs and level of skills of the children. It is also an opportunity to identify children and areas that require further intervention and plan future learning episodes accordingly. Unit outcomes allow teachers to identify those who are working towards unit expectations, those who are meeting the expectations for the unit and those who are working at greater depth within the unit. Children not meeting the expectations for a unit, or where gaps are identified, will be given further interventions to target their gross and fine motor skills. This may be through regular morning BEAM sessions or through specific lunchtime clubs. The assessment videos also support the subject lead in identifying strengths and areas for further development in the curriculum design and teaching and learning of PE.



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Willow Lane PE Curriculum Overview						
Year group	Autumn		Spring		Summer	
EYFS: Red	FMS Rosie's Walk	FMS Elmer	FMS How to Catch a Star	FMS Hungry Caterpillar	FMS Jack and the Beanstalk	FMS Superworm
	Fundamental Movement Skills	Fundamental Movement Skills	BEAM	BEAM	FMS Gym Stars	Fundamental Movement Skills
1. Orange	KS1 Baseline Assessment Lost and Found	Dance Mini Beasts	Gymnastics Max Whitlock	Gymnastics Core Task 1	Athletics	FMS Catching and Bouncing a Ball
	KS1 Baseline Assessment/ Yoga	FMS Underarm Throw	FMS Gym Stars	FMS Rolling a Ball	FMS Overarm Throw	Unit based on the needs of the class
2. Yellow	KS1 Baseline Assessment Supertato	Gymnastics Gymnastics Activities	FMS and Gym Max Whitlock	Gymnastics Core Task 1	Athletics	End of KS1 Assessment
	KS1 Baseline Assessment /Yoga	FMS Kicking Unit	Games Piggy in the Middle Core Task	FMS Gym Stars	FMS Playground Games in the 20 <sup>th</sup> Century	Unit based on the needs of the class
3. Green	Athletics	Dance Romans	Gymnastics Max Whitlock	Gymnastics Core Task 1	Striking and Fielding Rounders	OAA Trust and Trails
	FMS Skills Catch Up Catching and Bouncing a Ball	Net and Wall Core Task 1	Invasion Games Basketball	Health Related Fitness	Invasion Games On the Attack	Unit based on the needs of the class
4. Blue	Athletics	Dance Dance around the World	Gymnastics Max Whitlock	Gymnastics Core Task 1	Striking and Fielding Rounders	OAA Teamwork and Problem Solving
	Target Games Boccia	Net and Wall Core Task 2	Invasion Games Basketball	Swimming	Swimming	Swimming
5. Indigo	Athletics	Dance British Values	Gymnastics Max Whitlock	Invasion Games Netball	Striking and Fielding Cricket	OAA Orienteering
	Swimming	Swimming	Swimming	Gymnastics Core Task 1	Net and Wall Tennis	Unit based on the needs of the class
6. Violet	Athletics	Dance Dance through the Ages	Gymnastics Max Whitlock	Invasion Games Netball	Striking and Fielding Cricket	OAA Orienteering
	Invasion Games Football	Invasion Games Hockey	Invasion Games Creative Games	Gymnastics Core Task 2	Net and Wall Tennis	Unit based on the needs of the class

## Develop a love of being active:

- Colour Dash
- Elf Run
- TCS Mini Marathon
- Sports Day
- Bikeability
- Art, Body and Mind Workshop
- Healthy Heads
- Salt Ayre Climbing Wall
- Chance to Shine Cricket Workshop
- Gym Stars

## Experience a high-quality curriculum

## Be active beyond school hours:

Disney Shooting Stars, Girls Football, Multi Skills, Cosmic Yoga, Active Games, Chill Club, Glow Sports, Hockey, Mindfulness, Athletics, Korfball, Jujitsu, Cheerleading.

## Learn about values:

SPAR School Games Launch: 15<sup>th</sup> November 2024

Children's Mental Health Week (5<sup>th</sup> Feb-)

Biggest Ever Girls Football Day 7<sup>th</sup> March

ESFA Schools Football Week (31<sup>st</sup> March – 6<sup>th</sup> April 2025)

National School Sport Week: (June 16–22, 2025)

TCS Mini London Marathon (w/c /27<sup>th</sup> April 2025)

## Have a voice:

Sports Council  
Pupil Surveys

## Learn from others:

Yogi day

Sean Conway – Endurance Athlete

Shaun Gash – Wheelchair Basketball

Lauren Burrows – Chance to Shine Cricket

St. John's Hospice

Morecambe Football Club Players

## Stay active for 60 mins a day:

- Living Streets Travel Tracker
- Movement breaks: Go Noodle, Just Dance, BBC Super Movers.
- Active Breaks: Skipping ropes, football, basketball, trim trail, balance toys, bikes, mud kitchen, building equipment
- Active lessons
- Sensory Circuits

## Compete:

ESFA Schools Football Week intra-house competition, Girls Football, Mixed Football, Cricket, Korfball, Glow Dodgeball, Rounders, intra Dodgeball competition.

## Have fun!

A Willow Lane  
child will...



# Willow Lane PE Curriculum

**EYFS**



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# EYFS: Fundamental Skills

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## I will know:

- that a good balance means stillness
- which parts of my body help me with balancing
- to use 2 feet to land jumps
- the opposite foot is planted furthest forward when throwing
- that being balanced can assist you when throwing and catching

## I will show:

- how to catch a bounced ball
- how to perform an overarm throw
- how I can hop on either leg
- how I can jump for distance from 2 feet to 2 feet
- how I can perform an underarm throw

## I will grow:

- by demonstrating ways of being safe
- by showing creativity and understanding how to be creative in PE
- working together in a team
- demonstrating ways of being safe
- showing creativity and understanding how to be creative in PE
- by working together in a team

## I will say:

run, jump, hop, underarm throw, overarm throw, catching, balance, distance, stillness.

## Learning check

1. Where should you look when catching a bouncing ball?
2. What should your body look like when hopping?
3. Why is balance important?

## Learning links

In Nursery, we have been using large muscle movements and matching our developing physical skills to tasks. We have been moving, balancing, skipping hopping, standing on one leg and holding a pose. We have also been taking part in some group activities, working on our collaboration skills.



# Fundamental Movement Skill - Running

Developmental sequences for running for 2 – 5 year old children



## Stage One

- Arms high
- Flat footed
- Short stride



## Stage Two

- Arms middle
- Mainly flat footed
- Longer stride



## Stage Three

- Arms moving in opposition
- Heel-toe contact



# Fundamental Movement Skill - Hopping

Developmental sequences for hopping for 2 – 5 year old children



## Stage One

- Non support foot in front with thigh parallel to floor
- Body straight



## Stage Two

- Non support knee bent with knee in front and foot behind support leg.
- Slight body lean



## Stage Three

- Non support knee behind support leg.
- More body lean
- Bilateral arm action



# Fundamental Movement Skill - jumping

Developmental sequences for jumping for 2 – 5 year old children



## Stage One

- Limited arm swing
- Difficulty in using legs and feet at take off
- Body moves vertically



## Stage Two

- Arms initiate the jump
- Arms remain forward of body during preparation
- Extension of legs more consistent



## Stage Three

- Arms swing back & move forward from crouch
- Full extension of legs
- Body leans forward on landing

# Fundamental Movement Skill - Catch

Developmental sequences for catching for 2 – 5 year old children



## Stage One

- Feet stationary
- Delayed arm action
- Arms straight out in front



## Stage Two

- Feet stationary
- Arms encircle ball as it approaches.
- Ball is hugged to chest



## Stage Three

- Single step sometimes used to approach ball.
- Arms scoop the ball to chest.

# Fundamental Movement Skill - Throwing (Overarm)

Developmental sequences for throwing for 2 – 5 year old children



## Stage One

- Feet remain stationary.
- Action is mainly from the elbow and resembles a push
- Follow through is forwards and downwards
- There is little or no trunk rotation



## Stage Two

- Action of throw resembles a sling rather than a throw.
- Rotation of the body
- May step on either leg



## Stage Three

- Arm is swung back and forwards high over shoulder
- Steps forward with same leg as throwing arm
- Body and shoulders turn toward throwing side

## Key stage 1

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. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements including running, jumping, 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
- perform dances using simple movement patterns.

# Willow Lane PE Curriculum

## Year 1



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Year 1	Autumn 1		Autumn 2	
<b>Developing Skills</b>	<b>BASELINE ASSEMENT UNIT</b> <b>Lost and Found Unit</b>  * Improving and developing their fundamental skills: - <ol style="list-style-type: none"> <li>under arm throwing and hopping</li> <li>an overarm throw and skipping</li> <li>catching and bouncing a ball</li> <li>running fast and jumping</li> <li>kicking and rolling a ball</li> </ol>	<b>DANCE</b> <b>Mini Beast Unit</b>  * experiment with travelling dances and creating their own movements * develop stillness and balance skills * demonstrate a range of movement qualities with the body * show good listening skills * travel safely and creatively in space * show different levels when I travel	<b>FMS</b> <b>Underarm Throw Unit</b>  * perform a side gallop with some rhythm. * throw a bean bag underarm * throw a bean bag underarm at a range of different targets	<b>FMS</b> <b>Zog Unit</b>  * jump and land safely * run fast * throw overarm * hop on left leg * hop on right leg
<b>Application of Skills</b>	* Improving and developing their fundamental skills: - <ol style="list-style-type: none"> <li>under arm throwing and hopping</li> <li>an overarm throw and skipping</li> <li>catching and bouncing a ball</li> <li>running fast and jumping</li> <li>kicking and rolling a ball</li> </ol>	* share ideas and create movement ideas * contribute with others to create a group sequence * to want and support others to rehearse and refine * perform the dance to the best of their ability without distraction * give useful feedback to their partner using age appropriate language * to improve their own performance based on both teacher and peer feedback	* choose a tactic to outwit an opponent i.e. pretend to throw one way and throw the other * defend the hoop sometimes * throw with a level of accuracy into target	* can travel on hands and feet when using the apparatus
<b>Character Development</b>	* show will power when bouncing a ball * know I can learn and get better at PE skills if I try * keep trying even when we find it hard	* to create a solo based on action words, interpreting the ideas in their own way * remember and perform a simple sequence of movement * can contribute key word to help create a theme related mind map * develop teamwork skills by working in groups and copying actions * translate words / ideas into shapes, movement and action * to learn a dance as a class, performing movements in the correct order	* keep trying when they find something difficult. * show willpower when performing skills * focus on applying a tactic in a game.	* shows courage when jumping and landing * can control their fear when using apparatus * practises their skills to be the best they can be
<b>Vocabulary</b>	jump, hop, underarm throw, overarm throw, skip, catch, kick, run, roll, bounce, dodge, avoid, change direction.	agility, balance, coordination, patterns, actions, sequences, movements, travel, speed, communicate, safety	underarm throw, accuracy, target, side gallop, tactics, opponent, outwit, determination.	running, changing direction, landing safely, overarm throw, hopping, apparatus, courage

Year 1	Spring 1		Spring 2	
<b>Developing Skills</b>	<b>GYMNASTICS</b> <b>Max Whitlock Unit</b>  * demonstrates bunny jumps and handstand preparations with emerging control * maintains balance during simple bench activities like walking and jumping off * performs rolling movements (e.g., half teddy bear roll, forward roll prep)	<b>FMS</b> <b>Rolling a Ball Unit</b>  * roll a ball underarm with some consistency and accuracy. * can jump two feet to two feet * can roll different types of equipment with accuracy	<b>GYMNASTICS</b> <b>Core Task 1 Unit</b>  * carry apparatus safely * perform a pencil and egg roll showing basic control and coordination * perform tall thin shapes wide shapes & tuck shapes * travel on hands and feet showing basic control and coordination	<b>FMS</b> <b>Gym Stars</b>  * Improving and developing their fundamental skills: - 1. under arm throwing and hopping 2. an overarm throw and skipping 3. catching and bouncing a ball 4. running fast and jumping 5. kicking and rolling a ball
<b>Application of Skills</b>	* participates in group sequences, integrating basic skills under guidance * refines movements with teacher feedback * uses visual cues to perform activities with some adult support	* can apply force to have a level of accuracy in direction of the roll using different equipment. * can choose a tactic to outwit an opponent i.e. pretend to roll one way and roll the other. * can defend the goal	* focus on what they need to do to improve. * concentrate on creating a sequence.	* use the equipment safely and with confidence * follow the sequence of movements given * control body movements to improve accuracy
<b>Character Development</b>	* controls body movements for travel, laying a foundation for further skills * demonstrates initial spatial and body awareness * identifies movement terms (e.g., 'jump', 'roll') and shape names (e.g., 'straight', tuck')	* focus on the task of rolling equipment with accuracy. * can work in a small group and encourages others. * can focus on applying a tactic in a game.	* record their sequence using symbols they can understand and explain * make up and perform a sequence of gymnastic actions with two shapes * repeat a simple movement phase / keep repeating it showing control / accuracy	* show resilience when an activity is tricky * to know when to ask for help * show determination to be better than last week
<b>Vocabulary</b>	travel, level, direction, balance, shapes, roll, rock, spin, land, finish, apparatus, routine, sequence, transition, wide, narrow, creatively, feedback, partner.	rolling a ball, equipment, accuracy, target, tactics, self-belief, co-operation.	travel, pencil roll, egg roll, jump, tuck shape, straight shape, wide shape, sequence, concentration, self-belief.	treadmill, running machine, rowing machine, exercise bike, cardio, resilience, determination, improvement.



Year 1	Summer 1		Summer 2	
<b>Developing Skills</b>	<b>ATHLETICS</b> <b>Athletics Unit</b> <ul style="list-style-type: none"> <li>* jump 2 feet to 2 feet for distance and land safely with control</li> <li>* perform at least 5 rhythmical hops. working towards achieving expectations exceeding expectations greater</li> <li>* roll a ball underarm with opposite foot to arm.</li> <li>* run and change direction with some control</li> </ul>	<b>FMS</b> <b>Overarm Throw Unit</b> <ul style="list-style-type: none"> <li>* throw into space in a game.</li> <li>* throw overarm with some consistency.</li> <li>* throw with some accuracy into a target.</li> <li>* use their arms driving forward and backwards to help them run fast.</li> </ul>	<b>FMS</b> <b>Catching and Bouncing a Ball Unit</b> <ul style="list-style-type: none"> <li>* bounce a ball with control when moving with the ball</li> <li>* catch a beanbag or ball with some consistency</li> <li>* hop rhythmically on one leg</li> </ul>	<b>FMS</b> <b>Tri Throff Unit OR ALTERNATIVE UNIT BASED ON ASSESSMENTS</b> <ul style="list-style-type: none"> <li>* throw underarm with accuracy</li> <li>* roll a ball with the right pace</li> <li>* throw overarm for distance</li> <li>* side gallop</li> </ul>
<b>Application of Skills</b>	<ul style="list-style-type: none"> <li>* decide which objects to collect and record how many they have collected</li> <li>* perform running and jumping over a course.</li> <li>* roll a ball with accuracy and control at a target</li> <li>* perform running and jumping over a course.</li> <li>* decide which objects to collect and record how many they have collected</li> </ul>	<ul style="list-style-type: none"> <li>* apply a simple tactic to score more runs</li> <li>* explain which throw to use for distance. i.e.</li> <li>* overarm for distance and underarm for accuracy.</li> <li>* explain why they need to throw into space.</li> </ul>	<ul style="list-style-type: none"> <li>* apply a simple tactic i.e. pretend to throw one way then throw the other</li> <li>* explain why they need to throw into space.</li> <li>* move into the path of the ball and catch it when playing a game</li> </ul>	<ul style="list-style-type: none"> <li>* decide which throw to use in a game of Throff</li> <li>* demonstrate a simple tactic in a game – pretend to send the object one way but sends it the opposite way.</li> <li>* demonstrate a simple tactic in a game – look one way and send the object the other</li> </ul>
<b>Character Development</b>	<ul style="list-style-type: none"> <li>* support teammates when they find something difficult.</li> <li>* owns up and is honest about their performance when playing jump the river.</li> <li>* focus on their performance and the progress they make.</li> </ul>	<ul style="list-style-type: none"> <li>* choose a tactic with help.</li> <li>* know which throw to use.</li> </ul>	<ul style="list-style-type: none"> <li>* keeps trying at a skill they find difficult.</li> <li>* work in a small group cooperatively and encourages others.</li> <li>* focus on applying a tactic in a game.</li> </ul>	<ul style="list-style-type: none"> <li>* focus on throwing with accuracy.</li> <li>* follow the rules of the game and not cheat.</li> <li>* focus on applying a tactic in a game.</li> </ul>
<b>Vocabulary</b>	warm up, coordination, throwing, distance, feedback, values, speed, height, running, jumping.	overarm throw, accuracy, technique, tactic, outwit, co-operation, concentration.	catching, bouncing, accuracy, tactic, opponent, determination, cooperation, self-belief.	underarm throw, accuracy, side gallop, rolling, accuracy, tactic.

# Willow Lane Geography Curriculum

Year 2



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Year 2	Autumn 1		Autumn 2	
<b>Developing Skills</b>	<b>BASELINE ASSEMENT UNIT</b> <b>Supertato Unit</b>  * Improving and developing their fundamental skills: - <ol style="list-style-type: none"> <li>under arm throwing and hopping</li> <li>an overarm throw and skipping</li> <li>catching and bouncing a ball</li> <li>running fast and jumping</li> <li>kicking and rolling a ball</li> </ol>	<b>DANCE</b> <b>Pirates Unit</b>  * experiment with travelling dances and creating their own movements * develop stillness and balance skills * demonstrate a range of movement qualities with the body * show good listening skills * travel safely and creatively in space * show different levels when I travel	<b>GAMES</b> <b>Net and Wall Unit</b>  * perform a side gallop. * return a ball by striking it when thrown to them. * strike a dropped ball with some consistency.	<b>FMS</b> <b>Kicking Unit</b>  * have some control and accuracy with the basic action of kicking. * use kicking skills in different ways on a game. * use kicking skills in different ways in different games.
<b>Application of Skills</b>	* Improving and developing their fundamental skills: - <ol style="list-style-type: none"> <li>under arm throwing and hopping</li> <li>an overarm throw and skipping</li> <li>catching and bouncing a ball</li> <li>running fast and jumping</li> <li>kicking and rolling a ball</li> </ol>	* share ideas and create movement ideas * contribute with others to create a group sequence * to want and support others to rehearse and refine * perform the dance to the best of their ability without distraction * give useful feedback to their partner using age appropriate language * to improve their own performance based on both teacher and peer feedback	* explain where the best place to strike the ball is to score a point. * use simple tactics, i.e. looking for space to strike the ball into.	* defend two cones and intercept a ball in a game.
<b>Character Development</b>	* know I can learn and get better at PE skills if I try * keep trying even when we find it hard	* to create a solo based on action words, interpreting the ideas in their own way * remember and perform a simple sequence of movement * can contribute key word to help create a theme related mind map * develop teamwork skills by working in groups and copying actions * translate words / ideas into shapes, movement and action * to learn a dance as a class, performing movements in the correct order	* focus on performing the skills of side gallop and catching. * recognise that they can improve striking a ball into space if they practice. * listen carefully to instructions and focus on the task.	* work together as a team when playing a game
<b>Vocabulary</b>	jump, hop, underarm throw, overarm throw, skip, catch, kick, run, roll, bounce, dodge, avoid, change direction.	agility, balance, coordination, patterns, actions, sequences, movements, travel, speed, communicate, safety	side gallop, ready position, bat, strike, tactics, accuracy, consistency, self-belief, concentration.	kicking, game, tactics, strategy, active, target, control, effectively, winning, losing, teamwork, self-belief.

Year 2	Spring 1		Spring 2	
<b>Developing Skills</b>	<b>GYMNASTICS</b> <b>Max Whitlock Unit</b> <ul style="list-style-type: none"> <li>* balances and coordinates on benches, performing basic movements and jumps off to land</li> <li>* demonstrates shapes (e.g., straight, tuck) and jumps accurately in sequences</li> <li>* executes bunny jumps and handstand preparations with increased control</li> <li>* performs smooth rolling movements (e.g., teddy bear roll, forward roll preparations)</li> </ul>	<b>FMS</b> <b>Gym Stars</b> <ul style="list-style-type: none"> <li>* Improving and developing their fundamental skills: -</li> <li>1. under arm throwing and hopping</li> <li>2. an overarm throw and skipping</li> <li>3. catching and bouncing a ball</li> <li>4. running fast and jumping</li> <li>5. kicking and rolling a ball</li> </ul>	<b>GAMES</b> <b>Piggy in the Middle Core Task Unit</b> <ul style="list-style-type: none"> <li>* catch a ball with some level of coordination and consistency.</li> <li>* change direction with coordination and control.</li> <li>* throw a ball underarm with accuracy.</li> </ul>	<b>FMS AND GYMNASTICS</b> <b>Jack and the Beanstalk Unit</b> <ul style="list-style-type: none"> <li>* jump and land safely</li> <li>* throw overarm</li> <li>* travel on hands and feet in different ways</li> <li>* perform an egg roll</li> </ul>
<b>Application of Skills</b>	<ul style="list-style-type: none"> <li>* engages in partner activities, offering and receiving feedback with teacher guidance</li> <li>* participates in group sequences with improved cooperation</li> <li>* uses flashcards for self-assessment with growing independence</li> </ul>	<ul style="list-style-type: none"> <li>* use the equipment safely and with confidence</li> <li>* follow the sequence of movements given</li> <li>* control body movements to improve accuracy</li> </ul>	<ul style="list-style-type: none"> <li>* use a simple tactic, i.e. pretend to throw one way then throw another.</li> <li>* use simple tactics, i.e. running into space, pretend to throw one way then throw another.</li> </ul>	<ul style="list-style-type: none"> <li>* create a sequence of travel, roll, and jumping with two different shapes</li> <li>* create a sequence of a travel and a roll with a shape</li> </ul>
<b>Character Development</b>	<ul style="list-style-type: none"> <li>* controls movements during travel on mats and equipment</li> <li>* demonstrates improved spatial and body awareness</li> <li>* uses movement vocabulary (e.g., 'bunny jump', 'forward roll') with growing accuracy</li> </ul>	<ul style="list-style-type: none"> <li>* show resilience when an activity is tricky</li> <li>* to know when to ask for help</li> <li>* show determination to be better than last week</li> </ul>	<ul style="list-style-type: none"> <li>* help others develop their skills</li> <li>* be honest about the number of passes made in a group game</li> <li>* focus on what they can do to improve.</li> </ul>	<ul style="list-style-type: none"> <li>* focus on the task of rolling a ball with control</li> <li>* focus on what they need to do to improve.</li> <li>* focus on the task of rolling a ball with control</li> <li>* focus on what they need to do to improve.</li> </ul>
<b>Vocabulary</b>	travel, level, direction, balance, shapes, roll, rock, spin, land, finish, apparatus, routine, sequence, transition, wide, narrow, creatively, feedback, partner.	treadmill, running machine, rowing machine, exercise bike, cardio, resilience, determination, improvement.	catching, underarm throw, change direction, attackers, defenders, score, space, coordination, consistency, resilience.	treadmill, running machine, rowing machine, exercise bike, cardio, resilience, determination, improvement.

Year 2	Summer 1		Summer 2	
<b>Developing Skills</b>	<b>ATHLETICS</b> <b>Athletics Unit</b>  * jump for distance and land on two feet. * perform running techniques. * throw an object overarm for distance. * throw an object underarm.	<b>FMS</b> <b>Playground Games Unit</b>  * throw underarm * change direction quickly * hop on left leg * hop on right leg * catch * side gallop	<b>FMS</b> <b>KS1 FMS Assessment Unit</b>  * Assessing the fundamental skills: - 1. under arm throwing and hopping 2. an overarm throw and skipping 3. catching and bouncing a ball 4. running fast and jumping 5. kicking and rolling a ball	<b>FMS</b> <b>Tri Throff Unit OR ALTERNATIVE UNIT BASED ON ASSESSMENTS</b>  * throw underarm with accuracy * roll a ball with the right pace * throw overarm for distance * side gallop
<b>Application of Skills</b>	* complete an obstacle course with * understands which throw to use for accuracy and which throw for distance.	* work in a small group cooperatively and encourage each other. * throw a ball into space away from an opponent.	* Assessing the fundamental skills: - 1. under arm throwing and hopping 2. an overarm throw and skipping 3. catching and bouncing a ball 4. running fast and jumping 5. kicking and rolling a ball	* decide which throw to use in a game of Throff * demonstrate a simple tactic in a game – pretend to send the object one way but sends it the opposite way. * demonstrate a simple tactic in a game – look one way and send the object the other
<b>Character Development</b>	* support teammates when they find something difficult. * owns up and is honest about their performance when playing jump the river. * focus on their performance and the progress they make.	* explore different ways of playing games. * keep trying at a skill I find difficult. * focus on applying a tactic in a game to outwit an opponent.	* know I can learn and get better at PE skills if I try * keep trying even when we find it hard	* focus on throwing with accuracy. * follow the rules of the game and not cheat. * focus on applying a tactic in a game.
<b>Vocabulary</b>	warm up, coordination, two-handed push throw, distance, feedback, values, speed, height, running, jumping obstacle, speed, agility, performance, honesty.	overarm throw, accuracy, technique, tactic, outwit, co-operation, concentration.	jump, hop, underarm throw, overarm throw, skip, catch, kick, run, roll, bounce, dodge, avoid, change direction.	underarm throw, accuracy, side gallop, rolling, accuracy, tactic.

## Key stage 2

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. 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.

Pupils should be taught to:

- 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.

# Willow Lane Geography Curriculum

Year 3



*Willow Lane*  
Community Primary School



Year 3	Autumn 1		Autumn 2	
<b>Developing Skills</b>	<b>ATHLETICS</b> <b>Y3/4 Athletics Unit</b> <ul style="list-style-type: none"> <li>* demonstrate a pull throw with some accuracy and control.</li> <li>* demonstrate a push throw with some accuracy and control.</li> <li>* demonstrate a sling throw with some accuracy and control.</li> <li>* perform a hop, step and jump with some control.</li> <li>* perform a standing long jump (with two feet take off and land at the same time, arms swing behind body).</li> </ul>	<b>FMS CATCH-UP UNIT</b> <b>Catching and Bouncing a Ball Unit</b> <b>THIS UNIT WILL REFLECT THE KS1 FMS ASSESSMENT</b> <ul style="list-style-type: none"> <li>* bounce a ball with control when moving with the ball</li> <li>* catch a beanbag or ball with some consistency</li> <li>* hop rhythmically on one leg</li> </ul>	<b>DANCE</b> <b>Romans Unit</b> <ul style="list-style-type: none"> <li>* use the actions from the motif creatively using different body parts and movements</li> <li>* show use of canon and changes in formation</li> <li>* show use of mirror image and changes in level</li> <li>* create still and connected shapes using their bodies</li> <li>* demonstrate unusual movement and can keep in time with the music</li> </ul>	<b>NET AND WALL</b> <b>Core Task 1 Unit</b> <ul style="list-style-type: none"> <li>* hold a racket with the correct technique</li> <li>* show the ready position</li> <li>* throw bean bag/ball/shuttlecock into a target or over a barrier</li> <li>* hold a racket</li> <li>* strike a ball with my hand or racket</li> </ul>
<b>Application of Skills</b>	<ul style="list-style-type: none"> <li>* are able to improve their performance and not worry about other people.</li> <li>* recognise what their strengths are and any areas for improvement in their performances.</li> <li>* confident to ask for feedback to help them improve.</li> <li>* perseveres and improves their throwing and jumping skill through sustained effort.</li> </ul>	<ul style="list-style-type: none"> <li>* apply a simple tactic i.e. pretend to throw one way then throw the other</li> <li>* explain why they need to throw into space.</li> <li>* move into the path of the ball and catch it when playing a game</li> </ul>	<ul style="list-style-type: none"> <li>* listen to other people's ideas and vocalise their own thoughts</li> <li>* understands what makes a good performance</li> <li>* give useful feedback to their partner</li> <li>* perform the dance to the best of their ability</li> <li>* can work co-operatively</li> <li>* work well in groups showing good cooperation skills</li> </ul>	<ul style="list-style-type: none"> <li>* intercept an object thrown</li> <li>* explain which throw is best for shorter/longer passes</li> <li>* outwit my opponent when playing a game i.e. by directing the ball to a space so it cannot be returned. Throw or strike short or long.</li> </ul>
<b>Character Development</b>	<ul style="list-style-type: none"> <li>* choose the correct type of throw to different targets and different distances.</li> <li>* devise a combination of five jumps performing the five basic jumps consecutively to reach the furthest distance possible.</li> <li>* perform as part of a team in a relay and choose in advance the hand that will touch or give and the hand that will receive (passes should be made left to right or right to left).</li> </ul>	<ul style="list-style-type: none"> <li>* focus on applying a tactic in a game.</li> <li>* keeps trying at a skill they find difficult.</li> <li>* work in a small group cooperatively and encourages others.</li> </ul>	<ul style="list-style-type: none"> <li>* show good timing, posture and extension</li> <li>* selects travelling actions to convey different characters along varied pathways</li> <li>* use a range of travelling steps following a planned pathway</li> <li>* use canon, formation changes, direction and level to improve our ideas</li> <li>* use the poem as a stimulus for creative and imaginative actions</li> <li>* work together to keep improving their group dance</li> <li>* express character with confidence and explore patterning and timing</li> </ul>	<ul style="list-style-type: none"> <li>* perseveres and improves their throwing and jumping skill through sustained effort.</li> <li>* suggest what I need to do to improve</li> </ul>
<b>Vocabulary</b>	hurdling, long jump, length, performance, measure, overarm throw, triple jump, height, relay, baton-passing techniques, hone	catching, bouncing, accuracy, tactic, opponent, determination, cooperation, self-belief.	agility, balance, coordination, precision, motif, actions, creatively, transforming, combining, formations, travelling, directions, levels, pathways, translating, meaningful, movements, partner work, group work, communication, effective, evaluation, constructive, ideas, listening, sharing, improving, performance.	running, changing direction, landing safely, overarm throw, hopping, apparatus, courage

Year 3	Spring 1		Spring 2	
<b>Developing Skills</b>	<b>GYMNASTICS</b> <b>Max Whitlock Unit</b> <ul style="list-style-type: none"> <li>demonstrates balance and coordination during bench activities like walking and jumping off to land</li> <li>displays proficiency in handstand preparations and bunny jumps, focusing on safety</li> <li>links rolling movements (e.g., teddy bear roll) with other skills to form short sequences</li> <li>performs gymnastic shapes (e.g., tuck, star) and jumps, working towards linking them</li> </ul>	<b>INVASION GAMES</b> <b>Basketball Unit</b> <ul style="list-style-type: none"> <li>dribble a ball with some control.</li> <li>throw and catch a bounce pass with consistency and accuracy.</li> <li>throw and catch a chest pass with consistency and accuracy.</li> <li>use simple tactics without the ball (i.e. moving into a space to receive a pass. communicate showing where they want the ball).</li> <li>to show determination by not giving up.</li> </ul>	<b>GYMNASTICS</b> <b>Core Task 1 Unit</b> <ul style="list-style-type: none"> <li>perform balances on one foot and 2,3 and 4 small body parts with stillness.</li> <li>perform some balancing on small body parts.</li> <li>travel on hands and feet, jump and land 2 feet to 2 feet and perform rolling actions including forward roll showing good control, and accuracy of movement.</li> <li>travel on hands and feet, jump and land 2 feet to 2 feet with control and perform some rolling actions</li> </ul>	<b>FITNESS</b> <b>Health-Related Fitness Unit</b> <ul style="list-style-type: none"> <li>to perform a pull throw for distance working towards achieving expectations exceeding expectations greater</li> <li>to perform a sprinting technique with control working towards achieving expectations exceeding expectations greater</li> <li>to perform balance type activities with control working towards achieving expectations exceeding expectations greater</li> <li>to perform different types of jumps</li> </ul>
<b>Application of Skills</b>	<ul style="list-style-type: none"> <li>demonstrates creativity and cooperation in group sequences</li> <li>independently uses flashcards for self-assessment</li> <li>observes and provides feedback to peers with minimal guidance</li> </ul>	<ul style="list-style-type: none"> <li>use simple tactics with the ball (i.e. range of passes, chest or bounce. feints to disguise the pass. dribbling with the ball to beat a defender).</li> </ul>	<ul style="list-style-type: none"> <li>create a short sequence of movement that include travelling, balancing, jumping and rolling with help.</li> <li>create and perform a gymnastic sequence of more than six actions showing a clear beginning, middle and end with some smooth transitions.</li> <li>create and perform a gymnastic sequence of more than six actions showing a clear beginning, middle and end, including different levels, speeds and directions where changes between actions are smooth and flow.</li> <li>create and perform a gymnastic sequence of six actions, showing a clear beginning, middle and end which includes a change of speed and direction.</li> <li>uses a range of tactics when with the ball. • anticipates and reacts quickly.</li> </ul>	<ul style="list-style-type: none"> <li>describe the parts of a warm up and cool down: exercises of the joints, whole body activities and stretches for the whole body and parts of the body ready for running</li> <li>identify the purpose of warming up and cooling down</li> <li>to know that regular activity helps to perform your daily activities more easily</li> </ul>
<b>Character Development</b>	<ul style="list-style-type: none"> <li>applies movement vocabulary (e.g., 'bunny jump', 'forward roll') correctly</li> <li>controls movements using equipment, showing improved coordination</li> <li>shows increased spatial awareness and social interaction during movement tasks</li> </ul>	<ul style="list-style-type: none"> <li>use the success criteria to identify strengths of the attacking team.</li> <li>perseveres and improves their throwing and jumping skill through sustained effort.</li> <li>show willpower when dribbling a basketball.</li> </ul>	<ul style="list-style-type: none"> <li>accept feedback from their partner to help them improve.</li> <li>suggest how their performance and their partner's performance could be improved.</li> <li>knows what they need to change or practise to improve their balance or jumping and landing.</li> <li>perseveres and improves their throwing and jumping skill through sustained effort.</li> <li>will try new experiences through travelling and balancing on the apparatus.</li> </ul>	<ul style="list-style-type: none"> <li>to learn from my mistakes and ask for feedback so that i can improve</li> <li>to persevere and try to improve balancing and agility through sustained effort</li> <li>to willingly have a go at sprinting and persevere when things get hard</li> </ul>
<b>Vocabulary</b>	link, levels, hold, control, arching, bridging, sequencing, arching, shoulder balance, pushing, pulling, straddle, pathways, compose, contrasting, matching, canon, poise, reflect, peer assessment.	strategy, attack, defend, send, intercept/pass, receive, close down (space), communicate, turn body, rules	link, levels, hold, control, arching, bridging, sequencing, arching, shoulder balance, pushing, pulling, straddle, pathways, compose, contrasting, matching, canon, poise, reflect, peer assessment.	fitness, good health, balance, speed, agility, power, co-ordination.

Year 3	Summer 1		Summer 2	
<b>Developing Skills</b>	<b>STRIKING AND FIELDING</b> <b>Rounders Unit</b> <ul style="list-style-type: none"> <li>* bowl a ball underarm with some control and accuracy.</li> <li>* catch a small ball.</li> <li>* return the ball quickly and accurately when fielding.</li> <li>* strike a ball off a tee.</li> <li>* throw and catch a ball using a bounce pass with control and accuracy.</li> </ul>	<b>INVASION GAMES</b> <b>On the Attack Unit</b> <ul style="list-style-type: none"> <li>* pass and move into a space with help.</li> <li>* shoot a ball one handed with consistency and accuracy</li> <li>* throw and catch a ball using a one-handed pass with consistency and accuracy.</li> <li>* throw and catch a bounce pass with consistency and accuracy.</li> </ul>	<b>OAA</b> <b>Trust and Trails Unit</b> <ul style="list-style-type: none"> <li>* demonstrate a safe method for giving physical support.</li> <li>* navigate safely around an area to each control site.</li> <li>* orientate a map.</li> <li>* use a control card.</li> <li>* knows some of the symbols on an orienteering map.</li> </ul>	<b>TARGET GAMES</b> <b>Dodgeball Unit OR ALTERNATIVE UNIT BASED ON ASSESSMENTS</b> <ul style="list-style-type: none"> <li>* perform a one-handed throw.</li> <li>* perform dodging skills in a game</li> </ul>
<b>Application of Skills</b>	<ul style="list-style-type: none"> <li>* choose throwing skills to make the game hard for their opponents.</li> <li>* explain where the best place is to strike the ball to score more runs/points.</li> <li>* judge when fielding where the ball is going to be hit and try and intercept it.</li> <li>* set up small games; knows the rules and uses them fairly to keep games going.</li> </ul>	<ul style="list-style-type: none"> <li>* use simple tactics with the ball (i.e. range of passes. feints to disguise the pass. passing to a player in space).</li> <li>* use simple tactics without the ball (i.e. moving into a space to receive a pass. communicate showing where they want the ball).</li> </ul>	<ul style="list-style-type: none"> <li>* collect and record the correct information from a control site.</li> <li>* explain where they are on a map.</li> <li>* show how to keep a map orientated.</li> <li>* knows that a map is a bird's eye view of a plan of the ground.</li> </ul>	<ul style="list-style-type: none"> <li>* aim in front of a runner to hit them.</li> <li>* communicate with teammates to throw more than one ball at an opponent.</li> <li>* use simple tactics in a dodgeball-type game (i.e. keeping a ball back to defend with).</li> </ul>
<b>Character Development</b>	<ul style="list-style-type: none"> <li>* adapt their style of communication when umpiring and playing a striking and fielding game.</li> <li>* explain a skill to others clearly with confidence.</li> <li>* make a simple assessment of their performance based on simple success criteria given.</li> <li>* pay attention to instructions given by other children.</li> </ul>	<ul style="list-style-type: none"> <li>* use the success criteria to identify strengths of the attacking team.</li> <li>* show determination by simply not giving up.</li> <li>* to show willpower when dribbling a handball.</li> </ul>	<ul style="list-style-type: none"> <li>* manage their emotions when working as part of a team.</li> <li>* trust their partner to keep them safe.</li> <li>* has self-discipline by respecting the agreed rules</li> </ul>	<ul style="list-style-type: none"> <li>* accept the rules of the officials even if you disagree.</li> <li>* manage their emotions and think about the consequences before acting.</li> <li>* perform a sequence to the best of their ability.</li> </ul>
<b>Vocabulary</b>	strike, grip, rounder, on-side, off-side leg-side, slip, pressure, tracking, support.	strategy, attack, defend, send, intercept/pass, receive, close down (space), communicate, turn body, rules	teamwork, plan, communicate, negotiate, physical, orientate, navigate area, identify, controls, clues, capture, evidence, compete, challenge, creative, map, problem solving.	one-handed throw, accuracy, target, respect, resilience, self-discipline.

# Willow Lane Geography Curriculum

Year 4



*Willow Lane*  
Community Primary School

Year 4	Autumn 1		Autumn 2	
<b>Developing Skills</b>	<b>ATHLETICS</b> <b>Y3/4 Athletics Unit</b>  * demonstrate a pull throw with some accuracy and control. * demonstrate a push throw with some accuracy and control. * demonstrate a sling throw with some accuracy and control. * perform a hop, step and jump with some control. * perform a standing long jump (with two feet take off and land at the same time, arms swing behind body).	<b>TARGET GAMES</b> <b>Boccia Unit</b>  * roll a ball underarm with some consistency and accuracy. * roll a ball with consistency and accuracy * roll a ball in different ways (i.e. overarm, pushing) with consistency and accuracy * roll the jack to start a game	<b>DANCE</b> <b>Dance Around the World Unit</b>  * use the actions from the motif creatively using different body parts and movements * show use of canon and changes in formation * show use of mirror image and changes in level * create still and connected shapes using their bodies * demonstrate unusual movement and can keep in time with the music	<b>NET AND WALL</b> <b>Core Task 2 Unit</b>  * hold a racket with the correct technique * show the ready position * throw bean bag/ball/shuttlecock into a target or over a barrier * hold a racket * strike a ball with my hand or racket
<b>Application of Skills</b>	* are able to improve their performance and not worry about other people. * recognise what their strengths are and any areas for improvement in their performances. * confident to ask for feedback to help them improve. * perseveres and improves their throwing and jumping skill through sustained effort.	* make decisions about how to play round obstacles when playing Boccia Golf * use simple tactics when playing a boccia type game (i.e. throw near to the jack, block the jack, knock opponents ball out of the way)	* choose a tactic to outwit an opponent i.e. pretend to throw one way and throw the other * defend the hoop sometimes * throw with a level of accuracy into target	* intercept an object thrown * explain which throw is best for shorter/longer passes * outwit my opponent when playing a game i.e. by directing the ball to a space so it cannot be returned. Throw or strike short or long.
<b>Character Development</b>	* choose the correct type of throw to different targets and different distances. * devise a combination of five jumps performing the five basic jumps consecutively to reach the furthest distance possible. * perform as part of a team in a relay and choose in advance the hand that will touch or give and the hand that will receive (passes should be made left to right or right to left).	* reflect on how I propelled a ball and listen to feedback to improve my performance * reflect on how to send the ball so it is more accurate. * reflect as part of a team on how to improve their performance	* show good timing, posture and extension * elects travelling actions to convey different characters along varied pathways * use a range of travelling steps following a planned pathway * can use canon, formation changes, direction and level to improve our ideas * can use the poem as a stimulus for creative and imaginative actions * can work together to keep improving their group dance * can express character with confidence and explore patterning and timing	* perseveres and improves their throwing and jumping skill through sustained effort. * suggest what I need to do to improve
<b>Vocabulary</b>	hurdling, long jump, length, performance, measure, overarm throw, triple jump, height, relay, baton-passing techniques, hone	boccia, propel, target, feedback, jack, respect, reflection.	agility, balance, coordination, precision, motif, actions, formations, travelling, directions, levels, pathways, translating, meaningful, movements, evaluation, constructive, ideas, listening, sharing, improving, performance.	warming up, rally, strike, ready position, return, persevere, racquet, shuttlecock.



Year 4	Spring 1		Spring 2	
<b>Developing Skills</b>	<b>GYMNASTICS</b> <b>Max Whitlock Unit</b> <ul style="list-style-type: none"> <li>demonstrates balance and coordination during bench activities like walking and jumping off to land</li> <li>displays proficiency in handstand preparations and bunny jumps, focusing on safety</li> <li>links rolling movements (e.g., teddy bear roll) with other skills to form short sequences</li> <li>performs gymnastic shapes (e.g., tuck, star) and jumps, working towards linking them</li> </ul>	<b>INVASION GAMES</b> <b>Basketball Unit</b> <ul style="list-style-type: none"> <li>dribble a ball with some control.</li> <li>throw and catch a bounce pass with consistency and accuracy.</li> <li>throw and catch a chest pass with consistency and accuracy.</li> <li>use simple tactics without the ball (i.e. moving into a space to receive a pass. communicate showing where they want the ball).</li> <li>to show determination by not giving up.</li> </ul>	<b>GYMNASTICS</b> <b>Core Task 1 Unit</b> <ul style="list-style-type: none"> <li>attempts shoulder stand and arabesque with some control. working towards achieving expectations exceeding expectations greater</li> <li>can perform balances including one-footed, dish and arch balances. working towards achieving expectations exceeding expectations greater</li> <li>can perform basic rolling actions. working towards achieving expectations exceeding expectations greater</li> <li>can perform two footed jump and land with <math>\frac{1}{4}</math> and <math>\frac{1}{2}</math> turns.</li> </ul>	<b>SWIMMING</b> <b>Carnforth</b> <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>
<b>Application of Skills</b>	<ul style="list-style-type: none"> <li>demonstrates creativity and cooperation in group sequences</li> <li>independently uses flashcards for self-assessment</li> <li>observes and provides feedback to peers with minimal guidance</li> </ul>	<ul style="list-style-type: none"> <li>use simple tactics with the ball (i.e. range of passes, chest or bounce. feints to disguise the pass. dribbling with the ball to beat a defender).</li> </ul>	<ul style="list-style-type: none"> <li>create a sequence of up to 6 elements with changes of level and direction, and clarity of shape.</li> <li>work with a partner to make up and combine their short sequence of using the floor, mats showing fluency and clarity of movement.</li> </ul>	<ul style="list-style-type: none"> <li>can swim 10m on back</li> <li>can swim 10m on front</li> <li>can swim 25m</li> <li>can travel with flotation equipment</li> <li>can travel without flotation equipment</li> <li>confident moving around the pool</li> <li>confident moving away from poolside</li> <li>confident on poolside</li> <li>enters water without hesitation</li> <li>needs flotation equipment</li> </ul>
<b>Character Development</b>	<ul style="list-style-type: none"> <li>applies movement vocabulary (e.g., 'bunny jump', 'forward roll') correctly</li> <li>controls movements using equipment, showing improved coordination</li> <li>shows increased spatial awareness and social interaction during movement tasks</li> </ul>	<ul style="list-style-type: none"> <li>use the success criteria to identify strengths of the attacking team.</li> <li>perseveres and improves their throwing and jumping skill through sustained effort.</li> <li>show willpower when dribbling a basketball.</li> </ul>	<ul style="list-style-type: none"> <li>perform a sequence to the best of their ability.</li> <li>set a goal to improve their balances performance.</li> <li>work on a sequence individually and include a roll they want to improve.</li> <li>perseveres and improves their throwing and jumping skill through sustained effort.</li> </ul>	<ul style="list-style-type: none"> <li>show resilience when an activity is tricky</li> <li>to know when to ask for help</li> <li>show determination to be better than last week</li> </ul>
<b>Vocabulary</b>	link, levels, hold, control, arching, bridging, sequencing, arching, shoulder balance, pushing, pulling, straddle, pathways, compose, contrasting, matching, canon, poise, reflect, peer assessment.	strategy, attack, defend, send, intercept/pass, receive, close down (space), communicate, turn body, rules	link, levels, hold, control, arching, bridging, sequencing, arching, shoulder balance, pushing, pulling, straddle, pathways, compose, contrasting, matching, canon, poise, reflect, peer assessment.	water, proficiently, strokes, front crawl, backstroke, breaststroke, butterfly, safety, self-rescue, confidence.

Year 4	Summer 1		Summer 2	
<b>Developing Skills</b>	<b>STRIKING AND FIELDING</b> <b>Rounders Unit</b> <ul style="list-style-type: none"> <li>* bowl a ball underarm with some control and accuracy.</li> <li>* catch a small ball.</li> <li>* return the ball quickly and accurately when fielding.</li> <li>* strike a ball off a tee.</li> <li>* throw and catch a ball using a bounce pass with control and accuracy.</li> </ul>	<b>SWIMMING</b> <b>Carnforth</b> <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>	<b>OAA</b> <b>Teamwork and Problem-Solving Unit</b> <ul style="list-style-type: none"> <li>* lift equipment and travel safely during crossing the swamp.</li> <li>* travel and balance during "line up".</li> <li>* travel and carry equipment during millipede challenges.</li> </ul>	<b>SWIMMING</b> <b>Carnforth</b> <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>
<b>Application of Skills</b>	<ul style="list-style-type: none"> <li>* choose throwing skills to make the game hard for their opponents.</li> <li>* explain where the best place is to strike the ball to score more runs/points.</li> <li>* judge when fielding where the ball is going to be hit and try and intercept it.</li> <li>* set up small games; knows the rules and uses them fairly to keep games going.</li> </ul>	<ul style="list-style-type: none"> <li>* can swim 10m on back</li> <li>* can swim 10m on front</li> <li>* can swim 25m</li> <li>* can travel with flotation equipment</li> <li>* can travel without flotation equipment</li> <li>* confident moving around the pool</li> <li>* confident moving away from poolside</li> <li>* confident on poolside</li> <li>* enters water without hesitation</li> <li>* needs flotation equipment</li> </ul>	<ul style="list-style-type: none"> <li>* build a hula hut as part of a team.</li> <li>* demonstrate team work through - agreeing on a plan taking everybody's view into account.</li> <li>* to demonstrate concise instructions during a challenge.</li> </ul>	<ul style="list-style-type: none"> <li>* can swim 10m on back</li> <li>* can swim 10m on front</li> <li>* can swim 25m</li> <li>* can travel with flotation equipment</li> <li>* can travel without flotation equipment</li> <li>* confident moving around the pool</li> <li>* confident moving away from poolside</li> <li>* confident on poolside</li> <li>* enters water without hesitation</li> <li>* needs flotation equipment</li> </ul>
<b>Character Development</b>	<ul style="list-style-type: none"> <li>* adapt their style of communication when umpiring and playing a striking and fielding game.</li> <li>* explain a skill to others clearly with confidence.</li> <li>* make a simple assessment of their performance based on simple success criteria given.</li> <li>* pay attention to instructions given by other children.</li> </ul>	<ul style="list-style-type: none"> <li>* show resilience when an activity is tricky</li> <li>* to know when to ask for help</li> <li>* show determination to be better than last week</li> </ul>	<ul style="list-style-type: none"> <li>* cooperate with teammates to solve a problem.</li> <li>* shows encouragement and support to team members.</li> <li>* try different solutions without fear of failure.</li> </ul>	<ul style="list-style-type: none"> <li>* show resilience when an activity is tricky</li> <li>* to know when to ask for help</li> <li>* show determination to be better than last week</li> </ul>
<b>Vocabulary</b>	strike, grip, rounder, on-side, off-side leg-side, slip, pressure, tracking, support.	water, proficiently, strokes, front crawl, backstroke, breaststroke, butterfly, safety, self-rescue, confidence.	teamwork, plan, communicate, negotiate, physical, orientate, navigate area, identify, controls, clues, capture, evidence, compete, challenge, creative, map, problem solving.	water, proficiently, strokes, front crawl, backstroke, breaststroke, butterfly, safety, self-rescue, confidence.



# Willow Lane Geography Curriculum

## Year 5



*Willow Lane*  
Community Primary School

Year 5	Autumn 1		Autumn 2	
<b>Developing Skills</b>	<b>ATHLETICS</b> <b>Y5/6 Athletics Unit</b>  * perform a sling and heave throw. * use the correct running techniques at different speeds.	<b>SWIMMING</b> <b>Carnforth</b>  <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>	<b>DANCE</b> <b>British Values Unit</b>  * select and perform contrasting actions and compose a sequence. * use different travelling actions along varying pathways	<b>SWIMMING</b> <b>Carnforth</b>  <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>
<b>Application of Skills</b>	* perform a combination of jumps. * understand the difference between different throws and when to use which throw. * understands which running technique to use for short distances and long distances.	<ul style="list-style-type: none"> <li>can swim 10m on back</li> <li>can swim 10m on front</li> <li>can swim 25m</li> <li>can travel with flotation equipment</li> <li>can travel without flotation equipment</li> <li>confident moving around the pool</li> <li>confident moving away from poolside</li> <li>confident on poolside</li> <li>enters water without hesitation</li> <li>needs flotation equipment</li> </ul>	* work collaboratively to produce a sequence * give descriptive feedback to a partner using appropriate and relevant dance vocabulary * understand what a good performance is * improve their own performance based on feedback	<ul style="list-style-type: none"> <li>can swim 10m on back</li> <li>can swim 10m on front</li> <li>can swim 25m</li> <li>can travel with flotation equipment</li> <li>can travel without flotation equipment</li> <li>confident moving around the pool</li> <li>confident moving away from poolside</li> <li>confident on poolside</li> <li>enters water without hesitation</li> <li>needs flotation equipment</li> </ul>
<b>Character Development</b>	* set a goal and be committed to practise to improve their performance in running, jumping and throwing. * shows willpower when performing <u>skills</u> they find difficult and keep trying.	* show resilience when an activity is tricky * to know when to ask for help * show determination to be better than last week	* convey a character through movement * exaggerate their body movements and shapes, as well as use facial expressions to describe language * include changes in formation, dynamics, canon, unison direction and level. * perform partner balance or shapes in a group dance * combine travel, turn, jump, gesture and stillness to convey events and emotions * link at least four dance elements together in a pair to create a dance sequence * create imaginative actions based on the different themes * combine sequences to retell a poem	* show resilience when an activity is tricky * to know when to ask for help * show determination to be better than last week
<b>Vocabulary</b>	sustain pace, running a straight, lead leg, combine sprinting triple jump, techniques, hurdle efficiently, take-off foot, high jump, vertical jump, accuracy, run-up, efficiency pull technique, standing measure, approach, arched run-up, compete, cooperate, improve.	water, proficiently, strokes, front crawl, backstroke, breaststroke, butterfly, safety, self-rescue, confidence.	agility, balance, coordination, precision, more complex, motif, convey, canon, unison mirroring, contrasting, formation changes, reflect, evaluation, constructive, ideas, levels, execution, chance choreography.	water, proficiently, strokes, front crawl, backstroke, breaststroke, butterfly, safety, self-rescue, confidence.

Year 5	Spring 1		Spring 2	
<b>Developing Skills</b>	<b>GYMNASTICS</b> <b>Max Whitlock Unit</b> <ul style="list-style-type: none"> <li>* displays proficiency in weight-bearing movements, including handstand preparations</li> <li>* links 2-3 jumps (e.g., star jump, tuck jump), integrating them into sequences</li> <li>* links rolling movements (e.g., forward roll) and other skills smoothly in sequences</li> <li>* shows precision during bench movements, including controlled jumping and landing</li> </ul>	<b>SWIMMING</b> <b>Carnforth</b> <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>	<b>GYMNASTICS</b> <b>Y5 Core Task 1 Unit</b> <ul style="list-style-type: none"> <li>* can include change of direction / speed / level in their partner sequence.</li> <li>* create a sequence with a partner of 8 elements, including counter balance and counter-tension balances.</li> <li>* create a simple sequence of travel, jump, roll, and partner counter balances with fluency and control.</li> </ul>	<b>INVASION GAME</b> <b>Netball Unit</b> <ul style="list-style-type: none"> <li>* perform chest and bounce pass with consistency, accuracy, confidence and control.</li> <li>* perform shoulder pass with consistency, accuracy, confidence and control.</li> <li>* shoot a netball into a hoop with some accuracy.</li> <li>* close down an opponent effectively</li> </ul>
<b>Application of Skills</b>	<ul style="list-style-type: none"> <li>* independently evaluates performance using flashcards</li> <li>* leads and collaborates effectively in group sequences</li> <li>* provides constructive feedback to peers and adjusts based on feedback</li> </ul>	<ul style="list-style-type: none"> <li>• can swim 10m on back</li> <li>• can swim 10m on front</li> <li>• can swim 25m</li> <li>• can travel with flotation equipment</li> <li>• can travel without flotation equipment</li> <li>• confident moving around the pool</li> <li>• confident moving away from poolside</li> <li>• confident on poolside</li> <li>• enters water without hesitation</li> <li>• needs flotation equipment</li> </ul>	<ul style="list-style-type: none"> <li>* can include change of direction / speed / level in their partner sequence.</li> <li>* create a sequence with a partner of 8 elements, including counter balance and counter-tension balances.</li> <li>* create a simple sequence of travel, jump, roll, and partner counter balances with fluency and control.</li> </ul>	<ul style="list-style-type: none"> <li>* use attacking skills with a ball appropriately in games (i.e. Range of passes, Feints, <u>Passing</u> to player in space, Passing ahead of supporting players).</li> <li>* use attacking skills without the ball appropriately in games (i.e. Supporting the player in possession, <u>Getting</u> away from defenders, Find space and signal where they want the ball).</li> <li>* use defending skills appropriately in games (i.e. Anticipate an attacker moving when defending, <u>Closing</u> down space, Intercepting a pass).</li> </ul>
<b>Character Development</b>	<ul style="list-style-type: none"> <li>* applies movement terms (e.g., 'forward roll', 'bunny jump') accurately</li> <li>* demonstrates skilled control over body movements whilst using equipment</li> <li>* shows precision in spatial awareness and social interaction</li> <li>* identifies movement terms (e.g., 'jump', 'roll') and shape names (e.g., 'straight', 'tuck')</li> </ul>	<ul style="list-style-type: none"> <li>* show resilience when an activity is tricky</li> <li>* to know when to ask for help</li> <li>* show determination to be better than last week</li> </ul>	<ul style="list-style-type: none"> <li>* identify which sequences were performed with fluency, accuracy and consistency.</li> <li>* willingness to try out different partner balances with a partner.</li> <li>* willingness to accept help from their partner.</li> </ul>	<ul style="list-style-type: none"> <li>* make a definite conclusion of when to pass the ball.</li> <li>* make decisions on when to pass the ball in an invasion game situation.</li> </ul>
<b>Vocabulary</b>	travel, level, direction, balance, shapes, roll, rock, spin, land, finish, apparatus, routine, sequence, transition, wide, narrow, creatively, feedback, partner.	water, proficiently, strokes, front crawl, backstroke, breaststroke, butterfly, safety, self-rescue, confidence.	mirroring, contrasting, arabesque, counter balance, counter tension, push, pull, symmetrical, asymmetrical, transitions, unison, dynamics, momentum, power, flight, elevation, evaluate, audience.	attacking, defending, pass, go wide, retain, possession, goal side, close down, consistency, positivity, winning, losing, growth mindset.

Year 5	Summer 1		Summer 2	
<b>Developing Skills</b>	<b>STRIKING AND FIELDING</b> <b>Cricket Unit</b> <ul style="list-style-type: none"> <li>* bowl overarm accurately and consistently.</li> <li>* field a ball and throw back overarm with accuracy and consistency.</li> <li>* strike a ball from a cricket tee.</li> <li>* strike a bowled ball.</li> </ul>	<b>NET AND WALL</b> <b>Tennis Unit</b> <ul style="list-style-type: none"> <li>* hold a racket correctly</li> <li>* show a forehand shot after the ball has bounced (show good backswing, follow through and feet positioning)</li> <li>* show a backhand after the ball has bounced</li> <li>* hit a ball into a target area using a forehand</li> <li>* hit a ball into a target area using a backhand</li> </ul>	<b>OAA</b> <b>Orienteering Unit</b> <ul style="list-style-type: none"> <li>* orientate a map.</li> <li>* can record a control card accurately.</li> <li>* knows the 8 points of a compass.</li> </ul>	<b>DANCE</b> <b>Heroes and Villains Unit OR</b> <b>ALTERNATIVE UNIT BASED ON ASSESSMENTS</b> <ul style="list-style-type: none"> <li>* implement at least 2 performance skills into their duet and demonstrate these repeatedly.</li> <li>* interpret action words in interesting ways with their bodies.</li> <li>* perform all dances in the agreed sequence confidently, using some of the performance skills.</li> </ul>
<b>Application of Skills</b>	<ul style="list-style-type: none"> <li>* intercept a ball that has been struck.</li> <li>* <u>make a decision</u> as to when to run safely between wickets.</li> <li>* strike a ball away from fielders.</li> </ul>	<ul style="list-style-type: none"> <li>* outwit my opponent using simple tactics (i.e. Can spot the spaces in their opponent's court and try to hit the ball towards them)</li> <li>* defend an area</li> </ul>	<ul style="list-style-type: none"> <li>* keep a map orientated as they travel around a course.</li> <li>* use the 8 points of a compass to follow a route.</li> <li>* children plan a route and make appropriate decisions about which marker to visit.</li> </ul>	<ul style="list-style-type: none"> <li>* create a duet with a partner following the correct structure.</li> <li>* work with a group to portray qualities of a hero using freeze frame</li> </ul>
<b>Character Development</b>	<ul style="list-style-type: none"> <li>* offer practical solutions to help teammates improve.</li> <li>* refer to the objectives and success criteria when evaluating a performance.</li> <li>* set a goal when practising bowling and then practise to improve.</li> </ul>	<ul style="list-style-type: none"> <li>* suggest ways I can improve my shots</li> </ul>	<ul style="list-style-type: none"> <li>* share their ideas when working with</li> <li>* work to the best of my ability to ensure that the control is placed accurately.</li> </ul>	<ul style="list-style-type: none"> <li>* work with a partner ensuring both are confident and happy to create and improve their duet.</li> <li>* understands how heroic characters might feel.</li> </ul>
<b>Vocabulary</b>	obstruction, consecutive, cut, <u>defensive stroke</u> , attacking, stroke, drive, pull hook.	deep forecourt, court attacking, defensive, footwork.	underarm throw, accuracy, target, side gallop, tactics, opponent, outwit, determination.	agility, balance, coordination, precision, more complex, motif, convey, canon, unison mirroring, contrasting, formation changes, reflect, evaluation, constructive, ideas, levels, execution, chance choreography.

# Willow Lane Geography Curriculum

Year 6



*Willow Lane*  
Community Primary School

Year 6	Autumn 1		Autumn 2	
<b>Developing Skills</b>	<b>ATHLETICS</b> <b>Y5/6 Athletics Unit</b>  * perform a sling and heave throw. * use the correct running techniques at different speeds.	<b>INVASION GAMES</b> <b>Y5/6 Football Unit</b>  * are able to identify when someone feels they may be being treated unfairly * dribble a ball with consistency, accuracy, confidence and control. * perform a pass with consistency, accuracy, confidence and control. * receive a pass with consistency, accuracy, confidence and control. * shoot at a goal consistency, accuracy, confidence and control.	<b>DANCE</b> <b>Dance Through the Ages Unit</b> * select and perform contrasting actions and compose a sequence. * use different travelling actions along varying pathways	<b>INVASION GAMES</b> <b>Hockey Unit</b>  * dribble a ball with a hockey stick with consistency, accuracy, confidence and control. * perform a push pass and receive a pass with consistency, accuracy, confidence and control. * shoot at a goal using a hockey stick with consistency, accuracy, confidence and control.
<b>Application of Skills</b>	* perform a combination of jumps. * understand the difference between different throws and when to use which throw. * understands which running technique to use for short distances and long distances.	* use attacking skills with a ball appropriately in games (i.e. choose when to pass successfully, dribble at an appropriate time to gain space, passing to a player in space, passing ahead of supporting players) * use attacking skills without the ball appropriately in games (i.e. supporting the player in possession, getting away from defenders, find space and signal where they want the ball) * use defending skills appropriately in games (i.e. to close down space with marking, to intercept the ball, to tackle safely)	* work collaboratively to produce a sequence * give descriptive feedback to a partner using appropriate and relevant dance vocabulary * understand what a good performance is * improve their own performance based on feedback	use attacking skills with a ball appropriately in games. (i.e. choose when to pass successfully, dribble at an appropriate time to gain space, passing to player in space, passing ahead of supporting players). * use attacking skills without the ball appropriately in games (i.e. supporting the player in possession, getting away from defenders, find space and signal where they want the ball). * use defending skills appropriately in games. (i.e. intercepting a pass, anticipate an attacker moving when defending, closing down space)
<b>Character Development</b>	* set a goal and be committed to practise to improve their performance in running, jumping and throwing. * shows willpower when performing <u>skills</u> they find difficult and keep trying.	* identify when and why it might be appropriate to change a game to make it fair * make positive suggestions for how to adapt a game to make it fair * play fairly with a partner	* convey a character through movement * exaggerate their body movements and shapes, as well as use facial expressions to describe language * include changes in formation, dynamics, canon, unison direction and level. * perform partner balance or shapes in a group dance * combine travel, turn, jump, gesture and stillness to convey events and emotions * link at least four dance elements together in a pair to create a dance sequence * create imaginative actions based on the different themes * combine sequences to retell a poem	* evaluate own work and that of others, and suggest ways to improve. * organise themselves and the equipment and complete tasks to the best of their ability, and safely. * make a definite conclusion of when to pass and/or shoot when playing a hockey-type game. * set and complete a goal safely and to the best of their ability.
<b>Vocabulary</b>	sustain pace, running a straight, lead leg, combine sprinting triple jump, techniques, hurdle efficiently, take-off foot, high jump, vertical jump, accuracy, run-up, efficiency pull technique, standing measure, approach, arched run-up, compete, cooperate, improve.	attacking, defending, dribbling, make runs, go wide, retain, possession, goal side, close down, consistency, positivity, winning, losing, growth mindset.	agility, balance, coordination, precision, more complex, motif, convey, canon, unison mirroring, contrasting, formation changes, reflect, evaluation, constructive, ideas, levels, execution, chance choreography.	attacking, defending, dribbling, make runs, go wide, retain, possession, goal side, close down, consistency, positivity, winning, losing, growth mindset.



Year 6	Spring 1		Spring 2	
Developing Skills	<b>GYMNASTICS</b> <b>Max Whitlock Unit</b>  * displays proficiency in weight-bearing movements, including handstand preparations * links 2-3 jumps (e.g., star jump, tuck jump), integrating them into sequences * links rolling movements (e.g., forward roll) and other skills smoothly in sequences * shows precision during bench movements, including controlled jumping and landing	<b>INVASION GAMES</b> <b>Creative Games Unit</b>  * use different techniques of sending and receiving a ball with consistency, accuracy, confidence and control. * use different techniques of travelling with a ball and shooting with consistency, accuracy, confidence and control.	<b>GYMNASTICS</b> <b>Y6 Core Task 1 Unit</b>  * perform a group balance. * perform a group counter balance using apparatus.	<b>INVASION GAME</b> <b>Netball Unit</b>  * perform chest and bounce pass with consistency, accuracy, confidence and control. * perform shoulder pass with consistency, accuracy, confidence and control. * shoot a netball into a hoop with some accuracy. * close down an opponent effectively
Application of Skills	* independently evaluates performance using flashcards * leads and collaborates effectively in group sequences * provides constructive feedback to peers and adjusts based on feedback	* use attacking skills with a ball appropriately in games. (i.e. Choose when to pass successfully, Dribble at an appropriate time to gain space, <u>Passing</u> to player in space, Passing ahead of supporting players). * use attacking skills without the ball appropriately in games (i.e. Supporting the player in possession, <u>Getting</u> away from defenders, Find space and signal where they want the ball).	* focus on what they need to do to improve. * concentrate on creating a sequence.	* use attacking skills with a ball appropriately in games (i.e. Range of passes, Feints, <u>Passing</u> to player in space, Passing ahead of supporting players). * use attacking skills without the ball appropriately in games (i.e. Supporting the player in possession, <u>Getting</u> away from defenders, Find space and signal where they want the ball). * use defending skills appropriately in games (i.e. Anticipate an attacker moving when defending, <u>Closing</u> down space, Intercepting a pass).
Character Development	* applies movement terms (e.g., 'forward roll', 'bunny jump') accurately * demonstrates skilled control over body movements whilst using equipment * shows precision in spatial awareness and social interaction* identifies movement terms (e.g., 'jump', 'roll') and shape names (e.g., 'straight', tuck')	* evaluate own work and that of others, and suggest ways to improve. * share their ideas when working towards a shared goal. * make decisions on when to pass a ball in an invasion game situation.	* makes positive suggestions to their group when experimenting with a group balance. * plans and organises themselves to keep themselves and others safe. * recognise strengths and areas for improvement in a group balance.	* make a definite conclusion of when to pass the ball. * make decisions on when to pass the ball in an invasion game situation.
Vocabulary	travel, level, direction, balance, shapes, roll, rock, spin, land, finish, apparatus, routine, sequence, transition, wide, narrow, creatively, feedback, partner.	attacking, defending, pass, go wide, retain, possession, goal side, close down, consistency, positivity, winning, losing, growth mindset.	mirroring, contrasting, arabesque, counter balance, counter tension, push, pull, symmetrical, asymmetrical, transitions, unison, dynamics, momentum, power, flight, elevation, evaluate, audience.	attacking, defending, pass, go wide, retain, possession, goal side, close down, consistency, positivity, winning, losing, growth mindset.



Year 6	Summer 1		Summer 2	
Developing Skills	<b>STRIKING AND FIELDING</b> <b>Cricket Unit</b> <ul style="list-style-type: none"> <li>* bowl overarm accurately and consistently.</li> <li>* field a ball and throw back overarm with accuracy and consistency.</li> <li>* strike a ball from a cricket tee.</li> <li>* strike a bowled ball.</li> </ul>	<b>NET AND WALL</b> <b>Tennis Unit</b> <ul style="list-style-type: none"> <li>* hold a racket correctly</li> <li>* show a forehand shot after the ball has bounced (show good backswing, follow through and feet positioning)</li> <li>* show a backhand after the ball has bounced</li> <li>* hit a ball into a target area using a forehand</li> <li>* hit a ball into a target area using a backhand</li> </ul>	<b>OAA</b> <b>Orienteering Unit</b> <ul style="list-style-type: none"> <li>* orientate a map.</li> <li>* can record a control card accurately.</li> <li>* knows the 8 points of a compass.</li> </ul>	<b>DANCE</b> <b>Haka Unit OR ALTERNATIVE UNIT BASED ON ASSESSMENTS</b> <ul style="list-style-type: none"> <li>* select and perform contrasting actions and compose a sequence.</li> <li>* use different travelling actions along varying pathways</li> </ul>
Application of Skills	<ul style="list-style-type: none"> <li>* intercept a ball that has been struck.</li> <li>* <u>make a decision</u> as to when to run safely between wickets.</li> <li>* strike a ball away from fielders.</li> </ul>	<ul style="list-style-type: none"> <li>* outwit my opponent using simple tactics (i.e. Can spot the spaces in their opponent's court and try to hit the ball towards them)</li> <li>* defend an area</li> </ul>	<ul style="list-style-type: none"> <li>* keep a map orientated as they travel around a course.</li> <li>* use the 8 points of a compass to follow a route.</li> <li>* children plan a route and make appropriate decisions about which marker to visit.</li> </ul>	<ul style="list-style-type: none"> <li>* work collaboratively to produce a sequence</li> <li>* give descriptive feedback to a partner using appropriate and relevant dance vocabulary</li> <li>* understand what a good performance is</li> <li>* improve their own performance based on feedback</li> </ul>
Character Development	<ul style="list-style-type: none"> <li>* offer practical solutions to help teammates improve.</li> <li>* refer to the objectives and success criteria when evaluating a performance.</li> <li>* set a goal when practising bowling and then practise to improve.</li> </ul>	<ul style="list-style-type: none"> <li>* suggest ways I can improve my shots</li> </ul>	<ul style="list-style-type: none"> <li>* share their ideas when working with</li> <li>* work to the best of my ability to ensure that the control is placed accurately.</li> </ul>	<ul style="list-style-type: none"> <li>* convey a character through movement</li> <li>* exaggerate their body movements and shapes, as well as use facial expressions to describe language</li> <li>* include changes in formation, dynamics, canon, unison direction and level.</li> <li>* perform partner balance or shapes in a group dance</li> <li>* combine travel, turn, jump, gesture and stillness to convey events and emotions</li> <li>* link at least four dance elements together in a pair to create a dance sequence</li> <li>* create imaginative actions based on the different themes</li> <li>* combine sequences to retell a poem</li> </ul>
Vocabulary	obstruction, consecutive, cut, <u>defensive stroke</u> , attacking, stroke, drive, pull hook.	deep forecourt, court attacking, defensive, footwork.	underarm throw, accuracy, target, side gallop, tactics, opponent, outwit, determination.	agility, balance, coordination, precision, more complex, motif, convey, canon, unison mirroring, contrasting, formation changes, <u>reflect</u> , evaluation, constructive, ideas, levels, execution, chance choreography.