

Games	Dance	Gymnastics	Athletics	Outdoor and Adventurous Activities	Swimming
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Outdoor and Adventurous Activities are offered in a residential that takes place in UKS2 annually.

	EYFS	YR1	YR2	YR3	YR4	YR5	YR6
Autumn 1	Gymnastics – Fun Shapes	Dance – Moving Words	Dance – Fire of London	Games – Ball handling skills - Basketball	Games – Bat and Ball skills - Tennis	Games - Hockey	Games - Football
Autumn 2	Dance – Toys	Gymnastics – Rock and roll	Gymnastics – Points of contact	Gymnastics – Patterns and Pathways	Dance - On the beach	Dance – Dance Styles (60's, Hairspray, Rock and roll, Twist)	Gymnastics – Body Symmetry
Spring 1	Gymnastics – move and Hold (balances and holds)	Dance - Weather	Dance – Haka	Dance – Cold places	Gymnastics - Rotation	Gymnastics – Pair composition	Dance - Football
Spring 2	Dance – On Parade	Gymnastics – Jumping Jacks	Games – Throwing and catching/Dribbling	Gymnastics – Hand apparatus	Dance - Why bully me	Dance – Solar System	Gymnastics – Group work – Hand apparatus and mats
Summer 1	Games 1 – Throwing and Catching/Dribbling (bouncing)	Games 1 – Throwing and catching/agility	OAA Key Stage 1 – Trails, trust and Teamwork	Games – Striking and Fielding – Quick Cricket	OAA unit. – LKS2 Co-operation, consideration, and communication.	Swimming OAA unit. – UKS2 Co-operation, consideration, and communication.	Athletics - Decathlon
Summer 2	Games 2 – Throwing and Catching/Balancing (Passing)	Games 2 – Throwing and catching/agility	Games 2 – Throwing and Catching whilst on the move.	Athletics -	Athletics – Pentathlon Sprint/distance running	Athletics - Heptathlon	Swimming Games - Netball

Units available

	EYFS	1	2	3	4	5	6
Part 1	Dance – On Parade	Dance – Moving Words	Dance – Great Fire of London	Dance – Solar System	Dance – Cold places	Dance – on the beach	Dance - Football
	Gymnastics – Fun Gym Shapes	Gymnastics – Jumping Jacks	Gymnastics – Points of Contact	Gymnastics – Patterns and Pathways	Gymnastics – Principles of Balance	Gymnastics – Pair Composition	Gymnastics – Body Symmetry
	Games – Fundamental Skills Unit 1 – Throwing and catching/Dribbling	Games – Fundamental Skills 1- Throwing and catching /agility	Games – Fundamental Skills 1- Throwing and catching/Dribbling	Games – Ball handling skills (Version of Basketball)	Games – Invasion Games (Hockey/Football techniques)	Games – Invasion games (Football)	Games – Invasion Games (Hockey)
	Games – Fundamental Skills 2 – Throwing and Catching/balancing	Games – Fundamental Skills 2- Throwing and catching /agility	Games – Fundamental Skills 2- – Throwing and catching whilst on the move.	Games – Striking and fielding (Quick Cricket)	Games – Net games (Tennis)	Games – Invasion games (Netball)	Games – Invasion games (Tag Rugby)
Part 2	Dance –Toys	Dance – Weather	Dance – Magical Friendships	Dance – Machines	Dance – Rugby the Haka	Dance – Dance Styles (60's, Hairspray, Rock and roll, Twist)	Dance – Why Bully Me?
	Gymnastics – Fun Move and Hold	Gymnastics – Rock and Roll	Gymnastics – Ball, Tall and Wall	Gymnastics – Hand Apparatus	Gymnastics – Rotation	Gymnastics – Press and Go	Gymnastics – Group Work
	Athletics – Sports Day Practise  Taking part in events. Developing speed and individual taking part.			Athletics – Challenges (Triathlon, throw, run and a jump)	Athletics – Pentathlon (Sprint, distance, Three Jumps and Three Throws)	Athletics – Heptathlon (Sprint, distance, Three Jumps and Three Throws)	Athletics – Decathlon (Sprint, distance, Three Jumps and Three Throws)

## Games – Progression for all year groups

Year group	Main Concepts
<p>EYFS Fundamental Skills 1 and 2</p>	<ul style="list-style-type: none"> <li>• Throwing and Catching</li> <li>• Dribbling – feet (included is kicking towards a large target)</li> <li>• Negotiating space safely and understanding expectations of the environment.</li> </ul> <p>Pupils show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment effectively. Pupils are confident to try new activities, and say why they like some activities more than others. Pupils play co-operatively, taking turns with others. Pupils follow instructions involving several ideas or actions. They work as part of a group or class, and understand and follow the rules.</p> <p><u>Vocabulary</u> Aim, throw, roll, send, receive, target, catch, kick, strike, dribble, and stop. Forwards, backwards, sideways, control, accurate.</p>
<p>Year 1 Fundamental Skills 1 and 2</p>	<ul style="list-style-type: none"> <li>• Throwing and catching – two handed</li> <li>• Negotiating a space with control and with speed</li> <li>• Passing – including bouncing to a partner</li> <li>• Kicking – to a partner whilst still</li> <li>• Agility – running, changing direction and side stepping skills.</li> </ul> <p>Refine the skills of running successfully, change directions, and develop side stepping. Throw, catch and aim on the move.</p> <p><u>Vocabulary</u> Run, jog, stop, turn, stretch, place, step, carry, safe, forwards, backwards, aim, throw, collect, retrieve, balls of feet, 90 degree angle, knee lift, push off, power, pump, agile, agility</p>
<p>Year 2 Fundamental Skills 1 and 2</p>	<ul style="list-style-type: none"> <li>• Throwing and Catching – applying this to a small game situation (piggy in the middle, throwing to different coloured cones as a group etc) Using balls of different sizes (including tennis and netball sized balls)</li> <li>• Agility – consolidating movement skills, changing direction at speed.</li> <li>• Passing – throwing a ball to another person using hands.</li> <li>• Bat and Ball skills –Introduction to a bowler and fielder, children to be supported by putting the ball on a cone to hit from.</li> <li>• Dribbling – also passing the ball with their feet whilst on the move.</li> <li>• Introduction to defending a goal - playing games such as capture the flag.</li> <li>• Co-ordination when using a piece of equipment – Hockey – teaching how to hold the stick correctly to maximise control and force.</li> </ul> <p>Refine the skills of running successfully, changing directions on the move. Develop throwing, catching, striking and dribbling skills and play small games.</p>

	<p><b>Vocabulary</b> Run, jog, stop, turn, stretch, carry, roll, throw, bounce, catch, safe, forwards, backwards, racket, strike, hit</p>
<p><b>Year 3</b> Striking and Fielding (quick cricket)  Invasion (basketball)</p>	<ul style="list-style-type: none"> <li>• <b>Striking and fielding</b> – children consolidate learning about bowling, striking and fielding and applying these to the sport of Quick Cricket.</li> </ul> <p>Experience: small-sided and modified competitive net, striking/fielding and invasion games; using simple tactics; applying simple rules and conventions. Develop: making up small-sided games; own game practices; playing games in pairs/small groups.</p> <ul style="list-style-type: none"> <li>• <b>Invasion</b> - Experience small-sided and modified competitive net, striking/fielding and invasion games; use simple tactics; apply simple rules and conventions. Develop into making up small-sided games; playing games in pairs/small groups. Builds up to playing small games of Basketball</li> </ul> <p>The aim of the game is to score points by bouncing the ball in a target hoop, or by knocking over a target skittle. Place a hoop or skittle in a target circle. The playing space extends all around this circle, but players are not allowed to enter the circle. Play the game 4v2, and later, 4v3. Both teams can travel with the ball by bouncing it. There is no physical contact.</p>
	<p><b>Vocabulary</b> Send, receive, run, catch, throw, aim, control, accurate, space, send, receive, dodge, avoid, run, catch, throw, aim, chase, dribble, control, accurate, space, rules, roll, strike, target</p>
<p><b>Year 4</b>  Net games (tennis)</p>	<ul style="list-style-type: none"> <li>• <b>Net games</b> - Make up small-sided games, play games in pairs and small groups, develop an understanding of game principles, related to attack and defence, team work.</li> </ul> <p>The aim of the game is to score points by throwing a ball into the opponent’s court area and making it bounce twice. Play the game one against one. Use a low net (bench to short tennis height), on a court that is relatively long and narrow. Use throwing and catching skills. Introduce hitting the ball with a racket after it has bounced. A partner playing with the hitter should feed the ball. Try adapting the rules so that the partner has to catch the ball before feeding it to be hit. More able players will be able to rally without a partner feeding the ball.</p>
	<p><b>Vocabulary</b> send, receive, throw, catch, control, bounce, strike, hit, accurate, space, transfer of weight, rules, contact, point, defend, attack, court area,</p>

<p><b>Year 5</b></p> <p>Striking and fielding Hockey (Year 6 unit)</p>	<ul style="list-style-type: none"> <li>• <b>Striking and fielding</b> - Applying skills and techniques to small and larger game situations. Using tactics and strategies to improve performance – particularly</li> </ul> <p>The aim of the game is to beat your opposing team by scoring more goals. Play the 4 v 4 mini version of hockey. The game starts, and restarts after a goal, in the centre (ball passed back into own half). Players will have clear positional roles e.g. attacking / defending roles within the team and use different techniques for passing, controlling, dribbling and shooting the ball in games. They will apply basic principles of team play to keep possession of the ball.</p> <p><u>Vocabulary</u> dribble, control, space, goal, pass, rules, shooting accuracy, wing, team formation, attacking, defending.</p>
<p><b>Year 6</b></p> <p>Invasion - Football  Invasion - Netball</p>	<ul style="list-style-type: none"> <li>• <b>Invasion</b> – Football - Develop a wider range of football specific skills and use them in small sided invasion games applying attacking and defending tactics in increasingly challenging situations.</li> </ul> <p>The aim of the game is to beat your opposing team by scoring more goals. Play the 5 v 5 mini version of football. The game starts, and restarts after a goal, in the centre (ball passed back into own half). Players will have clear positional roles e.g. attacking/defending roles within the team and use different techniques for passing, controlling, dribbling and shooting the ball in games. They will apply basic principles of team play to keep possession of the ball.</p> <ul style="list-style-type: none"> <li>• Invasion – Netball - Develop a wider range netball specific skills of send, receive, avoid, dodge, attack, defend, movement into /out of space and apply in to small-sided and modified competitive invasion games. Develop the playing of games in groups; an understanding of game principles and space related to attack and defence.</li> </ul> <p>In groups of 8 with one netball (3 v 3) on the court, two neutral players – one either side of the court. The neutral players play for the side in possession of the ball i.e. if a red player passes the ball out to the side to a neutral player, the neutral player must pass the ball back to a player in the red team. When possession changes the neutral players play with the new team in possession of the ball. The game starts and restarts after a goal from a base line pass, e.g. after the red team scores, the black team restart the game by passing the ball in from their own base/goal line. A goal is scored by knocking down a skittle placed one metre beyond the attacking end line. Neutral players cannot score a goal. One / two or more goals can be provided. Rotate neutral players regularly. Non-contact passing game. Players cannot run with the ball. This then develops into learning how to play a full game of Netball, knowing the different positions within a Netball game and applying this to the competitive game.</p> <p><u>Vocabulary</u> dribble, control, space, defend, slalom, accurate, target, attack, throw, aim, catch, control, defend, indicate, create space, rules, width, dodge, attack, mark, interception.</p>



<p>Move and hold</p>	<ul style="list-style-type: none"> <li>• <b>Balance</b> – positions of stillness, individual body movements and whole body movements on the spot and <b>travelling</b>. <b>Short movement phrases</b> – repeat the same body movements and link different body movements to positions of stillness. Introduction to performance – show clear start and finish positions.</li> </ul> <p><b>Vocabulary</b>  Straight shape, copy, perform, repeat, stop, hold, balance, link, movement phrase, space, stretch, squeeze, tight, relax, muscles, standing, lying, front, back and side  Remember, repeat, conditioning phrase, individual body movements, space, freeze, still, different body parts, hand, arm, head, hips, foot, shoulder, elbow, leg, circle, box shape, kneel, standing straight shape, standing star shape, explore, bigger, smaller, select, add, variety</p>
<p><b>Year 1</b>  Rock and Roll   Jumping Jacks</p>	<ul style="list-style-type: none"> <li>• <b>Rolling</b> - <b>Rocking and rolling actions</b> – rocking/rolling in different body shapes. Short movement phrases – linking rocking and rolling actions. Smooth transitions – flowing from 1 skill to another using other additional actions as necessary.</li> <li>• <b>Jumping</b> - <b>Jump and land actions</b> – safe landing position and 5 different types of jump. Short movement phrases – link jumping actions together and link jumping actions to other actions. Involving <b>apparatus</b> in the performance of jumping actions.</li> </ul> <p><b>Vocabulary</b>  Rock, body shape, straight, star, tuck, pike, straddle, twist, shoulder width, opposite, copy, tip, off balance, point of balance, forwards and backwards or side to side motion, rock n roll, curved, select, practise, control, repetition, perform, observe, describe, identify, space, low platform apparatus, safe handling  Straight shape, straight jump, safe landing position, hold, balance, bend, take-off, flight, stretch, swing, straighten, extend, upwards, horizontal, copy, perform, right, left, relieve, spacing, no contact, co-operate, unison and canon</p>
<p><b>Year 2</b>  Points of contact</p>	<ul style="list-style-type: none"> <li>• <b>Balance</b> - Positions of stillness on varying numbers of <b>contact points and body parts</b>. <b>Transfer of weight</b> e.g. from one position of stillness to another. Short movement phrases – linking positions of stillness to other actions. Including using apparatus -</li> </ul> <p><b>Vocabulary</b>  Positions of stillness, points of contact, body parts, control, hold, freeze, tuck, pike, v-sit, front support, side support, back support, crouch, side knee balance, shoulder stand, focus, stretch, squeeze, tight, perform, identify, describe, improve, space, safety.</p>
<p><b>Year 3</b>  Patterns and Pathways</p>	<ul style="list-style-type: none"> <li>• <b>Linking travel and balance</b> actions into short movement phrases. <b>Exploring travel actions</b> following different pathways. Exploring arm actions and linking them into arm pattern phrases. Using <b>movement</b> patterns as a basis to plan movement phrases.</li> <li>• Involving hand <b>apparatus</b> in performance of gymnastics actions. <b>Performing</b> gymnastics actions and using hand apparatus showing changes in speed, level and direction. Linking actions involving hand apparatus into movement phrases.</li> </ul>

Hand Apparatus	<p><b>Vocabulary</b>  Balance, travel, T walk, relieve walk, battement walk, side steps, gallops, straight, shape, star shape, arch, kneel, front support, points of contact, body parts, select, link, movement, phrase, repeat, repetitions, compare, similarities, differences, muscle groups, space, safety  Beanbag, levels, low, medium, high, in the air, conditioning phrase, control, receiver, involve, transfer, slide, throw, release, catch, hold, drop, pick up, flick, balance, exchange, select, link, evaluate, identify, improve, adapt,</p>
Year 4 Rotation	<ul style="list-style-type: none"> <li>• Types of rotational actions – rolling, turning, spinning and twisting. Performance – refining rotational actions to show <b>control</b>, quality and clarity. Movement phrases – linking rotational actions and other actions together.</li> <li>• <b>Composition</b> – developing phrases to show variety in speed, level and direction.</li> </ul> <p><b>Vocabulary</b>  Rotation, circle, axis, roll, turn, spin, pivot point, initiate, visual cue, position of stillness, create, select, link, transitional action, logical, smooth, add, observe, identify, slow pace, space, safety</p>
Year 5 Pair Composition	<ul style="list-style-type: none"> <li>• <b>Non-contact partner work</b></li> <li>• <b>Movement phrases</b> – creating pair sequences using a variety of actions.</li> <li>• <b>Compositional</b> development – using compositional devices to make a pair sequence more complex and interesting.</li> </ul> <p><b>Vocabulary</b>  Pair, partner, composition, link, create, short movement phrase, sequence, repeat, repetitions, different, variety, arm motion pattern, side by side, matching, unison, observe, self-check, identify, suggest, improve, refine, replace, adapt, extend, techniques, space, safety</p>
Year 6 Body Symmetry  Group Work	<ul style="list-style-type: none"> <li>• <b>Symmetry and asymmetry</b> – exploring symmetrical and asymmetrical gymnastics actions and actions that how both <b>Movement phrases</b> – linking symmetrical and asymmetrical actions into short movement phrases and sequences on the <b>floor and apparatus</b> Quality of movement – understanding what influences the quality of <b>performance</b> and improving own and others’ sequences accordingly</li> <li>• Explore <b>movements</b> that express and communicate the dance idea/theme. Link sections of the dance together using a dance framework as an individual and in <b>groups</b>.</li> </ul> <p><b>Vocabulary</b>  Symmetry, symmetrical actions, lines of symmetry, reflection, select, link, short movement phrase, positions of stillness, balance, roll, jump, slide, spin, travel, levels, explore, involve, variety, warm up, pulse rate, breathing, oxygen, muscles, joints, stretch, mobilise, identify, safe handling, space, safety</p>

Principles of progression



The Principles of Progression model below demonstrates the 4 ways in which teaching and learning can be progressed in Curriculum Gymnastics:

Skills	part basic actions → whole basic actions → complex actions → whole → x actions
Sequencing	individual actions → part movement phrases → es → complete → fully developed sequences
Context	actions on floor/mats → actions involving low/small apparatus → actions involving high/large apparatus
Groupings	actions performed individually → actions performed with a partner → actions performed in trios/groups

Teachers can use the Principles of Progression model to plan whole class progressive activities and individual extension activities for more able pupils. As each principle can be seen as a spectrum, the model can also be used to simplify whole class activities to suit the less able.

### Dance – Progression through Year groups

Year group	Main Concepts, Vocabulary and Themes
EYFS Toys	<ul style="list-style-type: none"> <li>Controlling body movements to start and stop to music or on command.</li> <li>Exploring fast and slow movements - speed</li> <li>Copying simple large movements.</li> </ul>
	<b>Vocabulary</b> Travel, control, balance, level, direction, copy, repeat, lead and follow, mirroring, action words.
Year 1 Vocabulary	<ul style="list-style-type: none"> <li>Travelling and turning to music. Changing speed.</li> <li>Introduction to travelling at different levels.</li> </ul>

Weather	<ul style="list-style-type: none"> <li>• Introduction to concept of <b>mirroring</b>.</li> <li>• Create a short motif of movements.</li> </ul>
Year 2 Fire of London Haka	<p>Vocabulary Travel, bounce, jump, gesture, stillness, control, balance, dynamics, speed, level, direction, pathway, motif, phrase, action words – sway, whirl, spiral, fall, leap, body parts.</p> <ul style="list-style-type: none"> <li>• Introduced to <b>unison, meet and part</b> and <b>action/reactions</b> concept.</li> <li>• Consolidate mirroring</li> <li>• Use of a stimulus – Fire</li> <li>• Focus on a type of dance from another culture – specific style of dancing</li> </ul> <p>Vocabulary Tall, wide, tucked, wind, fire, candle, roll, turn, jump, gesture, forward, backwards, sideways, rhythm, timing, levels, mirroring, unison, action/reaction, dynamics, space, line-out, scrum, haka, jump, land, pass, throw.</p>
Year 3 Cold Places	<ul style="list-style-type: none"> <li>• <b>Composition</b> of a phrase.</li> <li>• Interweaving pathways</li> <li>• Introduction to <b>gesture</b></li> </ul> <p>Vocabulary Snowflake, snow, icicle, frozen, shiver, travel, jump, turn, gesture, stillness, direction, repetition, interweaving pathway, level.</p>
Year 4 Beaches PSHE – Bullying	<ul style="list-style-type: none"> <li>• Consolidation of <b>Unison</b></li> <li>• Introduction to <b>dynamics</b> (quick, light, heavy, slow),</li> <li>• Introduction to <b>cannon</b></li> <li>• Introduction to <b>question and answer</b> (linked to action/reaction)</li> <li>• Applying cannon, dynamics, unison and action/reaction to their own choreographed piece.</li> </ul> <p>Vocabulary dynamics (quick, light, heavy, slow), question/answer, unison, formation, quality, contrasting, dynamics, sea, sand, sun, shaking, surfing, swimming, level, gesture, hot sand, cold sea, timing, drying, sunbathing, exaggerate, whole body, motif, movement phrase, turn, stretch, curl, sink, level, speed, direction</p>
Year 5	<ul style="list-style-type: none"> <li>• Focus on <b>dance styles</b> (History of specific dances in 50's, 60's, 70's – hand jive/rock and roll/twist/disco)</li> <li>• Creating own <b>pathways</b> (focus on fluidity of movement)</li> <li>• Continue to choreograph own piece of dance</li> </ul>

Dance through history Solar System	Vocabulary Motif, movement phrase, clap, pat, directions, gallop, kick, step, planets, stars, straight pathway, circular pathway, continuous, smooth, spiky, sharp, solar system, stillness, travel, turn, direction
Year 6 Football	<ul style="list-style-type: none"> <li>• Consolidating all skills taught from previous years and applying these to their own choreographed piece of dance</li> <li>• Children to have freedom to choose how they apply the following (turning, gesture, action/reaction, repetition, cannon, mirroring, dynamics, contact, unison,)</li> </ul>
	Vocabulary Player, crowd/fan, gesture, action/reaction, repetition, mirroring, contact, level, speed, direction, control

## Outdoor and adventurous activities – Progression through Year groups

Year group	Main Concepts
EYFS	Not completed in these year groups. However, children have regular outside learning time during continuous provision daily and spend time in the forest school area to experience outdoor activities.
Year 1	
Year 2	Teamwork, trust, communication and co-operation, solving problems in small groups, understanding trails, remembering places

	<p>Evaluation tasks should be integrated throughout the unit of work focusing on working together/co-operation between pupils, the process involved in solving problems including the outcomes of their actions. The evaluation tasks should provide the opportunity for pupils to identify key aspects of how to work in a team.</p> <p><b>Vocabulary</b> remember, place, direction, photograph, remember, place, direction, trail, shape, arrow, north, south, east, west, follow, direction, blindfold, lead, trust, balance, support, hold, step, problem solving, obstacle, equipment</p>
Year 3	<p>Not completed in these year groups. However, children have regular outside learning time during continuous provision daily and spend time in the forest school area to experience outdoor activities.</p>
Year 4	<p><b>Challenge, teamwork, trust, communication and co-operation, solving problems in small and large groups, understanding trails and maps, designing risk assessments and controlling risk factors</b></p> <p>Complete a number of problem solving tasks, to allow pupils to develop the 3 Cs of team work; Co-operation, Communication and Consideration. Include the following areas;</p> <ol style="list-style-type: none"> <li>1. Interact positively work together to solve problems and perform a range of tasks.</li> <li>2. Design, create simple plans and maps and orientate to North, follow map markers and then follow a range of trails and journeys.</li> <li>3. Collect, build, assess risks and light a fire successfully. Cook on a fire and consider self-survival.</li> </ol> <p><b>Vocabulary</b> alphabet, problem solving, trust, support, obstacle, equipment, over, under, communication, problem solving, trust, support, working together, responsibility, photos, trails, control cards, control markers, arrows, direction, accurate, star</p>
<p>Year 5</p> <p>Year 6 Children have a residential offered each year in Year 5 and 6 to allow</p>	<p><b>Co-operation, communication, collaboration, consideration, teamwork, trust developing skills for the outdoors, working together and supporting each other</b></p> <p>Complete a number of problem solving tasks, to allow pupils to further develop the 3 Cs of teamwork, co-operation, communication and consideration whilst undertaking a range of challenges requiring skills in one to one work and larger group work, also working in pairs or small groups to complete an orienteering course using a map and compass.</p>

<p>children to access various activities including canoeing, rock climbing, biking etc.</p>	<p>Vocabulary  Shelter, evaluate, compare, sturdiness, durability, design, weather, materials, protractor, compass, bearing, arrows, set, magnetic north, direction of travel arrow, north arrow, baseplate, wheel, needle, Map, compass, bearing, symbol, direction, orientation, thumbing</p>
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## Athletics

Year group	Main Concepts
<p>EYFS  Year 1  Year 2</p>	<p>Elements of athletics are taught throughout the other subjects.  These are <b>speed, strength, personal performance and stamina</b>. These concepts will follow through all year groups and will be revisited throughout Key Stage 2. This will also include children keeping a record of their achievements to enable to them to outperform their previous score.</p>

Year 3	<p>Discus – Throwing          Standing long jump – try to better performance          Introduce to different elements of running – jog, run and sprint.          Running in teams- relay style          Building up towards completing a triathlon event where they try to perform at their best.</p> <p><u>Vocabulary</u>          Push, pull, lift, turn, screw, press, rotate, jerk, swing, circle, shake, link, action, reaction, motif, flow, dynamics, rhythm, timing</p>
Year 4	<p>Throwing – Discus, Shot putt and Javelin (focus on technique of push pull and sling)          Jump – Standing long jump, Triple Jump and Long jump.          Running – Build up Stamina towards a 3 minute run, sprint and mini hurdles.          Children to be able to select the activities that they are going to use to count towards a pentathlon score.</p> <p><u>Vocabulary</u>          Quadriceps, triceps, gluteal, techniques, setting targets, monitoring progress, prepare for and recover from, understand limits, rules, sling, aim, combination jumps</p>
Year 5	<p>Build strategies for long distance running (eg not sprinting at the start of the race) and techniques for take of and landing in jumping.          They are also introduced to officiating the events and learning how to record others scores and results.          There will be an emphasis on learning the different muscles that are used when throwing and jumping and a focus on strengthening these.          Children will work towards competing in a heptathlon. They will select from the above events and then collate their best score.</p> <p><u>Vocabulary</u>          Refine, develop, technique, target, monitor progress, rules, conventions, performance, gastrocnemius, quadriceps, hamstring, groin, latissimus dorsi, triceps, deltoid/trapezius, gluteus maximus.</p>
Year 6	<p>Refine and further develop a variety of running, jumping and throwing techniques; setting targets and monitoring progress; prepare for and recover from athletic performance; understand the limits of own performance; apply rules and conventions of athletic events; use strategic thinking to improve performance; evaluate own and others' performance.</p> <p>To develop the stamina to keep going (jogging) for 6 minutes; to be able to participate in, officiate, record and evaluate an athletic 'decathlon' event participating in FOUR running events (sprint, over barriers, middle and long distance), THREE jumping events (for distance, for height and combination) and THREE throwing events (using a push, pull or sling action as appropriate).</p>

	<p><b>Vocabulary</b></p>
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	<p>Decathlon, refine, develop, technique, target, monitor progress, prepare for, recover from, limits, rules, conventions, performance, interval, work, rest, sets, gastrocnemius, quadriceps, hamstring, groin, latissimus dorsi, triceps, deltoid/trapezius, gluteus maximus.</p>
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