

## Knowledge.

- Children can explore space and know how to use space safely.
- They explore travelling movements, shapes and balances.
- They are also given the opportunity to copy, repeat and remember movements.
- Children are introduced to counting to help them keep in time with the music.

## Dance—EYFS



## Vocabulary.

Travel, action, space, shape, perform, level, copy, counts.

## Knowledge.

- Pupils will work individually and with a partner
- Pupils will explore travelling actions, movement skills and balances.
- They will understand why it is important to count to music and use this in their dances.
- Pupils will explore space and how their body can move to express an idea, mood or feeling.
- They will expand their knowledge of travelling actions and use them in relation to a stimulus.
- They will use counts of 8 consistently to keep in time with the music and a partner.

## Dance—KS1



## Vocabulary.

dynamics, expression, speed, pathway.

## Knowledge.

- Pupils create dances in relation to an idea including historical, cultural and scientific sources.
- Pupils work individually, with a partner and in small groups to develop their use of counting and rhythm.
- Pupils learn to use canon, unison, formation and levels in their dances.
- Pupils focus on creating characters and narrative through movement and gesture.
- In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts.

## Dance—LKS2



## Vocabulary.

Canon, unison, formation, phrase, motif, stimulus, dynamics, pathways, direction character, structure, space

## Knowledge.

- Pupils learn different styles of dance, working individually, as a pair and in small groups.
- They create, perform and observe dances in a range of themes.
- In dance as a whole think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts.
- As they work, they develop an awareness of the historical and cultural origins of different dances
- Pupils will focus on developing an idea or theme into dance choreography.
- They will work in pairs and groups using different compositional tools to create dances e.g. formations, timing, dynamics.
- Pupils will have opportunities to choreograph, perform and provide feedback on dance.

## Dance—UKS2



## Vocabulary.

Canon, unison, formation, phrase, motif, stimulus, dynamics, pathways, direction character, structure, space emotion, matching, mirroring, transitions

## Knowledge.

- Children will develop their movement skills of balancing, running and stopping, hopping, galloping, changing direction and jumping

## Athletics—EYFS



## Vocabulary.

Balancing, running, jumping, hopping, galloping, skipping, sliding, changing direction

## Knowledge.

- Pupils will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing.
- In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others.

## Athletics—KS1



## Vocabulary.

Running at speed, changing direction, running over obstacles, jumping for distance, jumping for height, jumping combinations, throwing for distance, throwing for accuracy



## Knowledge.

- Pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different combinations of running jumping and throwing.
- Pupils think about how to achieve their greatest possible speed, height, distance or accuracy. They learn how to work to their maximum and how to improve. Pupils are also given opportunities to measure, time and record scores.

## Athletics—LKS2



## Vocabulary.

Pacing, sprinting, relay changeovers, jumping for distance, jumping for height, push throwing for distance, pull throwing for distance

## Knowledge.

- Pupils focus on developing their technical understanding of athletic activity. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing.
- Pupils think about how to achieve their greatest possible speed, height, distance or accuracy.
- They learn how to work to their maximum and how to improve.
- Pupils are also given opportunities to measure, time and coach.

## Athletics—UKS2



## Vocabulary.

Pacing, sprinting, relay changeovers, jumping for distance, jumping for height, push throwing for distance, pull throwing for distance



## Knowledge.

- Children explore basic movements, creating shapes, balances, jumps and rolls.
- They begin to develop an awareness of space and how to use it safely.
- They perform basic skills on both floor and apparatus.

## Gymnastics—EYFS



## Vocabulary.

Shapes, balances, jumps, rock and roll, barrel roll, straight roll, forwards roll.

## Knowledge.

- Pupils learn use space safely and effectively.
- They explore and develop basic gymnastic actions on the floor and using low apparatus.
- Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create short sequences and movement phrases.
- Pupils begin to understand the use of levels and shapes when travelling and balancing.
- Pupils learn how to find and use space safely and effectively.
- They explore and develop basic gymnastic actions on the floor and using appa-

## Gymnastics—KS1



ratus.

- Pupils develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions.

## Vocabulary.

Shapes, balances, jumps, rock and roll, barrel roll, straight roll, forwards roll travelling., take off, landing.

## Knowledge.

- Pupils focus on improving the quality of their movements.
- They are introduced to the terms 'extension' and 'body tension.'
- Pupils develop their sequence work using matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow
- Pupils create more complex sequences.
- They learn a wider range of traveling actions and include the use of pathways.
- They develop more advanced actions such as inverted movements and explore ways to include apparatus.

## Gymnastics—LKS2



- They work independently and with a partner to build sequences.

## Vocabulary.

Individual point and patch balances, straight roll, barrel roll, forwards roll, straight jump, tuck jump, star jump, rhythmic gymnastics.

Individual and partner balances, jumps using rotation, straight roll, barrel roll, forward roll, straddle roll, bridge, shoulder stand.

## Knowledge.

- Pupils create longer sequences individually, with a partner and a small group.
- They learn a wider range of actions such as inverted movements to include cartwheels and handstands.
- They explore partner relationships such as canon and synchronisation and matching and mirroring.
- In Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.
- Pupils use their knowledge of compositional principles e.g. how to use variations in level, direction and

## Gymnastics—UKS2



pathway, how to combine and link actions, how to relate to a partner and apparatus, when developing sequences.

- They work in larger groups using formations to im-

## Vocabulary.

Symmetrical and asymmetrical balances, straight roll, forward roll, backward roll, straddle roll, cartwheel, bridge, shoulder stand, handstand.

Straddle roll, forward roll, backward roll, counterbalance, counter tension, group balance, cartwheel, bridge, shoulder stand, handstand, headstand, vault.

prove the aesthetics of their performances.

## Knowledge.

- Pupils develop problem solving skills through a range of challenges.
- Pupils work as a pair and small group to plan, solve, reflect and improve on strategies.
- Pupils learn to orientate a map, identify key symbols and follow routes

## Outdoor Adventure—KS1



## Vocabulary.

Listening, teamwork, planning, leading, communication, trust, map reading, orientation.



## Knowledge.

- Pupils develop problem solving skills through a range of challenges.
- Pupils work as a pair and small group to plan, solve, reflect and improve on strategies.
- Pupils learn to orientate a map, identify key symbols and follow routes.

## Outdoor Adventure—LKS2



## Vocabulary.

Listening, teamwork, planning, leading, communication, trust, map reading, orientation.



## Knowledge.

- Pupils develop teamwork skills through completion of a number of challenges.
- Pupils work individually, in pairs and groups to solve problems.
- They are encouraged to share ideas to create strategies and plans to produce the best solution to a challenge.
- Pupils learn to orientate and navigate using a map.
- Pupils work individually, in pairs and groups to solve problems.
- They are encouraged to share ideas to create strategies and plans to produce the best solution to a challenge.

## Outdoor Adventure—UKS2



## Vocabulary.

Listening, teamwork, planning, leading, communication, trust, map reading, orientation.

## Knowledge.

- Pupils develop the basic skills required in invasion games such as sending, receiving and dribbling a ball.
- They develop their understanding of attacking and defending.
- They learn how to score points in these types of games and how to play to the rules.
- They have the opportunity to play uneven and even sided games.
- They learn how to score points in these types of games and how to play to the rules

## Field Games—KS1



## Vocabulary.

Throwing, catching, dribbling, dodging, attacking defending, sending, receiving.

## Knowledge.

- Pupils will learn to keep possession of the ball using attacking skills.
- They will learn how to dodge a defender and how to defend an opponent.
- Pupils will think about how to use skills, strategies and tactics to outwit the opposition.
- Pupils will be introduced to simple rules.
- They will learn how to evaluate their own and others' performances and suggest improvements.

## Field Games—LKS2



## Vocabulary.

Passing, catching, throwing, dribbling, attacking, defending, shooting, intercepting, tracking, jockeying, tackling, tagging.

## Knowledge.

- Pupils will improve their defending and attacking play, developing further knowledge of the principles and tactics of each.
- Pupils will begin to develop consistency and control in dribbling, passing and receiving a ball.
- Pupils will evaluate their own and other's performances, suggesting improvements.
- When attacking, pupils will support the ball carrier using width and drawing defence.
- When defending, pupils learn how to tag, how to track, intercept, block and slow down an opponent, working as a defensive

## Field Games—UKS2



unit.

## Vocabulary.

Passing, catching, throwing, dribbling, attacking, defending, shooting, intercepting, tracking, jockeying, tackling, tagging, goal-keeping.