



Autumn 1		
UKS2	Football	
	Year 5	Year 6
	L1: How can we maintain possession when dribbling? L2: How do we dribble with control under pressure? L3: How do we select the appropriate skill, choosing when to pass and when to dribble? L4: Why is space important and how do I move into and create space to support a teammate? L5: How to use the appropriate defensive technique for the situation? L6: How can I apply rules, skills and principles to play in a tournament?	L1: How can we maintain possession when dribbling? L2: How do we dribble with control under pressure? L3: How do we select the appropriate skill, choosing when to pass and when to dribble? L4: Why is space important and how do I move into and create space to support a teammate? L5: How to use the appropriate defensive technique for the situation? L6: How can I apply rules, skills and principles to play in a tournament?
<b>Key Concepts to assess</b>	L1: Children will know how to dribble, pass and receive the ball. L2: Children will know how to dribble, pass, receive and shoot the ball with some control under pressure. L3: Children will make the correct decision of who to pass to and when. L4: Children will create and use space to help their team L5: Children will use tracking and intercepting when playing in defence. L6: Children will understand the need for tactics and can identify when to use them in different situations.	L1: Children will know how to dribble, pass and receive the ball with accuracy. L2: Children will be able to dribble, pass, receive and shoot the ball with increasing control under pressure. L3: Children will select the appropriate action for the situation and make this decision quickly. L4: Children will communicate with their team and move into space to keep possession and score. L5: Children will use marking, tackling and/or interception to improve their defence. L6: Children will work collaboratively to create tactics with their team and evaluate the effectiveness of these.
<b>Vocabulary</b>	Passing accuracy, attacking, dribble, speed, tackle, defending, save, turning, direction. Space, rules, honesty	Passing accuracy, attacking, dribble, speed, tackle, defending, save, turning, direction. Space, control, aim, effective, sportsmanship
<b>Experiences</b>	Inter school tournament	
<b>SMSC</b>	Social: communication, respect, collaboration, co-operation	
<b>British Values</b>	Rule of Law- discuss equality in in sport and the laws that protect players and fans.	
<b>School Values</b>	Honesty- discuss the need for honesty in sports.	

Cherry Tree Academy Medium Term PE



Autumn 1		
Dance – Stamp, Clap & Waiting For...		
UKS2	Year 5	Year 6
	<p>Can I copy and repeat a dance phrase showing confidence in movements?                      Can I work with others to explore and develop the dance idea?                      Can I use changes in dynamics in response to the stimulus?                      Can I develop a dance phrase using actions, dynamics, space and relationships?                      Can I copy and create actions with consideration to stimulus?                      Can I use choreographic devices to improve the aesthetics of a performance?</p>	
<b>Key Concepts to assess</b>	<p>I can accurately copy and repeat set choreography.                      I can choreograph phrases individually and with others considering actions and dynamics.                      I can confidently perform different styles of dance, clearly and fluently, showing a good sense of timing.                      I can lead a group through short warm-up routines.                      I can refine the way I use actions, dynamics, relationships and space in my dance in response to a stimulus.                      I can suggest ways to improve my own and other people’s work using key terminology.                      I can use counts when choreographing to stay in time with others and the music.                      I can use feedback provided to improve my work.</p>	<p>I can choreograph a dance and work safely using a prop.                      I can lead a small group through a short warm-up routine.                      I can perform dances confidently and fluently with accuracy and good timing.                      I can refine the way I use actions, dynamics and relationships to represent ideas, emotions, feelings and characters.                      I can use appropriate language to evaluate and refine my own and others’ work.                      I can use feedback provided to improve the quality of my work.                      I can work creatively and imaginatively on my own, with a partner and in a group to choreograph and structure dances.</p>
<b>Vocabulary</b>	Choreograph, line, extension, pattern, dynamics, relationships in dance, stretch, relax, core, rhythm	Choreograph, line, extension, pattern, dynamics, relationships in dance, stretch, relax, core, rhythm
<b>Experiences</b>		
<b>SMSC</b>	<p>Social: To help others to remember and perform the phrases.                      Emotional: To be confident to share my ideas.                      Thinking: To use changes in level, direction and formation effectively to develop my dance.</p>	
<b>British Values</b>	Rule of Law- discuss equality in in sport and the laws that protect players and fans.	
<b>School Values</b>	Honesty- discuss the need for honesty in sports.	



Autumn 2		
UKS2	Gymnastics	
	Year 5	Year 6
		L1: How can we use our bodies to support each other? L2: How can we incorporate apparatus into our performance? L3: How can we move our bodies across the floor? L4: How can we travel together and on our own in the same piece? L5: How can we use body tension to improve the control and quality of our movements? L6: How can we maintain timing of movements together?
<b>Key Concepts to assess</b>	L1: Children will perform symmetrical and asymmetrical balances L2: Children will perform interesting symmetrical and asymmetrical balances using apparatus. L3: Children will develop the straight, forward, straddle and backward roll. L4: Children will demonstrate different travelling actions using both canon and synchronisation. L5: Children will perform progressions of inverted movements L6: Children will match and mirror movements in sequence work.	L1: Children will develop the straddle, forward and backward roll L2: Children will develop rolling into sequence work and on apparatus L3: Children will develop counter balance and counter tension. L4: Children will develop inverted movements with control. L5: Children will know how to use flight from hands to travel over apparatus L6: Children will be able to create a contrasting group sequence using formations and apparatus
<b>Vocabulary</b>	Symmetrical, Asymmetrical, collaborate, scissor kick, hurdle, vaulting, canon, unison, speed	Counter tension. Counter balance, aesthetic appeal. Rhythm, precision, inverted, synchronisation, momentum, formation
<b>Experiences</b>	Performance for parents in assembly.	
<b>SMSC</b>	Social: work safely, support others and work in collaboration	
<b>British Values</b>	Individual liberty- we can all express our feelings and thoughts in different ways that we choose.	
<b>School Values</b>	Considerate- be considerate of others when evaluating their performance.	



Autumn 2		
UKS2	Fitness	
	Year 5	Year 6
		L1: How can I develop an awareness of what my body is able to do? L2: How can I develop my speed and stamina? L3: How can I develop my strength using my own body weight? L4: How can I develop my co-ordination? L5: How can I develop my agility? L6: How can I develop my ability to balance with control?
<b>Key Concepts to assess</b>	L1: I understand that there are different areas of fitness and how that helps me in different activities. L2: I can change my running technique to adapt to different distances. L3: I understand the different components of fitness and ways to test and develop them. L4: I encourage and motivate others to work to their best. I show resilience when learning to skip. L5: I know to use small step to help me to be agile. L6: I know to move slowly to gain balance and control. I can perform 3 different balances and link the smoothly.	L1: I understand that there are different areas of fitness and how that helps me in different activities. L2: I can change my running technique to adapt to different distances. I can collect, record and analyse scores to identify areas where I have made the most improvement. L4: I encourage and motivate others to work to their best. I show resilience when learning to skip. L5: I know to use small step to help me to be agile. I know to turn my hips in the direction I am running. L6: I know to move slowly to gain balance and control. I can perform 3 different balances and link the smoothly. I can hold a balance for an extended period of time (up to 1 minute).
<b>Vocabulary</b>	Warm-up, Cool-down, Stamina, Flexibility, Cardio, Strength, Balance, Coordination	Warm-up, Cool-down, Hydration, Stamina, Flexibility, Endurance, Cardio, Strength, Balance, Coordination
<b>Experiences</b>		
<b>SMSC</b>	Social: To support and encourage others. Emotional: To persevere to achieve my personal best. Thinking: To identify areas of strength and areas for development.	
<b>British Values</b>		
<b>School Values</b>	Considerate- be considerate of others when recording skills.	



Spring 1		
UKS2	Netball	
	Year 5	Year 6
	L1: How can we develop passing and moving to maintain possession? L2: How do we use a variety of attacking skills to lose a defender? L3: How can we move into and create space to support a teammate? L4: How do we use defending skills to gain possession? L5: Can we develop accuracy in the shooting action under pressure.? L6: How can we apply skills, principles and tactics to a game situation?	L1: How can we develop passing and moving to maintain possession? L2: How do we use a variety of attacking skills to lose a defender? L3: How can we move into and create space to support a teammate? L4: How do we use defending skills to gain possession? L5: Can we develop accuracy in the shooting action under pressure.? L6: How can we apply skills, principles and tactics to a game situation.
<b>Key Concepts to assess</b> L1: Children will understand how to communicate and move into space to keep possession and score. L2: Children will know what position they are playing in and how to contribute when attacking and defending. L3: Children will identify appropriate space to move into and communicate this to their teammates. L4: Children will be able to stay with an opponent and attempt to intercept. L5: Children will be able to pass, receive and shoot the ball with some control under pressure. L6: Children will understand the need for tactics and can identify when to use them in different situations.	L1: Children will understand how to pass, receive and shoot the ball with increasing control under pressure. L2: Children will select the appropriate action for the situation and make this decision quickly in order to avoid being tackled. L3: Children will know how to create and use space to help their team. L4: Children will use marking and interception to improve their defense. L5: Children will know how to work collaboratively to create tactics and evaluate the effectiveness of these. L6: Children will work in collaboration with others so that games run smoothly.	
<b>Vocabulary</b>	Core, shoot, possession, react, foul, umpire, quick turns, dodge, pivot, stationary, shooting circle/semi-circle. Interception, opponent, defend, attack, possession, conceding, switch, press, retreat	Core, shoot, possession, react, foul, umpire, quick turns, dodge, pivot, stationary, shooting circle/semi-circle. Passing, Catching, Footwork, Attacking, Defending, Intercepting, Shooting, Marking, switching play, patterns of play
<b>Experiences</b>	Inter school games	
<b>SMSC</b>	Social: communication, collaboration, respect	
<b>British Values</b>	Rule of law- why do we need rules within games?	
<b>School Values</b>	Resilience- how can we work as a team when the game becomes challenging.	



Spring 1		
UKS2	Volleyball	
	Year 5	Year 6
		L1: Can I use the serve with consideration of attacking principles? L2: Can I develop the fast catch volley? L3: Can I develop the set shot? L4: Can I recap the set shot and develop the dig? L5: Can I use a variety of shots to keep a continuous rally going? L6: Can I apply rules, skills and principles to play against an opponent?
<b>Key Concepts to assess</b>	L1: I have developed their serve and be able to serve over a low net. L2: I can place the ball into space between my opponents. L3: I know what a set shot is and how to perform one with the correct technique. I can use feedback to improve my work. L4: I can use the correct technique to perform a dig. L5: I understand there are different skills for different situations and I am beginning to use these. L6: I can work co-operatively with others to manage our game. I understand the need for tactics and can identify when to use them in different situations.	L1: I have developed their serve and be able to serve over a low net. L2: I can place the ball into space between my opponents. I move my feet so that I am underneath the ball. L3: I know what a set shot is and how to perform one with the correct technique. I can use feedback to improve my work. L4: I can use the correct technique to perform a dig. I can identify when I was successful and what I need to do in order to improve. L5: I understand there are different skills for different situations and I am beginning to use these. L6: I can work co-operatively with others to manage our game. I understand the need for tactics and can identify when to use them in different situations. I can use rules to referee a game.
<b>Vocabulary</b>	Serve, Spike, Block, Set, Dig, Rally, Rotation, Libero, Ace, Bump	Serve, Spike, Block, Set, Dig, Rally, Rotation, Libero, Ace, Bump, Setter, Court
<b>Experiences</b>		
<b>SMSC</b>	Social: To place a ball to help my partner to catch in 'set'. Emotional: To play games honestly. Thinking: To use simple tactics to try to move my opponents around the court, creating space to place the ball into.	
<b>British Values</b>	Rule of law- why do we need rules within games?	
<b>School Values</b>	Resilience- how can we work as a team when the game becomes challenging.	



Spring 2		
UKS2	Tag Rugby	
	Year 5	Year 6
	L1: How to choose when to run and when to pass? L2: How do we move into space to support a teammate? L3: Can defence lead to possession? L4: Is there strength in numbers? L5: How can a variety of attacking skills beat a defender? L6: Can we mix all our skills to compete in a tournament?	L1: How to choose when to run and when to pass? L2: How do we move into space to support a teammate? L3: Can defence lead to possession? L4: Is there strength in numbers? L5: How can a variety of attacking skills beat a defender? L6: Can we mix all our skills to compete in a tournament?
<b>Key Concepts to assess</b>	L1: Children will be able pass and receive the ball with some control under pressure. L2: Children will communicate with their team and move into space to keep possession and score. L3: Children will know how to tag opponents and close down space. L4: Children will know what position they are playing in and how to contribute when attacking and defending. L5: Children will be able apply tactics and can identify when to use them in different situations. L6: Children will understand the rules of the game and can apply them.	L1: Children will pass and receive the ball with increasing control under pressure. L2: Children create and use space to help their team  L3: Children will know how to create and use space to help their team. L4: Children can tag opponents individually and when working within a unit. L5: Children will work collaboratively to create tactics with my team and evaluate the effectiveness of these L6: Children will use the rules of the game consistently to play honestly and fairly.
<b>Vocabulary</b>	Tagging, Handover Passing Try, defending, Attacking, non contact, communicate intercept, passive defender	Tagging, Handover Passing Try, defending, Attacking, non contact, communicate intercept, passive defender, consecutive, support, timing, tactics, underlapping
<b>Experiences</b>	Inter school games	
<b>SMSC</b>	Emotional: discuss honesty and fair play	
<b>British Values</b>	Respect- how can we ensure we show respect in a game, even when things are not going our way.	
<b>School Values</b>	Consideration- how can we ensure all our team mates are actively included?	



Spring 1		
UKS2	Volleyball	
	Year 5	Year 6
	L1: Can I use the serve with consideration of attacking principles? L2: Can I develop the fast catch volley? L3: Can I develop the set shot? L4: Can I recap the set shot and develop the dig? L5: Can I use a variety of shots to keep a continuous rally going? L6: Can I apply rules, skills and principles to play against an opponent?	L1: Can I use the serve with consideration of attacking principles? L2: Can I develop the fast catch volley with consideration of attacking principles? L3: Can I develop the set shot and use it to pass to a teammate? L4: Can I recap the set shot and develop the dig, identifying when to use each. L5: Can I use a variety of shots to keep a continuous rally going. L6: Can I apply rules, skills and principles to play against an opponent.
<b>Key Concepts to assess</b>	L1: I have developed their serve and be able to serve over a low net. L2: I can place the ball into space between my opponents. L3: I know what a set shot is and how to perform one with the correct technique. I can use feedback to improve my work. L4: I can use the correct technique to perform a dig. L5: I understand there are different skills for different situations and I am beginning to use these. L6: I can work co-operatively with others to manage our game. I understand the need for tactics and can identify when to use them in different situations.	L1: I have developed their serve and be able to serve over a low net. L2: I can place the ball into space between my opponents. I move my feet so that I am underneath the ball. L3: I know what a set shot is and how to perform one with the correct technique. I can use feedback to improve my work. L4: I can use the correct technique to perform a dig. I can identify when I was successful and what I need to do in order to improve. L5: I understand there are different skills for different situations and I am beginning to use these. L6: I can work co-operatively with others to manage our game. I understand the need for tactics and can identify when to use them in different situations. I can use rules to referee a game.
<b>Vocabulary</b>	Serve, Spike, Block, Set, Dig, Rally, Rotation, Libero, Ace, Bump	Serve, Spike, Block, Set, Dig, Rally, Rotation, Libero, Ace, Bump, Setter, Court
<b>Experiences</b>		
<b>SMSC</b>	Social: To place a ball to help my partner to catch in 'set'. Emotional: To play games honestly. Thinking: To use simple tactics to try to move my opponents around the court, creating space to place the ball into.	
<b>British Values</b>	Rule of law- why do we need rules within games?	
<b>School Values</b>	Resilience- how can we work as a team when the game becomes challenging.	





Spring 2		
UKS2	Dodgeball	
	Year 5	Year 6
	L1: Can I throw under pressure and apply this to a target game? L2: Can I use a range of dodging skills? L3: Can I develop catching with increasing consistency under pressure? L4: Can I develop defensive techniques? L5: Can I understand and apply tactics in a game? L6: Can I develop officiating skills and referee a game?	L1: Can I throw under pressure and apply this to a target game? L2: Can I select the appropriate dodging skill for the situation? L3: Can I develop catching with increasing consistency under pressure? L4: Can I develop defensive techniques and select the appropriate action for the situation? L5: Can I understand and apply tactics in a game? L6: Can I develop officiating skills and referee a game?
<b>Key Concepts to assess</b> I can select the appropriate action for the situation and make this decision quickly. I can use a wider range of skills with increasing control. I can use the rules of the game consistently to play honestly and fairly. I can work collaboratively to create tactics with my team. I can work in collaboration with others so that games run smoothly. I recognise my own and others strengths and areas for development and can suggest ways to improve.	I can officiate and help to manage a game by refereeing. I can select the appropriate action for the situation and make this decision quickly. I can use a wider range of skills with increasing control under pressure. I can use the rules of the game consistently to play honestly and fairly. I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. I can work in collaboration with others so that games run smoothly. I recognise my own and others strengths and areas for development and can suggest ways to improve	
<b>Vocabulary</b>	Dodge, Throw, Catch, Block, Court, Team, Out, Return, Line, Ball	Dodge, Throw, Catch, Block, Court, Team, Out, Return, Line, Ball, Strategy, Reflexes
<b>Experiences</b>		
<b>SMSC</b>	Social: To work in collaboration with others. Emotional: To play honestly abiding by the rules of the game. Thinking: To recognise where to place the ball to be successful.	
<b>British Values</b>	Respect- how can we ensure we show respect in a game, even when things are not going our way.	
<b>School Values</b>	Consideration- how can we ensure all our team mates are actively included?	



Cherry Tree Academy Medium Term PE

Summer 1		
UKS2	Rounders	
	Year 5	Year 6
	L1: How can we apply our throwing and catching skills? L2: How do we bowl with accuracy and within the rules of the game? L3: How do we strike the ball? L4: What is fielding and how do we do it? L5: How can we apply team tactics? L6: How can we apply our skills to compete against others?	L1: How can we apply our throwing and catching skills? L2: How do we bowl with accuracy and within the rules of the game? L3: How do we strike the ball? L4: What is fielding and how do we do it? L5: How can we apply team tactics? L6: How can we apply our skills to compete against others?
<b>Key Concepts to assess</b>	L1: Children will adopt a in a ready position, ready to track the ball. L2: Children will point their hand at the target as they release the ball. L3: Children will begin to strike a ball with a rounders bat with accuracy. L4: Children will develop a wider range of fielding skills and begin to use these under some pressure. L5: Children will understand the need for tactics and can identify when to use them in different situations. L6: Children will understand there are different skills for different situations and are beginning to use these.	L1: Children will adopt a in a ready position, ready to track the ball and step forward with your opposite foot to your throwing arm. L2: Children will point their hand at the target as they release the ball and ensure the bowled ball is below the top of the head and above the knee of the batter. L3: Children will strike a bowled ball with increasing consistency. L4: Children will develop a wider range of fielding skills and be consider where they are in relation to the ball before choosing which technique to use. L5: Children will understand and can apply some tactics in the game as a batter, bowler and fielder. L6: Children will understand there are different skills for different situations and work in collaboration with others so that games run smoothly
<b>Vocabulary</b>	fielders, batters, striking, bowling, consecutive continuous, tracking, , pace Catching	fielders, batters, striking, bowling, consecutive continuous, tracking, , pace, underarm and overarm throwing, Catching, , Long and short barrier, fielding positions, walking in, shot selection
<b>Experiences</b>	Inter school/ cross MAT tournament	
<b>SMSC</b>	Emotional: honesty, self-regulation, sportsmanship	
<b>British Values</b>	Rule of Law- discuss the importance of fair rules in competition.	
<b>School Values</b>	Resilient- discuss the need for perseverance, confidence, concentration, determination	



Summer 1		
UKS2	Athletics	
	Year 5	Year 6
	L1: Can I develop my sprinting technique? L2: Can I identify a suitable pace for the event? L3: Can I develop power, control and technique for the triple jump? L4: Can I develop power, control and technique when throwing for distance? L5: Can I develop throwing with accuracy for longer distances? L6: Can I work collaboratively in a team to develop the officiating skills of measuring and timing?	L1: Can I develop my own and others sprinting technique? L2: Can I identify a suitable pace for the event? L3: Can I develop power, control and technique for the triple jump? L4: Can I develop power, control and technique when throwing for distance? L5: Can I develop throwing with force and accuracy for longer distances? L6: Can I work collaboratively in a team to develop the officiating skills of measuring, timing and recording?
<b>Key Concepts to assess</b> I can compete within the rules showing fair play and honesty. I can identify my own and others' strengths and areas for development and can suggest ways to improve. I can perform jumps for distance using good technique. I can select and apply the best pace for a running event. I can show accuracy and good technique when throwing for distance. I understand that there are different areas of fitness and how this helps me in different activities. I use different strategies to persevere to achieve my personal best.	I can compete within the rules showing fair play and honesty. I can help others to improve their technique using key teaching points. I can identify my own and others' strengths and areas for development and can suggest ways to improve. I can perform jumps for distance using good technique. I can select and apply the best pace for a running event. I can show accuracy and good technique when throwing for distance. I understand that there are different areas of fitness and how this helps me in different activities. I use different strategies to persevere to achieve my personal best.	
<b>Vocabulary</b>	Acceleration, Stamina, Velocity, Trajectory, Agility, Endurance, Form, Performance, Technique	Acceleration, Stamina, Velocity, Trajectory, Agility, Endurance, Form, Performance, Technique, biomechanics
<b>Experiences</b>		
<b>SMSC</b>	Social: To discuss, negotiate and agree on a set distance for each of my teammates. Emotional: To show empathy towards others when making decisions. Thinking: To provide feedback on another's sprinting technique to help them improve.	
<b>British Values</b>	Rule of Law- discuss the importance of fair rules in competition.	
<b>School Values</b>	Resilient- discuss the need for perseverance, confidence, concentration, determination	



Summer 2		
UKS2	Cricket	
	Year 5	Year 6
	L1: How do we throw and catch the ball accurately? L2: How do we bowl with accuracy? L3: How can we strike into space away from fielders? L4: How can we field to prevent the other team scoring? L5: How can we adapt during a game? L6: How can we apply our skills to be successful?	L1: How to choose when to run and when to pass.? L2: How do we move into space to support a teammate? L3: Can defence lead to possession? L4: Is there strength in numbers? L5: How can a variety of attacking skills beat a defender? L6: Can we mix all our skills to compete in a tournament?
<b>Key Concepts to assess</b>	L1: Children will be able to be in a ready position knees bent and feet shoulder width apart to track the ball as it comes towards them. L2: Children will begin standing sideways on. Draw a number 6 with bowling arm. Step forward with opposite foot to bowling arm to build momentum and hold the ball with two fingers apart on top of the ball, and thumb underneath. L3: Children will run if they have hit it away from fielders and be able to grip the bat with the dominant hand at the bottom. know how to tag opponents and close down space. L4: Children will watch the speed of the ball as it comes towards them to help decide which technique to use L5: Children will review the situation and select different fielding positions to suit L6: Children apply skills and knowledge to compete in a tournament, using tactics identified throughout the unit	L1: Children will pass and receive the ball with increasing control under pressure. L2: Children create and use space to help their team  L3: Children will know how to create and use space to help their team. L4: Children can tag opponents individually and when working within a unit. L5: Children will work collaboratively to create tactics with my team and evaluate the effectiveness of these L6: Children will use the rules of the game consistently to play honestly and fairly.
<b>Vocabulary</b>	Underarm and overarm throwing, Catching, Over and underarm bowling, , Batting, selecting and applying a range of strategies, fielding positions, walking in, shot selction	Underarm and overarm throwing, Catching, Over and underarm bowling, , Batting, selecting and applying a range of strategies, fielding positions, walking in, shot selction
<b>Experiences</b>	Inter school games	
<b>SMSC</b>	Cultural- how is cricket part of British culture and why has it become a world sport?	
<b>British Values</b>	Rule of Law- why must we follow the rules in sport even if it means we lose?	
<b>School Values</b>	Honesty- why must we be honest when playing sports?	



Summer 2		
UKS2	Year 5	Year 6
		L1 & L2 : Can I explore technique for hitting over a short distance? L3: Can I select and apply the correct technique for the situation? L4: Can I explore the technique for a long game? L5: Can I select the appropriate shot for the situation? L6: Can I apply knowledge of rules and skills to compete in a tournament?
<b>Key Concepts to assess</b>	I am developing a wider range of skills and I am beginning to use these. I can hold all equipment correctly. I can identify when I was successful and what I need to do to improve. I can use feedback provided to improve my work. I can work cooperatively with others to manage our game. I understand there are different skills for different situations and I am beginning to use these.	I am developing a wider range of skills and I am beginning to use these under some pressure. I can hold all equipment correctly depending on the shot I am using. I can identify when I was successful and what I need to do to improve. I can use feedback provided to improve my work. I can work cooperatively with others to manage our game. I understand there are different skills for different situations and I am beginning to use these.
<b>Vocabulary</b>	Swing, Par, Handicap, Tee, Green, Fairway, Bunker, Rough, Iron, Caddy	Swing, Stance, Par, Handicap, Tee, Green, Fairway, Bunker, Rough, Putt, Driver, Iron, Caddy
<b>Experiences</b>		
<b>SMSC</b>	Social: To work safely with and around others. Emotional: To be patient in the games I play. Thinking: To analyse and improve my performance.	
<b>British Values</b>	Rule of Law- why must we follow the rules in sport even if it means we lose?	
<b>School Values</b>	Honesty- why must we be honest when playing sports?	