



Cherry Tree Academy Medium Term PE

LKS2	Autumn 1	
	Football	
	Year 3	Year 4
	L1: What is the attacking skill of dribbling? L2: How can I develop changing direction and speed when dribbling? L3: How can I develop passing and begin to recognise when to use different skills? L4: Can I apply attacking skills to move towards a goal? L5: Can I use defending skills to delay an opponent and gain possession? L6: Can I apply skills and knowledge to compete in a tournament?	
Key Concepts to assess	L1: I can dribble, pass, receive and shoot the ball with some control. L2: I am beginning to use simple tactics. L3: I can find space away from others and near to my goal. L4: I understand my role as an attacker and as a defender. L5: I can track an opponent to slow them down. L6: I am learning the rules of the game and I am beginning to use them to play honestly and fairly.	L1: I can dribble, pass, receive and shoot the ball with increasing control. L2: I can use simple tactics to help my team score or gain possession. L3: I can move to space to help my team to keep possession and score goals. L4: I share ideas and work with others to manage our game. L5: I can delay an opponent and help to prevent the other team from scoring. L6: I understand the rules of the game and I can use them often and honestly.
Vocabulary	Attacking, dribbling, ahead, skill, defending, direction, passing, target, delay, tracking, compete, competition	Control, invasion, left, right, accelerate, possession, opponent, dynamic, jockeying, tournament
Experiences	Waterton football tournament	
SMSC	After-school clubs	
British Values	Mutual respect, tolerance, individual liberty, the rule of law, democracy	
School Values	Honest, resilient, healthy, compassionate, inclusive	



LKS2	Autumn 1	
	Dance – Superpowers and The Spy	
	Year 3	Year 4
	L1: Can I remember, repeat and create actions around a theme? L2: Can I understand and use formations? L3: Can I structure a dance to represent a theme? L4: Can I copy and create actions in response to an idea and adapt this using changes of space? L5: Can I choose actions which relate to the theme? L6: Can I develop a dance using matching and mirroring?	
Key Concepts to assess	L1: I can use counts of 8 to help me to stay in time with the music. L2: I can learn a dance routine. L3: I can work with my partner and share ideas to create a routine. L4: I can change the pathway of my actions to make my performance interesting. L5: I can choose actions that represent a character. L6: I can assign actions to counts to help me create my dance. I can provide feedback using key words.	L1: I can use counts of 8 to help me to stay in time with other people and the music. I can move with clear, confident actions. L2: I can learn a dance routine and use powerful movements when performing. L3: I can work with my partner and share ideas to create a routine. I can count aloud to help me stay in time to the music. L4: I can change the pathway of my actions to make the performance interesting. I can choreograph my own 8 counts. L5: I can choose actions that represent a character. I understand how one movement impacts another. L6: I can assign actions to counts to help me create my dance. I can talk through and share my ideas with a partner. I can provide feedback using key words.
Vocabulary	Beat, counts, pathway, routine, action, structure, direction, choreography.	Beat, counts, pathway, routine, action, structure, direction, choreography, status, levels, extension.
Experiences		
SMSC	Social: To share ideas with a partner when exploring actions. Emotional: To show confidence to perform. Thinking: To provide feedback to others using correct terminology.	
British Values	I am respectful of other when I watch them perform.	
School Values	Honest, resilient, healthy, compassionate, inclusive	



Cherry Tree Academy Medium Term PE

LKS2	Autumn 2	
	Gymnastics	
	Year 3	Year 4
	L1: How can I create interesting point and patch balances? L2: Can I develop stepping into shape jumps with control? L3: Can I develop the straight, barrel, and forward roll? L4: Can I transition smoothly into and out of balances? L5: Can I create a sequence with matching and contrasting actions and shapes? L6: Can I create a partner sequence using the skills I have learnt and including a hoop?	
Key Concepts to assess	L1: I can complete actions with increasing balance and control. L2: I can choose actions that flow well into one another. L3: I can provide feedback using key words. L4: I use a greater number of my own ideas for movements in response to a task. L5: With help, I can recognise how performances could be improved. L6: I can use matching and contrasting actions in a partner sequence.	L1: I can safely perform balances individually and with a partner. L2: I understand how body tension can improve the control and quality of my movements. L3: I can provide feedback using appropriate language relating to the lesson. L4: I can plan and perform a sequence using my own ideas. L5: I can watch, describe and suggest possible improvements to others' performances and my own. L6: I can plan and perform sequences with a partner that include a change of level and shape
Vocabulary	Balance, control, action, flow, feedback, landing, perform, point and patch, shape jumps, straight, barrel, forward, sequence, matching, contrasting, improve.	Rotation, transition, individual, body tension, quality, appropriate, level, shape.
Experiences	Inter-school sports competitions	
SMSC	After-school clubs	
British Values	Mutual Respect, Tolerance	
School Values	Honest, resilient, healthy	



Cherry Tree Academy Medium Term PE

LKS2	Spring 1	
	Netball	
	Year 3	Year 4
	L1: Can I develop passing and moving and play within the footwork rule? L2: How can I use a variety of passes to move towards a goal? L3: Can I develop movement skills to lose a defender? L4: Can I defend an opponent and try to win the ball? L5: How can I develop the shooting action? L6: Can I apply skills and knowledge to play games using netball rules?	
Key Concepts to assess	L1: I can pass, receive and shoot the ball with some control. L2: I am beginning to use simple tactics. L3: I can communicate with my team and move into space to support them. L4: I can defend an opponent and try to win the ball. L5: I understand my role as an attacker and as a defender L6: I work cooperatively with my group to self-manage games.	L1: I can pass, receive and shoot the ball with increasing control. L2: I can use simple tactics to help my team score or gain possession. L3: I can move to space to help my team to keep possession and score goals. L4: I can defend one on one and know when to win the ball. L5: I share ideas and work with others to manage our game. L6: I understand the rules of the game and I can use them often and honestly.
Vocabulary	Pass, move, footwork, landing foot, attack, defend, chest pass, pivot, variety, shoulder pass, bounce pass, shoot	Invasion, receiver, foul, opponent, possession, contact, obstruction, held ball
Experiences	Waterton tournament	
SMSC	After-school clubs	
British Values	Mutual respect, tolerance, individual liberty, the rule of law, democracy	
School Values	Honest, resilient, healthy, compassionate, inclusive	



Cherry Tree Academy Medium Term PE

LKS2	Spring 1	
	Ball Skills	
	Year 3	Year 4
	L1: To develop tracking and collecting skills. L2: To develop confidence and accuracy when tracking a ball. L3: To develop dribbling skills with hands and feet. L4: To develop catching skills using one and two hands. L5: To explore and develop a variety of throwing techniques. L6: To use tracking and sending skills with feet.	
Key Concepts to assess	I can accurately use a throwing technique to throw to a target. I can catch an object with increasing consistency with one and two hands. I can consistently track the path of a ball that is sent directly to me. I can dribble a ball. I can persevere when learning a new skill. I can provide feedback using key terminology and understand what I need to do to improve.	I can accurately use a range of throwing techniques to throw to a target. I can catch different sized objects with increasing consistency with one and two hands. I can consistently track the path of a ball that is not sent directly to me. I can dribble a ball with increasing control and co-ordination. I can persevere when learning a new skill. I can provide feedback using key terminology and understand what I need to do to improve.
Vocabulary	Underarm, overarm, target, precise, consistent, dribble, contact, control, persevere.	Underarm, overarm, target, precise, consistent, dribble, contact, control, persevere.
Experiences		
SMSC	Social: To use communication skills to coach my partner. Emotional: To show perseverance as the task gets harder. Thinking: To provide feedback using appropriate teaching points.	
British Values	Mutual respect, tolerance, individual liberty, the rule of law, democracy	
School Values	Honest, resilient, healthy, compassionate, inclusive	



Cherry Tree Academy Medium Term PE

LKS2	Spring 2	
	Fitness	
	Year 3	Year 4
	L1: How does balance help us in everyday life? L2: How does co-ordination help us in everyday life? L3: How does strength help us in everyday life? L4: How does speed help us in everyday life? L5: How does agility help us in everyday life? L6: How does stamina help us in everyday life?	
Key Concepts to assess	L1: I demonstrate balance when performing other fundamental skills. L2: I can persevere when I find a challenge hard. L3: I can go slower or stop then go again when I get tired. L4: I can lean forward to speed up L5: I can take small steps to change direction. L6: I understand that there are different areas of fitness.	L1: I show control when completing activities to improve balance. L2: I share ideas and work with others to manage activities. L3: I show determination to continue working over a period of time. L4: I can use key points to help me to improve my sprinting technique. L5: I show balance when changing direction at speed. L6: I understand there are different areas of fitness and that each area challenges my body differently.
Vocabulary	Balance, co-ordination, strength, speed, agility, stamina	Control, improve, determination, technique, challenge
Experiences		
SMSC	After-school clubs	
British Values	Mutual respect, tolerance, individual liberty, the rule of law, democracy	
School Values	Honest, resilient, healthy, compassionate, inclusive	



Cherry Tree Academy Medium Term PE

LKS2	Spring 2	
	Dodgeball	
	Year 3	Year 4
	L1: To develop throwing and apply this to a target game. L2: To develop dodging skills to avoid being hit. L3: To develop catching and learn the rules of the skill within this game. L4: To further develop catching and use the rules of the skill within this game. L5: To begin to think tactically and apply this to a game. L6: To apply skills and knowledge to compete in a tournament.	
Key Concepts to assess	I am learning the rules of the game and I am beginning to use them to play fairly. I can provide feedback using key words. I can throw with some accuracy and I am beginning to catch with some consistency. I understand the aim of the game. I work co-operatively with my group to self-manage games.	I can catch with increasing consistency. I can communicate with my teammates to apply simple tactics. I can provide feedback using key terminology and understand what I need to do to improve. I can return to the ready position to defend myself. I can throw with some accuracy at a target. I share ideas and work with others to manage our game. I understand the rules of the game and I can use them often and honestly.
Vocabulary	Fair play, rules, tactics, dodge, intercept.	Fair play, rules, tactics, dodge, intercept, target, aim, accuracy.
Experiences		
SMSC	Social: To show respect to others by playing honestly. Emotional: To be honest in the games I play. Thinking: To be able to identify when I broke a rule.	
British Values	Mutual respect, tolerance, individual liberty, the rule of law, democracy	
School Values	Honest, resilient, healthy, compassionate, inclusive	



Cherry Tree Academy Medium Term PE

LKS2	Summer 1	
	Rounders	
	Year 3	Year 4
	L1: How can I score points in a striking and fielding game? L2: Can I develop batting to score points? L3: Can I develop fielding skills to limit the batter's score? L4: What is the role of a bowler in the fielding team? L5: Can I develop an understanding of tactics and begin to use them in game situations? L6: How can I apply skills and knowledge to play games using rounders rules?	
Key Concepts to assess	L1: I work co-operatively with my group to self-manage games. L2: I am beginning to strike a bowled ball. L3: I can use overarm and underarm throwing and catching skills. L4: I am able to bowl a ball towards a target. L5: I am developing an understanding of tactics and I am beginning to use them in game situations. L6: I am learning the rules of the game and I am beginning to use them.	L1: I share ideas and work with others to manage our game. L2: I can strike a bowled ball with adapted equipment (e.g. a tennis racket). L3: I can use overarm and underarm throwing and catching skills with increasing accuracy. L4: I am able to bowl a ball with some accuracy, and consistency. L5: I can communicate with my teammates to apply simple tactics. L6: I am learning the rules of the game and I am beginning to use them to play honestly and fairly.
Vocabulary	Strike, field, fielder, batter, rounders, stump, bowler, no-ball, backstop, tactics.	Overarm, underarm, free space
Experiences	Cherry Tree rounders competition	
SMSC	After-school clubs	
British Values	Mutual respect, tolerance, individual liberty, the rule of law, democracy	
School Values	Honest, resilient, healthy, compassionate, inclusive	



Cherry Tree Academy Medium Term PE

LKS2	Summer 1	
	Athletics	
	Year 3	Year 4
	L1: To develop stamina and an understanding of speed and pace in relation to distance. L2: To develop power and speed in the sprinting technique. L3: To develop technique when jumping for distance. L4: To develop power and technique when throwing for distance. L5: To develop a pull throw for distance and accuracy. L6: To develop officiating and performing skills.	
Key Concepts to assess	I am developing jumping for distance. I can identify when I was successful. I can take part in a relay activity, remembering when to run and what to do. I can throw a variety of objects, changing my action for accuracy and distance. I can use different take off and landings when jumping. I can use key points to help me to improve my sprinting technique. I can work with a partner and in a small group, sharing ideas. I show determination to achieve my personal best.	I can demonstrate the difference in sprinting and jogging techniques. I can explain what happens in my body when I warm up. I can identify when I was successful and what I need to do to improve. I can jump for distance with balance and control. I can throw with some accuracy and power to a target area. I show determination to improve my personal best. I support and encourage others to work to their best.
Vocabulary	Sprint, agility, pace, accuracy, relay, landing.	Sprint, agility, pace, accuracy, relay, landing, stamina, balance, control.
Experiences		
SMSC	Social: To support and congratulate others. Emotional: To show determination to achieve my best. Thinking: To understand that leaning slightly forwards helps to increase speed. Leaning my body in the opposite direction to travel helps to slow down.	
British Values	Mutual respect, tolerance, individual liberty, the rule of law, democracy	
School Values	Honest, resilient, healthy, compassionate, inclusive	



Cherry Tree Academy Medium Term PE

LKS2	Summer 2	
	Tennis	
	Year 3	Year 4
	L1: Can I develop racket and ball control? L2: Can I rally using a forehand? L3: Can I explore returning the ball using a forehand? L4: Can I explore returning the ball using a backhand? L5: How do I score and use simple rules? L6: Can I work co-operatively with others to begin to manage a game?	
Key Concepts to assess	L1: I can use basic racket skills. L2: I can return a ball to a partner. L3: I understand the aim of the game. L4: I can provide feedback using key words. L5: I am learning the rules of the game and I am beginning to use them to play fairly. L6: I work cooperatively with my group to self-manage games.	L1: I can use a range of basic racket skills. L2: I can sometimes play a continuous game. L3: I can return to the ready position to defend my own court. L4: I can provide feedback using key terminology and understand what I need to do to improve. L5: I understand the rules of the game and I can use them often and honestly. L6: I share ideas and work with others to manage our game.
Vocabulary	Racket, control, forehand, backhand, feedback.	Rally, ready position.
Experiences		
SMSC	After-school clubs	
British Values	Mutual respect, tolerance, individual liberty, the rule of law, democracy	
School Values	Honest, resilient, healthy, compassionate, inclusive	



LKS2	Summer 2	
	Golf	
	Year 3	Year 4
	L1: To explore hitting technique and aiming towards a target. L2: To develop hitting accuracy. L3: To explore technique for hitting over a short distance. L4: To explore technique for hitting over a short distance. L5: To explore a technique for hitting over a long distance. L6: To apply skills and knowledge to compete in a tournament.	
Key Concepts to assess	I can hold all equipment correctly. I can provide feedback using key words. I can strike the ball with some accuracy. I can work on my own, with a partner and as a team. I mostly have the correct stance for putting. I show balance when striking the ball. I understand the aim of the game.	I can hold all equipment correctly. I can provide feedback using key terminology and understand what I need to do to improve. I can show how to aim using a putting club. I can strike a ball with increasing consistency. I can use different actions for different shots. I share ideas and work with others to manage our game.
Vocabulary	Grip, smooth, controlled, club, strike, stance.	Grip, smooth, controlled, club, strike, stance, drive, rotate, backswing.
Experiences		
SMSC	Social: To work safely with and around others. Emotional: To be honest when counting my score. Thinking: To adjust my technique depending on the target.	
British Values	Mutual respect, tolerance, individual liberty, the rule of law, democracy	
School Values	Honest, resilient, healthy, compassionate, inclusive	