



Autumn 1		
KS1	Football	
	Year 1	Year 2
		L1: What is football? What skills will I need to play this game successfully? L2: Why is movement and space important? L3: How can I control the ball in different ways and with different parts of my body? L4: What is dribbling in the game of football? L5: Why is passing important? L6: How can I apply my skills in a game?
Key Concepts to assess	L1: Children know some of the positions and rules of the game. Children can explore different ways to move and control a ball. L2: Children can recognise space in games. Children can move fluently, changing direction and speed. L3: Children can explore different ways to use and move with a ball. Children show control of a ball with basic actions. L4: Children know that dribbling means controlling the ball with their feet. Children are beginning to show control when dribbling a ball. L5: Children send/pass a ball and successfully catch/stop a ball. L6: Children can use skill when playing games. Children can follow the rules of the game.	L1: Children know the basic positions and rules of the game. Children can explore the difference between the attackers and defenders. Children can explore different ways to move with a ball with increasing control. L2: Children can recognise space in games and use it to their advantage. Children can move fluently, changing direction and speed – with and without a ball. L3: Children can explore and show increased control when moving in different ways with a ball. L4: Children can control the ball by dribbling in when moving at different speeds keeping the ball close. Children are beginning to dribble past obstacles. L5: Children can send/pass a ball using different parts of their foot and can successfully stop/catch a ball when sent at different speeds. L6: Children can use skills in different ways when playing games. Children can recognise what is successful and use actions and ideas they have seen to improve their own skills.
Vocabulary	Attack, defend, goal, shoot, tackle, mark, dribble, space,	Attack, defend, goal, shoot, tackle, mark, dribble, space, rules, referee, tactics, teamwork, control, send, receive
Experiences	Waterton football tournament	
SMSC	Social – working with a partner and as part of a team (cooperation and group work skills)	
British Values	Mutual Respect – for the differences and abilities of others and for the equipment we are using. Rule of Law – importance of rules to keep us safe in PE sessions.	
School Values	Resilient – keeping going when learning new skills and having another go when things go wrong. Healthy – the role PE has in helping us to develop healthy bodies and minds. Inclusive – how we can adapt skills and activities so that all members of our class are involved.	



Autumn 1		
KS1	Dance	
	Year 1	Year 2
	<p>L1: How can I use the counts of 8 to move in time and make my dance look interesting?</p> <p>L2: What are pathways in dance?</p> <p>L3: Can you create your own dance using pathways, actions and counts?</p> <p>L4: How can we use different speeds and actions in dance?</p> <p>L5: Can you copy, remember and repeat actions?</p> <p>L6: Can you copy, repeat, create and perform actions that represent a theme?</p>	<p>L1: How can I use the counts of 8 to move in time and make my dance look interesting?</p> <p>L2: What are pathways in dance?</p> <p>L3: Can you create your own dance using pathways, actions and counts?</p> <p>L4: How can we use different speeds and actions in dance?</p> <p>L5: Can you copy, remember and repeat actions?</p> <p>L6: Can you copy, repeat, create and perform actions that represent a theme?</p>
Key Concepts to assess	<p>L1: Children are beginning to use counts in a dance.</p> <p>L2: Children can move confidently and safely.</p> <p>L3: Children can use different parts of the body in isolation and together. Children can choose appropriate movements for different dance ideas.</p> <p>L4: Children show some sense of dynamic and expression qualities in their dance</p> <p>L5: Children can copy, remember and repeat actions.</p> <p>L6: Children can work with others to share ideas and select actions. Children can say what they liked about someone else's performance.</p>	<p>L1: Children can use counts to stay in time with the music.</p> <p>L2: Children can move confidently and safely using different parts of their bodies and at different speeds.</p> <p>L3: Children can use different parts of their bodies when working by themselves and others to create a simple dance phrase.</p> <p>L4: Children can show a character and idea through the actions and dynamics they choose.</p> <p>L5: Children can copy, remember, repeat and create dance phrases.</p> <p>L6: Children can work with a partner using mirroring and unison. Children show confidence when performing.</p>
Vocabulary	Dance, movement, count, perform, speed, action, pathway	Dance, movement, phrase, link, mirror, unison, time, count, perform, speed, action, pathway
Experiences		
SMSC	<p>Social – working with a partner and as part of a group. Giving constructive feedback.</p> <p>Spiritual – dance as a way of expressing feelings</p> <p>Cultural – the role dance plays in different cultures</p>	
British Values	Mutual Respect – for the differences and abilities of others and for the equipment we are using.	
School Values	<p>Resilient – keeping going when learning new skills and having another go when things go wrong.</p> <p>Healthy – the role PE has in helping us to develop healthy bodies and minds.</p> <p>Inclusive – how we can adapt skills and activities so that all members of our class are involved.</p>	



Cherry Tree Academy Medium Term Cycle A

Autumn 2		
KS1	Gymnastics	
	Year 1	Year 2
		L1: What is a travelling movement and how can I travel? L2: How can I develop and combine travelling movements? L3: How can I develop the quality of my shapes and link them together? L4: How can I develop the quality of my shapes and link them together? L5: What is stability, control and balance? L6: What is stability, control and balance? L7: How can I improve my shape jumps? L8: How can I improve my shape jumps?
Key Concepts to assess	L1: I can think of different ways to travel and use space safely. L2: I can combine different ways of travelling. L3: I can link simple actions together to create a sequence. L4: I can create shapes and repeat movements L5: I can make my body tense, relaxed, stretched and curled. L6: I can make my body tense, relaxed, stretched and curled. L7: I can remember and repeat actions and shapes. L8: I can remember and repeat actions and shapes. All: I am confident to perform in front of others. All: I can recognise changes in my body when I do exercise. All: I can say what I liked about someone else's performance. All: I can use apparatus safely and wait for my turn.	L1: I can perform the basic gymnastics actions with some control and balance. L2: I can perform the basic gymnastics actions with some control and balance. L3: I can use shapes when performing other skills. L4: I can use shapes when performing other skills. L5: I can use directions and levels to make my work look interesting. L6: I can use directions and levels to make my work look interesting. L7: I can use directions and levels to make my work look interesting. L8: I can plan and repeat simple sequences of actions. All: I am beginning to provide feedback using key words. All: I am proud of my work and confidence to perform in front of others. All: I can work safely with others and apparatus.
Vocabulary	Gymnast, gymnastics, travel (hop, skip, jog, sprint, crawl, slither, creep, slide, side-step, roll), movement, direction (forwards, backwards, sideways), shape, balance, tense, relaxed, stretched, curled, sequence	Gymnast, gymnastics, travel (hop, skip, jog, sprint, crawl, slither, creep, slide, side-step, roll, jump, leap), movement, direction (forwards, backwards, sideways, diagonally), shape, balance, link, control, take off, landing, tense, relaxed, stretched, curled, sequence, straight jump, tuck jump, straddle jump, front support, back support, arch, dish
Experiences		
SMSC	Social – working with a partner and as part of a team (cooperation and group work skills)	
British Values	Mutual Respect – for the differences and abilities of others and for the equipment we are using. Rule of Law – importance of rules to keep us safe in PE sessions.	
School Values	Resilient – keeping going when learning new skills and having another go when things go wrong. Healthy – the role PE has in helping us to develop healthy bodies and minds. Inclusive – how we can adapt skills and activities so that all members of our class are involved.	



Cherry Tree Academy Medium Term Cycle A

Autumn 2		
KS1	Fundamentals	
	Year 1	Year 2
		L1: What are balance and stability and what does landing safely look like? L2: How does our body move different when we are running at different speeds? L3: How can I change direction and dodge effectively? L4: How can I develop my jumping, hopping and skipping? L5: What are coordination and combination jumps? L6: How can I use coordination and combination jumps when skipping in an individual rope?
Key Concepts to asses	L1: I show balance and co-ordination when static and moving at a slow speed. L2: I can run at different speeds. L3: I can change direction when moving at speed. L4: I can show hopping and jumping movements. L5: I can show hopping and jumping movements. L6: I can show hopping and jumping movements. All: I can recognise changes in my body when I do exercise. All: I can work co-operatively with others to complete tasks.	L1: I can show balance when landing. L2: I can show balance and coordination when running at different speeds. L3: I can show balance when changing direction. L4: I can show hopping, skipping and jumping movements with some balance and control. L5: I am beginning to turn and jump in an individual skipping rope. L6: I am beginning to turn and jump in an individual skipping rope. All: I am beginning to provide feedback using key words. All: I can describe how my body feels during exercise. All: I can work co-operatively with a partner and a small group.
Vocabulary	Balance, walk, jog, sprint, direction, forwards, backwards, sideways, jump, hop, skip, turn, combine, healthy	Balance, coordination, walk, jog, sprint, speed, direction, change, forwards, backwards, sideways, diagonally, jump, bounce, hop, skip, turn, combine, sequence, healthy, feedback, improve
Experiences		
SMSC	Social – working with a partner and as part of a team (cooperation and group work skills)	
British Values	Mutual Respect – for the differences and abilities of others and for the equipment we are using. Rule of Law – importance of rules to keep us safe in PE sessions.	
School Values	Resilient – keeping going when learning new skills and having another go when things go wrong. Healthy – the role PE has in helping us to develop healthy bodies and minds. Inclusive – how we can adapt skills and activities so that all members of our class are involved.	



Spring 1		
KS1	Invasion Games (Benchball)	
	Year 1	Year 2
		L1: What is the role of an attacker and a defender? L2: Who should I pass to and why? L3: How do I move towards goal with the ball? L4: How can I support a teammate when playing in attach? L5: How can I move into space showing an awareness of defenders? L6: Why should I stay with a player when defending?
Key Concepts to assess	L1: Children understand what defender is and what an attacked is. Children know their role in a game. Children know some of the rules of Benchball. L2: Children are beginning to dribble a ball with hands and feet. Children can recognise space when playing games. Children know to pass forward when possible when playing Benchball. L3: Children can change direction to move away from a defender. Children can send and receive a ball with hands and feet. Children know to pass forward when possible in the game of Benchball. Children know how to score in the game of Benchball. L4: Children can use words and gestures to support other players. Children know to point towards where they are going to pass. Children are beginning to find good space when playing Benchball. Children know the rules of Benchball. Children can use simple rules to play fairly. L5: Children move to stay with another player when defending. Children are beginning to use quick movements to find space when attacking and defending. Children can use simple rules to play fairly. L6: Children move to stay with another player when defending. Children are beginning to use quick movements to find space when attacking and defending. Children can use simple rules to play fairly.	L1: Children understand what defender is and what an attacked is and can explain their role in a game. Children know the rules of Benchball. L2: Children can dribble a ball with hands and feet. Children can recognise and find space when playing games. Children know to pass forward when possible when playing Benchball. L3: Children can change direction quickly to move away from a defender and is response to another players movement. Children can send and receive a ball with hands and feet. Children know to pass forward when possible in the game of Benchball. Children know how to score in the game of Benchball. L4: Children can use words and gestures to support other players. Children know to point towards where they are going to pass. Children can find good space when playing Benchball. Children know the rules of Benchball. Children can use simple rules to play fairly. L5: Children move to stay with another player when defending. Children use quick movements to find space when attacking and defending. Children can use simple rules to play fairly. L6: Children move to stay with another player when defending. Children use quick movements to find space when attacking and defending. Children can use simple rules to play fairly.
Vocabulary	Attack, defend, space, rules, dribble, control, pass, block, direction, score, goal,	Attack, defend, space, rules, dribble, control, pass, block, direction, score, goal, tactics, support, send, receive
Experiences	Waterton Benchball tournament	
SMSC	Social – working with a partner and as part of a team (cooperation and group work skills)	
British Values	Mutual Respect – for the differences and abilities of others and for the equipment we are using. Rule of Law – importance of rules to keep us safe in PE sessions.	
School Values	Resilient – keeping going when learning new skills and having another go when things go wrong. Healthy – the role PE has in helping us to develop healthy bodies and minds. Inclusive – how we can adapt skills and activities so that all members of our class are involved.	



Spring 1		
KS1	Ball Skills	
	Year 1	Year 2
	L1: How can I dribble a ball with my hands? L2: How can I roll a ball with accuracy? L3: How can I throw a ball towards a target with accuracy? L4: How do you catch with two hands? L5: How do you dribble a ball with your feet? L6: What does tracking a ball mean and how do I do it?	L1: How can I dribble a ball with my feet? L2: How do I roll a ball to hit a target? L3: How can I stop a rolling ball? L4: How can I throw and catch effectively? L5: How do I dribble a ball with my feet? L6: How do I kick a ball effectively?
Key Concepts to assess	L1: I am beginning to dribble a ball with my hands. L2: I can roll with some accuracy towards a target. L3: I can throw with some accuracy towards a target. L4: I a beginning to catch with two hands. L5: I am beginning to dribble a ball with my feet. L6: I can track a ball that is coming towards me. All: I can work co-operatively with a partner. All: I am beginning to understand simple tactics. All: can say when someone was successful.	L1: I can dribble a ball with my hands with some control. L2: I can roll a ball to hit a target. L3: I can throw a ball o hit a target. L4: I can send a receive a ball using both kicking and throwing and catching skills. L5: I can dribble a ball with my feet with some control. L6: I can track a ball and collect it. All: I am beginning to provide feedback using key words. All: I am beginning to understand and use simple tactics. All: I can work co-operatively with a partner and a small group.
Vocabulary	Send, receive, catch, throw, pass, roll, track, follow, dribble, tactics	Send, receive, catch, throw, pass, roll, dribble, weave, track, follow, tactics, attack, defend, evaluate, feedback
Experiences		
SMSC	Social – working with a partner and as part of a team (cooperation and group work skills)	
British Values	Mutual Respect – for the differences and abilities of others and for the equipment we are using. Rule of Law – importance of rules to keep us safe in PE sessions.	
School Values	Resilient – keeping going when learning new skills and having another go when things go wrong. Healthy – the role PE has in helping us to develop healthy bodies and minds. Inclusive – how we can adapt skills and activities so that all members of our class are involved.	



Spring 2		
Net and Wall Games		
KS1	Year 1	Year 2
	L1: Can you use the ready position to defend space on a court? L2: How can we return a ball using our hands? L3: Can you play against a partner? L4: How can we use a racket to return a ball? L5: How can we use a racket to return a ball? L6: Can you play against an opponent using a racket?	L1: Can you use the ready position to defend space on a court? L2: How can we return a ball using our hands? L3: Can you play against a partner? L4: How can we use a racket to return a ball? L5: How can we use a racket to return a ball? L6: Can you play against an opponent using a racket?
Key Concepts to assess	L1: Children can use a ready position to move to the ball. L2: Children can throw a ball to land over the net and into the court area. L3: Children can track balls and other equipment sent to them. Children know how to score points. L4: Children can hit a ball using a racket. L5: Children can hit a ball using a racket. L6: Children can play against a partner showing honesty and fair play.	L1: Children can defend space on the court using the ready position. L2: Children can hit a ball over the net and into the court area using their hands. L3: Children can throw accurately to a partner. Children know how to score points and can remember the score. L4: Children can use a racket to hit a ball over the net and into the court area. L5: Children can use a racket to hit a ball over the net and into the court area. L6: Children can use simple tactics to make it difficult for an opponent. Children can show good sportsmanship when playing against an opponent.
Vocabulary	Ready, court, racket, return, send, receive	Ready, court, racket, return, send, receive, tactics, accurate, score, opponent
Experiences		
SMSC	Social – working with a partner and as part of a team (cooperation and group work skills)	
British Values	Mutual Respect – for the differences and abilities of others and for the equipment we are using. Rule of Law – importance of rules to keep us safe in PE sessions.	
School Values	Resilient – keeping going when learning new skills and having another go when things go wrong. Healthy – the role PE has in helping us to develop healthy bodies and minds. Inclusive – how we can adapt skills and activities so that all members of our class are involved.	



Spring 2		
Team Building		
KS1	Year 1	Year 2
	<p>L1: Can you follow instructions and work with others? L2: What is cooperation and can you cooperate and communicate with others to solve challenges? L3: Can you create a plan as part of a group to solve challenges? L4: Why are communication and trust important when working as part of a team? L5: Can you use teamwork skills to solve problems? L6: How can you work with your group to copy and create a basic map?</p>	<p>L1: Can you follow instructions and work with others? L2: What is cooperation and can you cooperate and communicate with others to solve challenges? L3: Can you create a plan as part of a group to solve challenges? L4: Why are communication and trust important when working as part of a team? L5: Can you use teamwork skills to solve problems? L6: How can you work with your group to copy and create a basic map?</p>
Key Concepts to assess	<p>L1: Children can follow instructions. L2: Children can listen to others' ideas. Children can work with a partner and a small group. L3: Children can listen to others' ideas. Children can follow instructions given by others. L4: Children can listen to others' ideas. Children can suggest ideas to solve tasks. L5: Children can listen to others' ideas and make their own contributions. L6: Children can follow paths and lead others.</p>	<p>L1: Children can follow instructions carefully. L2: Children can work cooperatively with a partner and a small group. L3: Children can share their ideas and help to solve tasks. L4: Children can communicate clearly to their group and listen carefully to the ideas of others. L5: Children can say when they were successful at solving challenges. Children can show honesty and can play fairly. L6: Children can use, follow and create a simple diagram / map.</p>
Vocabulary	Instruction, cooperate, teamwork, share, take turns, challenge, problem	Instruction, cooperate, teamwork, share, take turns, challenge, problem, solution, communication, trust, fair, honest
Experiences		
SMSC	Social – working with a partner and as part of a team (cooperation and group work skills)	
British Values	Mutual Respect – for the differences and abilities of others and for the equipment we are using. Rule of Law – importance of rules to keep us safe in PE sessions.	
School Values	Resilient – keeping going when learning new skills and having another go when things go wrong. Healthy – the role PE has in helping us to develop healthy bodies and minds. Inclusive – how we can adapt skills and activities so that all members of our class are involved.	



Summer 1		
Striking and Fielding (Scatterball)		
KS1	Year 1	Year 2
	<p>L1: What us underarm throwing and catching? L2: What is overarm throwing? L3: How can we hit a ball? L4: How do we collect a ball? L5: How can we get the batting team out? L6: What are the rules of the game and how do I play it well?</p>	<p>L1: What us underarm throwing and catching? L2: What is overarm throwing? L3: How can we hit a ball? L4: How do we collect a ball? L5: How can we get the batting team out? L6: What are the rules of the game and how do I play it well?</p>
Key Concepts to assess	<p>L1: Children can catch and beanbag and a medium-sized ball. Children can track a ball that is coming towards them. Children can roll a ball towards a target. L2: Children can stand correctly when throwing a ball. Children know to look in the direction they are throwing. Children can throw towards a target. L3: Children can hit a ball using their hand. Children can track a ball coming towards them. L4: Children can use underarm and overarm throwing techniques. Children can track where a ball has gone. L5: Children understand the rules and are beginning to use them to play honestly and fairly. Children know how to score points. L6: Children understand the rules and are beginning to use them to play honestly and fairly. Children know how to score points.</p>	<p>L1: Children can catch and beanbag and a small-sized ball. Children can track a ball that is coming towards them and know why this is important. Children can roll and throw a ball towards a small target. L2: Children can stand correctly when throwing a ball. Children know to look in the direction they are throwing. Children can throw towards a small target. L3: Children can hit a ball using a racket. Children can track a ball coming towards them. L4: Children can use underarm and overarm throwing techniques. Children can track where a ball has gone. Children can use tactics when fielding. L5: Children understand the rules and use them to play honestly and fairly. Children know how to score points. L6: Children understand the rules and use them to play honestly and fairly. Children know how to score points.</p>
Vocabulary	Striker, fielder, space, track, throw, catch, rules, base, send, retrieve	Striker, fielder, space, track, throw, catch, rules, base, send, retrieve, tactics, team, target
Experiences	Waterton Scatterball tournament	
SMSC	Social – working with a partner and as part of a team (cooperation and group work skills)	
British Values	Mutual Respect – for the differences and abilities of others and for the equipment we are using. Rule of Law – importance of rules to keep us safe in PE sessions.	
School Values	Resilient – keeping going when learning new skills and having another go when things go wrong. Healthy – the role PE has in helping us to develop healthy bodies and minds. Inclusive – how we can adapt skills and activities so that all members of our class are involved.	



Cherry Tree Academy Medium Term Cycle A

Summer 1		
KS1	Athletics	
	Year 1	Year 2
		<p>L1: What is sprinting and what does this look like? L2: What is jumping for distance and what does this look like? L3: What is jumping for height and what technique do I need to use? L4: What is throwing for distance and what does this look like? L5: What is throwing for accuracy and what does this look like? L6: Can you select and apply knowledge and technique in different athletic activities?</p>
Key Concepts to assess	<p>L1: Children are beginning to develop balance and coordination when running at different speeds. L2: Children are beginning to jump and land with control. Children are beginning to recognise good technique. L3: Children are beginning to jump and land with control. Children are beginning to recognise good technique. L4: Children can use an overarm throw to help them throw for distance. Children are beginning to recognise good technique. L5: Children are beginning to use different throwing techniques to help them throw for accuracy. Children are beginning to recognise good technique. L6: Children are beginning to work with others, taking turns and sharing. Children are beginning to select the correct skill for a given activity. All: Children can identify how their body feels during exercise.</p>	<p>L1: Children show balance and coordination when running at different speeds. Children can recognize how body movements change when running at different speeds. L2: Children can jump and land with control. Children can identify good technique. L3: Children can jump and land with control. Children can identify good technique. L4: Children can use an overarm throw to throw for distance. Children can identify which type of throw is best for different purposes. Children can identify good technique. L5: L4: Children can use different throwing techniques to throw for accuracy. Children can identify which type of throw is best for different purposes. Children can identify good technique. L6: Children can work with others, taking turns and sharing. Children can select the correct skills for a given activity. All: Children can identify how their body feels during exercise.</p>
Vocabulary	Run, jog, sprint, jump, distance, accuracy, technique, skill, throw, catch, athletics	Run, jog, sprint, jump, distance, accuracy, technique, skill, throw, catch, athletics, underarm, overarm, purpose, balance, coordination
Experiences	Waterton MAT Olympics Sports Day	
SMSC	Social – working with a partner and as part of a team (cooperation and group work skills)	
British Values	Mutual Respect – for the differences and abilities of others and for the equipment we are using. Rule of Law – importance of rules to keep us safe in PE sessions.	
School Values	Resilient – keeping going when learning new skills and having another go when things go wrong. Healthy – the role PE has in helping us to develop healthy bodies and minds. Inclusive – how we can adapt skills and activities so that all members of our class are involved.	



Cherry Tree Academy Medium Term Cycle A

Summer 2		
KS1	Target Games	
	Year 1	Year 2
	L1: How much power do I need to use when aiming at a target? L2: How can I score using overarm and underarm throwing? L3: What is striking to a target? L4: How can I hit a moving target? L5: What skills do I need to apply in a target game? L6: How can I improve my personal best?	L1: How much power do I need to use when aiming at a target? L2: How can I score using overarm and underarm throwing? L3: What is striking to a target? L4: How can I hit a moving target? L5: What skills do I need to apply in a target game? L6: How can I improve my personal best?
Key Concepts to assess	L1: Children can throw or roll a medium-sized ball towards a target with some success. Children are beginning to use a different amount of power in different situations. L2: Children are beginning to use underarm and overarm throwing techniques. Children understand the principles of a target game and can use different scoring systems when playing games. L3: Children can throw, roll or strike a ball to a target with some success. L4: Children can throw, roll or strike a ball to a moving target with some success. L5: With some guidance children can select the appropriate skill for the situation. L6: Children are beginning to understand what good technique looks like and can provide feedback to others. Children understand what they need to do to improve their score.	L1: Children can throw or roll a ball towards a target. Children can use a different amount of power in different situations. L2: Children can use underarm and overarm throwing techniques. Children understand the principles of a target game and can use different scoring systems when playing games. L3: Children can throw, roll or strike a ball to a target. L4: Children can throw, roll or strike a ball to a moving target. L5: Children can select the appropriate skill for the situation. L6: Children understand what good technique looks like and can use key words in the feedback they provide. Children understand what they need to do to improve their score.
Vocabulary	Throw, catch, roll, target, skill, performance, score, rules, power, aim	Throw, catch, roll, strike, target, skill, performance, score, rules, power, aim, technique, feedback
Experiences	Waterton MAT Olympics Sports Day	
SMSC	Social – working with a partner and as part of a team (cooperation and group work skills)	
British Values	Mutual Respect – for the differences and abilities of others and for the equipment we are using. Rule of Law – importance of rules to keep us safe in PE sessions.	
School Values	Resilient – keeping going when learning new skills and having another go when things go wrong. Healthy – the role PE has in helping us to develop healthy bodies and minds. Inclusive – how we can adapt skills and activities so that all members of our class are involved.	

Summer 2	
KS1	Sending and Receiving



Cherry Tree Academy Medium Term Cycle A

	Year 1	Year 2
	<p>L1: What does rolling a ball towards a target look like? L2: How do you track and receive a rolling ball? L3: What does sending a receiving a ball with your feet look like? L4: How can I develop my catching skills? L5: What does good throwing and catching look like? L6: How do you send and receive a ball using a racket?</p>	<p>L1: What does rolling a ball towards a target look like? L2: How do you track and receive a rolling ball? L3: What does sending a receiving a ball with your feet look like? L4: How can I develop my catching skills? L5: What does good throwing and catching look like? L6: How do you send and receive a ball using a racket?</p>
Key Concepts to assess	<p>L1: Children can roll a ball towards a target. Children are beginning work cooperatively with a partner and a small group. L2: Children are beginning to trap and cushion a ball that is coming towards them. Children are beginning to track a ball and stop it using hands and feet. L3: Children can kick a ball to a partner. L4: Children can track a ball that has been thrown to them. Children can have their hands ready to receive a ball to catch. Children can catch using two hands. L5: Children can throw a ball to a partner. Children can catch a ball passed to them with and without a bounce. L6: Children can hold a racket correctly. Children can work safely to send a ball towards a partner using a racket.</p>	<p>L1: Children can roll a ball to hit a target. Children can work cooperatively with a partner and a small group. L2: Children can trap and cushion a ball that is coming towards them. Children can track a ball and stop it using hands and feet. L3: Children can accurately kick a ball to a partner. L4: Children can accurately track a ball that has been thrown to them moving to receive it when needed. Children can have their hands ready to receive a ball in a catch. Children can catch a ball acutely with two hands and are beginning to catch a ball in one hand. L5: Children can accurately throw a ball to a partner. Children can catch a ball passed to them with and without a bounce. L6: Children can hold and use a racket correctly. Children can work safely to send a ball towards a partner using a racket. Children are beginning to use a racket to receive a ball.</p>
Vocabulary	Send, receive, roll, kick, throw, catch, target,	Send, receive, roll, kick, throw, catch, target, aim, accurate, feedback, underarm, overarm,
Experiences		
SMSC	Social – working with a partner and as part of a team (cooperation and group work skills)	
British Values	<p>Mutual Respect – for the differences and abilities of others and for the equipment we are using. Rule of Law – importance of rules to keep us safe in PE sessions.</p>	
School Values	<p>Resilient – keeping going when learning new skills and having another go when things go wrong. Healthy – the role PE has in helping us to develop healthy bodies and minds. Inclusive – how we can adapt skills and activities so that all members of our class are involved.</p>	



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	



Cherry Tree Academy Medium Term PE

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	



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?
Key Concepts to assess	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.
Vocabulary	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
Experiences	Inter school tournament	
SMSC	Social: communication, respect, collaboration, co-operation	
British Values	Rule of Law- discuss equality in in sport and the laws that protect players and fans.	
School Values	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>	
Key Concepts to assess	<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>
Vocabulary	Choreograph, line, extension, pattern, dynamics, relationships in dance, stretch, relax, core, rhythm	Choreograph, line, extension, pattern, dynamics, relationships in dance, stretch, relax, core, rhythm
Experiences		
SMSC	<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>	
British Values	Rule of Law- discuss equality in in sport and the laws that protect players and fans.	
School Values	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?	L1: How can we move our bodies across the floor? L2: How can we incorporate apparatus into our performance? L3: How can we use body tension to improve the control and quality of our movements? L4: How can we control our movements? L5: How can we move from one piece of apparatus to the next without stopping? L6: How do we combine our movements to perform?
Key Concepts to assess	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
Vocabulary	Symmetrical, Asymmetrical, collaborate, scissor kick, hurdle, vaulting, canon, unison, speed	Counter tension. Counter balance, aesthetic appeal. Rhythm, precision, inverted, synchronisation, momentum, formation
Experiences	Performance for parents in assembly.	
SMSC	Social: work safely, support others and work in collaboration	
British Values	Individual liberty- we can all express our feelings and thoughts in different ways that we choose.	
School Values	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?
Key Concepts to assess	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).
Vocabulary	Warm-up, Cool-down, Stamina, Flexibility, Cardio, Strength, Balance, Coordination	Warm-up, Cool-down, Hydration, Stamina, Flexibility, Endurance, Cardio, Strength, Balance, Coordination
Experiences		
SMSC	Social: To support and encourage others. Emotional: To persevere to achieve my personal best. Thinking: To identify areas of strength and areas for development.	
British Values		
School Values	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.
Key Concepts to assess 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.	
Vocabulary	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
Experiences	Inter school games	
SMSC	Social: communication, collaboration, respect	
British Values	Rule of law- why do we need rules within games?	
School Values	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?	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.
Key Concepts to assess 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.	
Vocabulary	Serve, Spike, Block, Set, Dig, Rally, Rotation, Libero, Ace, Bump	Serve, Spike, Block, Set, Dig, Rally, Rotation, Libero, Ace, Bump, Setter, Court
Experiences		
SMSC	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.	
British Values	Rule of law- why do we need rules within games?	
School Values	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?
Key Concepts to assess	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.
Vocabulary	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
Experiences	Inter school games	
SMSC	Emotional: discuss honesty and fair play	
British Values	Respect- how can we ensure we show respect in a game, even when things are not going our way.	
School Values	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.
Key Concepts to assess 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.	
Vocabulary	Serve, Spike, Block, Set, Dig, Rally, Rotation, Libero, Ace, Bump	Serve, Spike, Block, Set, Dig, Rally, Rotation, Libero, Ace, Bump, Setter, Court
Experiences		
SMSC	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.	
British Values	Rule of law- why do we need rules within games?	
School Values	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?
Key Concepts to assess	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
Vocabulary	Dodge, Throw, Catch, Block, Court, Team, Out, Return, Line, Ball	Dodge, Throw, Catch, Block, Court, Team, Out, Return, Line, Ball, Strategy, Reflexes
Experiences		
SMSC	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.	
British Values	Respect- how can we ensure we show respect in a game, even when things are not going our way.	
School Values	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?
Key Concepts to assess	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
Vocabulary	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
Experiences	Inter school/ cross MAT tournament	
SMSC	Emotional: honesty, self-regulation, sportsmanship	
British Values	Rule of Law- discuss the importance of fair rules in competition.	
School Values	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?
Key Concepts to assess 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.	
Vocabulary	Acceleration, Stamina, Velocity, Trajectory, Agility, Endurance, Form, Performance, Technique	Acceleration, Stamina, Velocity, Trajectory, Agility, Endurance, Form, Performance, Technique, biomechanics
Experiences		
SMSC	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.	
British Values	Rule of Law- discuss the importance of fair rules in competition.	
School Values	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?
Key Concepts to assess	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.
Vocabulary	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
Experiences	Inter school games	
SMSC	Cultural- how is cricket part of British culture and why has it become a world sport?	
British Values	Rule of Law- why must we follow the rules in sport even if it means we lose?	
School Values	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?
Key Concepts to assess	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.
Vocabulary	Swing, Par, Handicap, Tee, Green, Fairway, Bunker, Rough, Iron, Caddy	Swing, Stance, Par, Handicap, Tee, Green, Fairway, Bunker, Rough, Putt, Driver, Iron, Caddy
Experiences		
SMSC	Social: To work safely with and around others. Emotional: To be patient in the games I play. Thinking: To analyse and improve my performance.	
British Values	Rule of Law- why must we follow the rules in sport even if it means we lose?	
School Values	Honesty- why must we be honest when playing sports?	