

CHERRY TREE ACADEMY

PHYSICAL EDUCATION



Subject Statement Physical Education



Rationale	At Cherry Tree, our PE curriculum aims to ensure that all pupils develop excellent motor competence by embedding fundamental movement skills that can be applied across a range of physical activities. This coinciding with the development of understanding how to apply rules, tactics and strategies to games will build our children's confidence to participate and be successful in competitions and sporting events. We want our children to enjoy PE and feel confident in their own ability.
Vision for the curriculum	<p>Our vision is for all children at Cherry Tree Academy to experience excellent, regular physical education, school sport and physical activity that will lead to life-long participation by inspiring all children to develop a love of physical activity and sport. All engagement will be underpinned by encouraging healthy participation across a range of sporting experiences by making links to our school values - honest, considerate, healthy, resilient and inclusive - building a whole child approach. We aim to nurture confident, resilient children who will strive for their personal best, try new challenges and demonstrate good sportsmanship, celebrating and respecting the success of others as well as their own.</p> <p>We listen to our children wants and needs and provide them with a range of active experiences and clubs as well as striving to educate both our children and families to develop a greater understanding on how to live healthy lifestyles and make healthy choices. We are dedicated to ensuring healthy minds, as well as bodies and will continue to support our children's well-being.</p>
Intent	Cherry Tree Academy aim to achieve this by continuing to improve and increase the quality and quantity of high-quality PE for pupils, to show how PE can enhance pupils' attainment and achievement and to create pathways for them to continue to be active beyond school. We are striving towards improving the delivery of the teaching and learning of PE in order to promote participation, progress and performance. We are developing our links to outside agencies and clubs, which will help to generate positive interaction in the community. Our students will be given opportunities to participate in a range of intra-school and inter-school competitions at different levels that suit their confidence and ability throughout the year.
Implementation	In order to achieve this, we use GetSet4PE, which is a high-quality PE curriculum structured in a spiral curriculum to build on skills to develop: motor competence, healthy participation and the understanding of rules, tactics and strategies from Early Years to Year 6. There are two PE lessons a week and each contributes and focuses on the development of a range of important cognitive skills such as decision-making, analysis and social skills such as teamwork and communication. Our PE curriculum is inclusive, ensuring that pupils of all abilities access the range of activities we offer and that they are physically active for sustained periods of time in order to encourage them to lead healthy, active lives.
Impact	<p>We expect that almost all children will achieve age-related expectations in Physical Education by the end of the academic year.</p> <ul style="list-style-type: none"> • Our curriculum will improve the health, fitness, confidence and well-being of all children. • Children will have learnt that to be successful, they must be resilient and work collaboratively. • Many pupils will take the initiative to become young leaders - organising, officiating and evaluating what needs to be done in order to improve. <p>Our children will be successful in inter-school competitions, using their skills effectively to win games.</p>

Pedagogical Approach	<p>The National Curriculum for PE is delivered using the GetSet4PE platform which is adapted to respond to the needs of the class. In order to succeed within a lesson, and every second counts, the teachers will ensure that:</p> <ul style="list-style-type: none"> - Children will be ready in time to start the PE lesson on time and be active throughout - Teachers share the learning objective and success criteria at the start of each lesson - Teachers share key vocabulary at the start of each lesson and address it throughout the lesson - Teachers link PE lessons and skills to the three forms of knowledge: motor competency, healthy participation and rules, tactics and strategies - Teachers conduct at least one self, or peer, assessment during a PE lesson - Teachers expect children to use specific vocabulary - Teachers record their lessons on 'Padlet' <p>Children who can't participate will take on a 'PE Spy' role with a specific focus</p>
Adaptation for SEND learners	<p>PE lessons should be adapted to meet the physical, social and emotional needs of all children. Teachers are expected to make physical adaptations where necessary to ensure full participation. We are developing stronger links with the occupational therapists who work with our children to further support adaptation for SEND learners.</p> <p>To strengthen inclusive practice, staff are encouraged to:</p> <ul style="list-style-type: none"> • Use the STEP approach (Space, Task, Equipment, People) to adapt activities so that all pupils can access and succeed. • Draw on resources such as the <i>TOP Sportability</i> website for practical ideas and guidance. • Liaise with SEDCO for advice and tailored strategies. • Access regular CPD focused on adapting PE for diverse needs, ensuring staff are confident in making adjustments. • Share best practice across the staff team to build a consistent approach to inclusion in PE..
Strengths	<ul style="list-style-type: none"> - PE is taught consistently for two sessions per week - Teachers are confident to use the GetSet4PE planning - Teachers are using 'Padlet' to record their PE sessions more regularly - Children enjoy PE - Children feel safe in PE - We participate regularly in cross-trust competitions and have seen an improvement in performance <p>Most children feel confident in PE</p>



MEDIUM TERM PLAN

Cycle A





Cherry Tree Academy Medium Term - Physical Education

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?	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.	



Cherry Tree Academy Medium Term - Physical Education

Autumn 1		
KS1	Dance	
	Year 1	Year 2
	L1: How can I use the counts of 8 to move in time and make my dance look interesting? L2: What are pathways in dance? L3: Can you create your own dance using pathways, actions and counts? L4: How can we use different speeds and actions in dance? L5: Can you copy, remember and repeat actions? L6: Can you copy, repeat, create and perform actions that represent a theme?	L1: How can I use the counts of 8 to move in time and make my dance look interesting? L2: What are pathways in dance? L3: Can you create your own dance using pathways, actions and counts? L4: How can we use different speeds and actions in dance? L5: Can you copy, remember and repeat actions? L6: Can you copy, repeat, create and perform actions that represent a theme?
Key Concepts to assess	L1: Children are beginning to use counts in a dance. L2: Children can move confidently and safely. L3: Children can use different parts of the body in isolation and together. Children can choose appropriate movements for different dance ideas. L4: Children show some sense of dynamic and expression qualities in their dance L5: Children can copy, remember and repeat actions. L6: Children can work with others to share ideas and select actions. Children can say what they liked about someone else's performance.	L1: Children can use counts to stay in time with the music. L2: Children can move confidently and safely using different parts of their bodies and at different speeds. L3: Children can use different parts of their bodies when working by themselves and others to create a simple dance phrase. L4: Children can show a character and idea through the actions and dynamics they choose. L5: Children can copy, remember, repeat and create dance phrases. L6: Children can work with a partner using mirroring and unison. Children show confidence when performing.
Vocabulary	Dance, movement, count, perform, speed, action, pathway	Dance, movement, phrase, link, mirror, unison, time, count, perform, speed, action, pathway
Experiences		
SMSC	Social – working with a partner and as part of a group. Giving constructive feedback. Spiritual – dance as a way of expressing feelings Cultural – the role dance plays in different cultures	
British Values	Mutual Respect – for the differences and abilities of others and for the equipment we are using.	
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 - Physical Education

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?	L1: How can I link my gymnastics shapes together? L2: How can I link my gymnastics shapes together? L3: What is balance and how can I use my shapes to create balance? L4: What is balance and how can I use my shapes to create balance? L5: How can I link travelling actions and balance using equipment? L6: How can I develop my travelling actions and balances using equipment? L7: What are shapes, take offs and landings in jumps? L8: How can I improve my shapes, take offs and landings in 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 - Physical Education

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?	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.	

Cherry Tree Academy Medium Term - Physical Education

Spring 1		
Invasion Games (Benchball)		
KS1	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?	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.	



Cherry Tree Academy Medium Term - Physical Education

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		
KS1	Net and Wall Games	
	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		
KS1	Team Building	
	Year 1	Year 2
	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?	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?
Key Concepts to assess	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.	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.
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.	



Cherry Tree Academy Medium Term - Physical Education

Summer 1		
KS1	Striking and Fielding (Scatterball)	
	Year 1	Year 2
	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?	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?
Key Concepts to assess	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.	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.
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.	



Summer 1		
KS1	Athletics	
	Year 1	Year 2
	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?	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?
Key Concepts to assess	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.	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.
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 - Physical Education

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.	



Cherry Tree Academy Medium Term - Physical Education

Summer 2		
KS1	Sending and Receiving	
	Year 1	Year 2
	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?	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?
Key Concepts to assess	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.	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.
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	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 - Physical Education

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 - Physical Education

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 - Physical Education

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 - Physical Education

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 - Physical Education

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 - Physical Education

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 - Physical Education

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 - Physical Education

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 - Physical Education

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 - Physical Education

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	



Cherry Tree Academy Medium Term - Physical Education

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	



Cherry Tree Academy Medium Term - Physical Education

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 - Physical Education

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?</p> <p>Can I work with others to explore and develop the dance idea?</p> <p>Can I use changes in dynamics in response to the stimulus?</p> <p>Can I develop a dance phrase using actions, dynamics, space and relationships?</p> <p>Can I copy and create actions with consideration to stimulus?</p> <p>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.</p> <p>I can choreograph phrases individually and with others considering actions and dynamics.</p> <p>I can confidently perform different styles of dance, clearly and fluently, showing a good sense of timing.</p> <p>I can lead a group through short warm-up routines.</p> <p>I can refine the way I use actions, dynamics, relationships and space in my dance in response to a stimulus.</p> <p>I can suggest ways to improve my own and other people's work using key terminology.</p> <p>I can use counts when choreographing to stay in time with others and the music.</p> <p>I can use feedback provided to improve my work.</p>	<p>I can choreograph a dance and work safely using a prop.</p> <p>I can lead a small group through a short warm-up routine.</p> <p>I can perform dances confidently and fluently with accuracy and good timing.</p> <p>I can refine the way I use actions, dynamics and relationships to represent ideas, emotions, feelings and characters.</p> <p>I can use appropriate language to evaluate and refine my own and others' work.</p> <p>I can use feedback provided to improve the quality of my work.</p> <p>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.</p> <p>Emotional: To be confident to share my ideas.</p> <p>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.	



Cherry Tree Academy Medium Term - Physical Education

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.	



Cherry Tree Academy Medium Term - Physical Education

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?	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.	



Cherry Tree Academy Medium Term - Physical Education

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?	



Cherry Tree Academy Medium Term - Physical Education

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.	



Cherry Tree Academy Medium Term - Physical Education

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 - Physical Education

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	



Cherry Tree Academy Medium Term - Physical Education

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	



Cherry Tree Academy Medium Term - Physical Education

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?	



Cherry Tree Academy Medium Term - Physical Education

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?	L1: Can I explore technique for hitting accurately over a short distance? 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 design and 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?	



MEDIUM TERM PLAN

Cycle B





Cherry Tree Academy Medium Term - Physical Education

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?	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 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?	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 assess	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.	



Cherry Tree Academy Medium Term - Physical Education

Spring 1		
Invasion Games (Benchball)		
KS1	Year 1	Year 2
	L1: What does being in possession mean and how can I support a teammate to do this? L2: How do I score goals as an attacker? L3: How do I stop goals as a defender? L4: How do I gain possession? L5: What is marking and how do defenders do this? L6: How can I use tactics for attacking and defending?	L1: What does being in possession mean and how can I support a teammate to do this? L2: How do I score goals as an attacker? L3: How do I stop goals as a defender? L4: How do I gain possession? L5: What is marking and how do defenders do this? L6: How can I use tactics for attacking and defending?
Key Concepts to assess	L1: Children can dodge and find space. Children know who is on their team and can attempt to send the ball to them. Children know some of the rules of Benchball. L2: Children can move with a ball towards goal. Children know how to score points. Children know how to score points in Benchball. L3: Children know to keep their eyes on the ball. Children are not afraid of the ball. Children are beginning to find space in front of players when defending. Children know the rules for defending in Benchball. L4: Children know how to stay with another player to try and win the ball. Children know how to gain possession in Benchball. L5: Children know how to stay with another player when defending. Children can move and change direction in response to others movements. Children know how to mark in Benchball. L6: Children can apply tactics for attacking and defending in Benchball. Children can play fairly with others and are beginning to show resilience when losing. All: Children can explain how their bodies feel when exercising.	L1: Children can dodge and find space away from the other team. Children know who is on their team and can attempt to send the ball to them. Children know the rules of Benchball. L2: Children can move with a ball towards goal. Children know how to score points and can remember the score. Children know how to score points in Benchball. L3: Children know to keep their eyes on the ball. Children are not afraid of the ball. Children can find space in front of players when defending. Children know the rules for defending in Benchball. L4: Children know how to stay with another player to try and win the ball. Children know how to gain possession in Benchball and are beginning to apply these skills in a game situation. L5: Children know how to stay with another player when defending. Children can move and change direction quickly in response to others movements. Children know how to mark in Benchball and are beginning to apply these skills in a game situation. L6: Children can apply tactics for attacking and defending in Benchball. Children can play fairly with others and show resilience when losing. All: Children can explain how their bodies feel when exercising.
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 2		
KS1	Sending and Receiving	
	Year 1	Year 2
	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?	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?
Key Concepts to assess	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.	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.
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	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		
KS1	Striking and Fielding (Scatterball)	
	Year 1	Year 2
	L1: What is a target and how do I roll a ball towards a target? L2: How do I track and receive a rolling ball? L3: How can I send and receive a ball with my feet? L4: How can I improve my catching skills? L5: What is good throwing? L6: How can I send and receive using a racket?	L1: What is a target and how do I roll a ball towards a target? L2: How do I track and receive a rolling ball? L3: How can I send and receive a ball with my feet? L4: How can I improve my catching skills? L5: What is good throwing? L6: How can I send and receive using a racket?
Key Concepts to assess	L1: Children can roll a ball towards a target. L2: Children are beginning to track a ball that is coming towards them and stop it using their hands and feet. Children know some of the rules of scatterball. L3: Children can throw and kick to a partner. Children can trap a ball when receiving. Children are starting to play a game working as part of a team. L4: Children can catch a medium-sized ball with and without a bounce. Children know the rules of scatterball. L5: Children can play a play following the rules correctly. L6: Children can work safely to send a ball to a partner using a piece of equipment. Children are to beginning work cooperatively as part of a team.	L1: Children can roll a ball to hit a target. L2: Children can track a ball that is coming towards them and stop it using their hands and feet. Children know some of the rules of scatterball. L3: Children can accurately throw and kick to a partner. Children can trap and cushion a ball when receiving. Children can play a game working as part of a team. L4: Children can catch a ball with and without a bounce. Children know the rules of scatterball. L5: Children are beginning to provide feedback using key words. Children can play a play following the rules correctly. L6: Children can work safely to send a ball to a partner using a piece of equipment. Children can work cooperatively as part of a team.
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.	



Summer 2		
KS1	Athletics	
	Year 1	Year 2
	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?	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?
Key Concepts to assess	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.	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.
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 - Physical Education

Autumn 1		
LKS2	Football	
	Year 3	Year 4
	L1: How can I use dribbling to attack effectively? L2: How can I change direction and speed when dribbling? L3: When should I pass the ball, and how do I pass accurately? L4: How can I use attacking skills to move towards a goal? L5: How can I defend by delaying an opponent and gaining possession? L6: How can I apply my skills and knowledge to play in a tournament?	L1: How can I use dribbling to attack effectively? L2: How can I change direction and speed when dribbling? L3: When should I pass the ball, and how do I pass accurately? L4: How can I use attacking skills to move towards a goal? L5: How can I defend by delaying an opponent and gaining possession? L6: How can I apply my skills and knowledge to play in a tournament?
Key Concepts to assess	L1: Children can dribble the ball with basic control and keep it close to their feet. L2: Children can change direction and speed when dribbling to avoid opponents. L3: Children can pass the ball using different techniques and begin to recognise when to use them. L4: Children can use dribbling and passing skills together to move towards a goal. L5: Children can use simple defending skills to delay an opponent and attempt to win the ball. L6: Children can apply their attacking and defending skills in a small-sided game, showing understanding of basic rules.	L1: Children can dribble, pass, receive, and shoot with increasing control. L2: Children can change direction and speed with confidence when dribbling, maintaining better control. L3: Children can choose and apply different passes accurately, recognising when to use each type. L4: Children can combine skills to create attacking opportunities and support teammates. L5: Children can delay an opponent effectively and use defending skills to regain possession. L6: Children can apply skills, tactics, and understanding of rules in competitive situations, give feedback using key terminology, and work well with others.
Vocabulary	dribble, pass, space, goal, control, opponent, attack, defend, rules, team	dribble, pass, shoot, space, possession, tactics, attack, defend, control, feedback
Experiences	Football tournaments at Dorothy Hyman Stadium	
SMSC	Children develop cooperation, fairness, and respect by working with teammates and opponents. They reflect on the importance of honesty in following game rules and supporting others positively.	
British Values	Children learn about fair play and respect for rules, understanding how teamwork and sportsmanship help create a positive, inclusive environment for all.	
School Values	Resilient – children persevere when learning new skills or facing challenges during games. Considerate – children encourage and support their peers, showing respect to teammates and opponents alike.	



Cherry Tree Academy Medium Term - Physical Education

Autumn 1		
Dance – States of Matter and The Twist		
LKS2	Year 3	Year 4
	L1: How can I use dance to show states of matter? L2: How can I use actions, space, and dynamics to represent different states? L3: How can I order movements to create a short dance about states of matter? L4: How can I copy and perform a 1960s dance phrase with energy? L5: How can I learn and perform a simple 1960s partner dance? L6: How can I create my own 1960s-inspired dance with a partner or group?	L1: How can I use dance to show states of matter? L2: How can I use actions, space, and dynamics to represent different states? L3: How can I order movements to create a short dance about states of matter? L4: How can I copy and perform a 1960s dance phrase with energy? L5: How can I learn and perform a simple 1960s partner dance? L6: How can I create my own 1960s-inspired dance with a partner or group?
Key Concepts to assess	L1: Children can explore movements to show solid, liquid, and gas. L2: Children can use space, dynamics, and relationships creatively. L3: Children can order and remember movements to create a dance. L4: Children can copy 1960s Twist dance moves with energy. L5: Children can perform a simple partner dance with timing. L6: Children can create a short dance inspired by the 1960s style.	L1: Children can show changes in dynamics and space to represent states. L2: Children can combine dance elements effectively to communicate ideas. L3: Children can structure and refine a dance sequence confidently. L4: Children can perform 1960s dance moves with timing and precision. L5: Children can perform a more detailed partner dance with coordination. L6: Children can choreograph a clear, rhythmic dance inspired by the 1960s.
Vocabulary	freeze, space, rhythm, energy, twist, mirror, partner, solid, liquid, gas	formation, dynamics, timing, choreography, unison, partner, twist, solid, liquid, gas
Experiences	Waterton's Got Talent	
SMSC	Children express ideas creatively through dance and develop teamwork when working with partners.	
British Values	Children respect each other's contributions during group choreography and follow agreed rules in performances.	
School Values	Inclusive – children make sure everyone is included in dances. Considerate – children show respect when watching and performing with others.	

Cherry Tree Academy Medium Term - Physical Education

Autumn 2		
LKS2	Fundamental Skills	
	Year 3	Year 4
	L1: What is balance and how can I show it with control? L2: How do I use good technique when running at different speeds? L3: Can I change speed and direction quickly to show agility? L4: What do I need to do to jump, hop, and land safely? L5: Can I skip with a rope using good timing? L6: How can I combine my skills in different challenges?	L1: What is balance and how can I show it with control? L2: How do I use good technique when running at different speeds? L3: Can I change speed and direction quickly to show agility? L4: What do I need to do to jump, hop, and land safely? L5: Can I skip with a rope using good timing? L6: How can I combine my skills in different challenges?
Key Concepts to assess	L1: Children can balance with control in different positions. L2: Children can run with correct technique and change speed. L3: Children can change speed and direction smoothly. L4: Children can jump, hop, and land with balance. L5: Children can skip with a rope successfully. L6: Children can combine skills in simple challenges.	L1: Children can balance with control during dynamic activities. L2: Children can run with efficient technique at different speeds. L3: Children can change direction quickly under pressure. L4: Children can link hopping and jumping with other skills. L5: Children can skip with rhythm and coordinate movements. L6: Children can apply fundamental skills effectively in varied challenges.
Vocabulary	balance, speed, agility, jump, hop, land, skip, control, run, improve	balance, agility, rhythm, coordination, jump, hop, land, skip, technique, control
Experiences		
SMSC	Children reflect on their progress, build resilience when challenges are tricky, and encourage classmates to succeed.	
British Values	Children follow rules for fairness, take turns, and respect others during activities.	
School Values	Resilient – children keep trying when skills are difficult. Healthy – children learn how exercise helps their bodies and minds stay well.	



Cherry Tree Academy Medium Term - Physical Education

Autumn 2		
LKS2	Gymnastics	
	Year 3	Year 4
	L1: How can I perform individual and partner balances with control? L2: Can I use apparatus safely to show individual and partner balances? L3: What do I need to do to perform and land rotation jumps accurately? L4: How can I build a short sequence using rotation jumps on apparatus? L5: How can I develop strength in inverted positions like handstands? L6: Can I hold inverted balances with control and strength?	L1: How can I perform individual and partner balances with control? L2: Can I use apparatus safely to show individual and partner balances? L3: What do I need to do to perform and land rotation jumps accurately? L4: How can I build a short sequence using rotation jumps on apparatus? L5: How can I develop strength in inverted positions like handstands? L6: Can I hold inverted balances with control and strength?
Key Concepts to assess	L1: Children can perform balances alone and with a partner with good control. L2: Children can use apparatus safely to create individual and partner balances. L3: Children can perform and land simple rotation jumps accurately. L4: Children can combine rotation jumps with other actions to build a short sequence on apparatus. L5: Children can explore inverted movements and hold simple positions briefly. L6: Children can hold inverted balances with improving control and strength.	L1: Children can perform balances alone and with a partner with precision and control. L2: Children can confidently use apparatus to perform individual and partner balances. L3: Children can perform rotation jumps with control, landing consistently and accurately. L4: Children can create and perform sequences including rotation jumps on apparatus. L5: Children can develop and demonstrate strength in inverted positions with improving stability. L6: Children can hold inverted movements for longer, using good body tension and control.
Vocabulary	balance, partner, control, rotation, jump, land, sequence, apparatus, invert, strength	balance, precision, control, rotation, sequence, apparatus, inverted, tension, stability, partner
Experiences	Perform sequences to partner class.	
SMSC	Children show perseverance when learning new balances, support partners kindly, and respect each other's efforts.	
British Values	Children follow rules for safety on apparatus, take turns, and give constructive feedback to peers.	
School Values	Resilient – children keep trying when balances and inversions are tricky. Considerate – children support and encourage partners during performances.	



Cherry Tree Academy Medium Term - Physical Education

Spring 1		
LKS2	Netball	
	Year 3	Year 4
	L1: What does an attacker do when they have the ball? L2: How can I move to lose a defender and get into space? L3: What do I need to do to score goals successfully? L4: What is the role of a defender and how can I mark an opponent? L5: How can I intercept the ball when defending? L6: Can I use what I have learned to play a game following netball rules?	L1: What does an attacker do when they have the ball? L2: How can I move to lose a defender and get into space? L3: What do I need to do to score goals successfully? L4: What is the role of a defender and how can I mark an opponent? L5: How can I intercept the ball when defending? L6: Can I use what I have learned to play a game following netball rules?
Key Concepts to assess	L1: Children can describe and begin to demonstrate the role of an attacker. L2: Children can use movement skills to find space and lose a defender. L3: Children can attempt to shoot towards a goal with some control. L4: Children can explain and try defending skills to mark an opponent. L5: Children can attempt to intercept passes to win the ball. L6: Children can use simple tactics, follow basic rules, and work cooperatively in a game.	L1: Children can confidently describe and perform the role of an attacker. L2: Children can use effective movement skills to create space away from defenders. L3: Children can shoot accurately towards a goal under pressure. L4: Children can apply defending skills effectively, including marking and intercepting. L5: Children can time their movements to successfully intercept passes. L6: Children can apply tactics, follow rules consistently, and self-manage games with others.
Vocabulary	attack, defend, pass, receive, shoot, space, team, intercept, goal, rules	attacker, defender, intercept, tactics, accuracy, movement, marking, teamwork, control, honesty
Experiences		
SMSC	Children build respect for teammates and opponents, show determination to improve, and celebrate each other's successes.	
British Values	Children follow netball rules honestly, take turns, and demonstrate fair play.	
School Values	Resilient – children keep trying even when skills are difficult. Considerate – children communicate and support their teammates.	



Cherry Tree Academy Medium Term - Physical Education

Spring 1		
LKS2	Ball skills: Korfball	
	Year 3	Year 4
	L1: What skills do I need to catch the ball with control? L2: How can I pass accurately to a teammate in korfbal? L3: What does a defender do to stop their opponent from scoring? L4: How can I move into space to support my team in attack? L5: What are the basic rules of korfbal and how do we use them in a game? L6: Can I use catching, passing, and defending skills to play a korfbal game?	L1: What skills do I need to catch the ball with control? L2: How can I pass accurately to a teammate in korfbal? L3: What does a defender do to stop their opponent from scoring? L4: How can I move into space to support my team in attack? L5: What are the basic rules of korfbal and how do we use them in a game? L6: Can I use catching, passing, and defending skills to play a korfbal game?
Key Concepts to assess	L1: Children can catch the ball with two hands and absorb the force. L2: Children can pass accurately over short distances to a teammate. L3: Children can stay close to an opponent and try to intercept passes. L4: Children can move into space to make themselves available for a pass. L5: Children can follow basic korfbal rules, including when to attack or defend. L6: Children can use their skills and basic tactics to take part in a small-sided game.	L1: Children can catch confidently with good hand positioning, even when moving. L2: Children can pass accurately over varying distances, using chest and bounce passes. L3: Children can mark opponents closely and anticipate passes to intercept. L4: Children can move into space with awareness of teammates and opponents, timing runs effectively. L5: Children can apply korfbal rules consistently, understanding attack and defence changes. L6: Children can use their skills, tactics, and teamwork to play a game successfully.
Vocabulary	catch, pass, defend, space, rules, team, goal, intercept, mark, korf	control, accuracy, chest pass, bounce pass, marking, intercept, tactic, support, attack, korfbal
Experiences	Korfball Tournament	
SMSC	Children work cooperatively, show respect for opponents, and learn to accept wins and losses graciously.	
British Values	Children follow korfbal rules honestly, demonstrate fairness, and support each other as part of a team.	
School Values	Resilient – children keep trying when passes or catches go wrong. Considerate – children communicate positively with teammates and opponents.	



Cherry Tree Academy Medium Term - Physical Education

Spring 2		
LKS2	Cricket	
	Year 3	Year 4
	L1: How do we score runs in cricket? L2: How can I bat to score points for my team? L3: How can I use fielding skills to stop the batter from scoring? L4: What does a bowler do in cricket? L5: How can I start to use tactics in cricket games? L6: Can I apply my skills and knowledge to play a cricket game using the rules?	L1: How do we score runs in cricket? L2: How can I bat to score points for my team? L3: How can I use fielding skills to stop the batter from scoring? L4: What does a bowler do in cricket? L5: How can I start to use tactics in cricket games? L6: Can I apply my skills and knowledge to play a cricket game using the rules?
Key Concepts to assess	L1: Children can explain how to score runs by running between wickets. L2: Children can strike a ball after a bounce to score points. L3: Children can stop, catch, and return the ball accurately to limit runs. L4: Children can bowl the ball towards a target using an underarm or overarm action. L5: Children can describe simple tactics like where to hit or where to throw. L6: Children can follow basic cricket rules, apply skills, and play cooperatively.	L1: Children can explain and use different ways to score runs in a game. L2: Children can strike a moving ball consistently with improved timing. L3: Children can field with speed and accuracy to reduce the batter's score. L4: Children can bowl with better control, accuracy, and consistency. L5: Children can apply tactics such as placing fielders and choosing where to hit. L6: Children can use cricket rules confidently, demonstrate teamwork, and manage a game fairly.
Vocabulary	runs, wicket, strike, fielding, catch, bowl, boundary, over, teamwork, rules	innings, crease, delivery, stumps, accuracy, placement, tactic, partnership, intercept, umpire
Experiences		
SMSC	Children show respect for teammates and opponents, learning perseverance and celebrating successes together.	
British Values	Children follow cricket rules honestly, show fair play, and understand teamwork in competitive games.	
School Values	Resilient – children persevere when developing batting and bowling skills. Considerate – children encourage teammates and share successes.	



Cherry Tree Academy Medium Term - Physical Education

Spring 2		
LKS2	Tag Rugby	
	Year 3	Year 4
	L1: What are the correct techniques for handling a rugby ball? L2: Which skills help me throw, catch, and run with the ball? L3: What do I need to do to tag an attacker effectively? L4: How does defending together as a team help stop attackers? L5: What strategies can I use to attack and get closer to the try line? L6: Can I apply the rules and skills I've learned to play tag rugby games?	L1: What are the correct techniques for handling a rugby ball? L2: Which skills help me throw, catch, and run with the ball? L3: What do I need to do to tag an attacker effectively? L4: How does defending together as a team help stop attackers? L5: What strategies can I use to attack and get closer to the try line? L6: Can I apply the rules and skills I've learned to play tag rugby games?
Key Concepts to assess	L1: Children can hold the rugby ball correctly and move with it. L2: Children can throw and catch with some control while moving. L3: Children can tag an opponent by removing their tag. L4: Children can work with teammates to defend together. L5: Children can move into space to attack and get closer to the try line. L6: Children can follow basic tag rugby rules and apply skills in small-sided games.	L1: Children can handle the rugby ball with improved control and positioning. L2: Children can throw and catch accurately under pressure while moving. L3: Children can anticipate an attacker's movement to tag effectively. L4: Children can communicate and position themselves to defend as a team. L5: Children can use tactics like quick passing or dummy runs to attack. L6: Children can follow tag rugby rules confidently and play with teamwork and fair play.
Vocabulary	try, tag, pass, catch, space, defend, attack, rules, teamwork, ball	offload, dummy, intercept, support, sidestep, positioning, possession, territory, coordination, tactic
Experiences		
SMSC	Children build resilience, fairness, and respect for others through teamwork and competitive play.	
British Values	Children follow and respect the rules, play fairly, and show sportsmanship.	
School Values	Resilient – children keep trying when skills are challenging. Inclusive – children include everyone and support their teammates.	



Cherry Tree Academy Medium Term - Physical Education

Summer 1		
LKS2	Rounders – (Check WAT tournament rules)	
	Year 3	Year 4
	L1: How can I throw and catch accurately to use in a game? L2: What do I need to remember when bowling towards a target? L3: Where should I aim to hit the ball when batting? L4: Which fielding skills will help me stop and return the ball quickly? L5: What are my responsibilities when I play different roles in a game? L6: Can I use my skills and understanding to compete fairly in a game?	L1: How can I throw and catch accurately to use in a game? L2: What do I need to remember when bowling towards a target? L3: Where should I aim to hit the ball when batting? L4: Which fielding skills will help me stop and return the ball quickly? L5: What are my responsibilities when I play different roles in a game? L6: Can I use my skills and understanding to compete fairly in a game?
Key Concepts to assess	L1: Children can throw and catch with some accuracy. L2: Children can bowl towards a target and understand basic bowling rules. L3: Children can strike a ball using simple equipment and aim into space. L4: Children can field a ball and return it accurately. L5: Children can describe their role when batting, bowling, or fielding. L6: Children can apply their skills to small-sided games and follow simple rules.	L1: Children can throw and catch accurately and apply these skills during gameplay. L2: Children can bowl with some accuracy and consistency, following game rules. L3: Children can adapt their batting to aim into space and avoid fielders. L4: Children can field effectively, making quick decisions to return the ball. L5: Children can communicate with teammates and use simple tactics for each role. L6: Children can demonstrate fair play, apply rules honestly, and compete using their skills.
Vocabulary	throw, catch, bowl, bat, field, aim, space, rules, teamwork, strike	accuracy, consistency, tactic, intercept, return, communication, positioning, fair play, adapt, compete
Experiences	WAT rounders tournament	
SMSC	Children learn respect, honesty, and teamwork through applying game rules and supporting each other.	
British Values	Children show mutual respect by working as a team and using the rules fairly in competition.	
School Values	Resilient – children persevere when skills are challenging. Considerate – children encourage and support their teammates.	



Cherry Tree Academy Medium Term - Physical Education

Summer 1		
LKS2	Invasion Games - Hockey	
	Year 3	Year 4
	L1: How can I send and receive a ball with control? L2: What do I need to remember to move safely while dribbling? L3: How can I make good decisions when I attack? L4: What should I do to defend against an opponent? L5: How can I use simple tactics when playing a small-sided game? L6: Can I apply my skills, tactics, and rules during a tournament?	L1: How can I send and receive a ball with control? L2: What do I need to remember to move safely while dribbling? L3: How can I make good decisions when I attack? L4: What should I do to defend against an opponent? L5: How can I use simple tactics when playing a small-sided game? L6: Can I apply my skills, tactics, and rules during a tournament?
Key Concepts to assess	L1: Children can send and receive a ball with some control. L2: Children can dribble safely, keeping the ball under control. L3: Children can begin to make decisions about where and when to pass or move. L4: Children can track an opponent and slow them down. L5: Children can use simple tactics to help their team score or defend. L6: Children can apply skills and simple tactics in small-sided games, following basic rules.	L1: Children can send and receive with increased accuracy during gameplay. L2: Children can dribble with control, adjusting speed and direction. L3: Children can make effective decisions about passing, moving, and shooting. L4: Children can delay an opponent effectively using defensive positioning. L5: Children can communicate and use simple tactics to support their team. L6: Children can consistently apply rules, skills, and tactics in competitive games.
Vocabulary	send, receive, dribble, pass, shoot, space, track, defend, attack, tactics	control, accuracy, decision, positioning, delay, pressure, intercept, communicate, teamwork, tournament
Experiences		
SMSC	Children develop respect by playing fairly, understanding the rules, and supporting teammates.	
British Values	Children learn the importance of fair play and following agreed rules honestly.	
School Values	Resilient – children persevere when skills or decisions are challenging. Considerate – children work together and support each other during games.	



Cherry Tree Academy Medium Term - Physical Education

Summer 2		
LKS2	Basketball	
	Year 3	Year 4
	L1: How can I move towards the goal when I have the ball? L2: What should I do to pass and move while following the rules? L3: How can I lose a defender and find space? L4: What can I do to delay an attacker and win the ball? L5: How can I use space well to create a chance to score? L6: Can I use my skills and knowledge to play basketball matches fairly?	L1: How can I move towards the goal when I have the ball? L2: What should I do to pass and move while following the rules? L3: How can I lose a defender and find space? L4: What can I do to delay an attacker and win the ball? L5: How can I use space well to create a chance to score? L6: Can I use my skills and knowledge to play basketball matches fairly?
Key Concepts to assess	L1: Children can move with the ball towards the goal with some control. L2: Children can pass and move, starting to use rules honestly in gameplay. L3: Children can dodge defenders to find and use space. L4: Children can defend by tracking an opponent and attempting to gain possession. L5: Children can move into space to create scoring opportunities. L6: Children can apply skills, use basic tactics, and play games with increasing understanding of basketball rules.	L1: Children can dribble and move the ball forward with control and purpose. L2: Children can pass accurately and move to support teammates, respecting game rules. L3: Children can use movement skills to lose defenders and find effective space. L4: Children can delay and dispossess an opponent by defending effectively. L5: Children can use space wisely to set up and take scoring chances. L6: Children can consistently apply skills, tactics, and rules when playing basketball games.
Vocabulary	dribble, pass, shoot, space, move, goal, defend, attack, rules, team	control, accuracy, dodge, delay, possession, tactics, opponent, opportunity, teamwork, score
Experiences		
SMSC	Children develop social skills through cooperation and fair play, building respect for teammates and opponents.	
British Values	Children learn democracy through taking turns and following agreed rules, and the rule of law by playing honestly.	
School Values	Inclusive – children recognise and value everyone’s contributions in team activities, encouraging all teammates to participate. Honest – children demonstrate integrity by sticking to the rules and admitting mistakes during games, building trust with others.	



Cherry Tree Academy Medium Term - Physical Education

Summer 2		
LKS2	Yoga	
	Year 3	Year 4
	L1: How can I connect my breath to my movements in yoga? L2: What new poses can I learn and link together smoothly? L3: How can I practise gratitude while repeating a yoga flow? L4: How can I improve my flexibility and strength through a summer-themed flow? L5: How can I create my own yoga flow to support flexibility and wellbeing? L6: How can I build confidence and strength when practising arm balances?	L1: How can I connect my breath to my movements in yoga? L2: What new poses can I learn and link together smoothly? L3: How can I practise gratitude while repeating a yoga flow? L4: How can I improve my flexibility and strength through a summer-themed flow? L5: How can I create my own yoga flow to support flexibility and wellbeing? L6: How can I build confidence and strength when practising arm balances?
Key Concepts to assess	I can describe how yoga makes me feel. I can copy and remember new yoga poses. I can link a few poses together with control. I can follow the rhythm of my breath in simple flows. I can work well with others, showing respect and care. I can show basic balance and control in my movements.	I can describe how yoga makes me feel and talk about the benefits of yoga. I can link poses together to create a yoga flow. I can provide feedback using key yoga terminology and understand what I need to do to improve. I can transition between poses in time with my breath. I can work collaboratively and effectively with others. I can demonstrate yoga poses with clear, controlled shapes. I show increasing control and balance when moving between poses.
Vocabulary	pose, breath, stretch, flow, balance, calm, yoga, relax, bend, focus	pose, breath, flow, balance, flexibility, gratitude, strength, transition, control, wellbeing
Experiences		
SMSC	Children reflect on their own emotions and learn how yoga can support mental and physical wellbeing, developing self-awareness and respect for themselves and others.	
British Values	Children learn tolerance and mutual respect by working collaboratively in pairs or small groups, listening to others' ideas and sharing space kindly.	
School Values	Inclusive – Children celebrate everyone's abilities and encourage each other to try new poses. Resilient – Children persevere when poses or flows feel challenging and keep trying to improve.	



Cherry Tree Academy Medium Term - Physical Education

Autumn 1		
UKS2	Football	
	Year 5	Year 6
	<p>L1: What different ways can I use to move the ball and when should I use them?</p> <p>L2: When do I need to send and receive quickly and accurately under pressure?</p> <p>L3: Why is communication and moving into space important when attacking?</p> <p>L4: What defensive techniques help me win the ball back from an opponent?</p> <p>L5: How can my team work together to defend effectively?</p> <p>L6: Can I apply the skills, principles, and tactics I've learned in a competitive game?</p>	<p>L1: What different ways can I use to move the ball and when should I use them?</p> <p>L2: When do I need to send and receive quickly and accurately under pressure?</p> <p>L3: Why is communication and moving into space important when attacking?</p> <p>L4: What defensive techniques help me win the ball back from an opponent?</p> <p>L5: How can my team work together to defend effectively?</p> <p>L6: Can I apply the skills, principles, and tactics I've learned in a competitive game?</p>
Key Concepts to assess	<p>L1: I can move the ball effectively and apply different techniques depending on the situation.</p> <p>L2: I can send and receive the ball with some control when under pressure from an opponent.</p> <p>L3: I can communicate with my team and move into space to help us keep possession and attack.</p> <p>L4: I can track and intercept to delay or dispossess an opponent.</p> <p>L5: I can apply simple defensive tactics as part of a team to prevent scoring opportunities.</p> <p>L6: I can use my skills and tactics in a game and identify what went well and what I could do better next time.</p>	<p>L1: I can move the ball confidently and adapt techniques to suit different attacking situations.</p> <p>L2: I can send and receive accurately under pressure, making quick decisions to maintain possession.</p> <p>L3: I can communicate clearly with my teammates, find space, and create attacking opportunities.</p> <p>L4: I can use advanced defending skills like blocking, tracking, and intercepting to win possession.</p> <p>L5: I can apply and adapt defending tactics effectively with my team to protect our goal.</p> <p>L6: I can apply a range of skills and tactics confidently during games, play fairly, and evaluate my performance.</p>
Vocabulary	dribble, possession, intercept, pass, receive, shoot, track, space, teamwork, tactics	dribble, possession, intercept, pass, receive, shoot, defend, communication, pressure, decision-making
Experiences		
SMSC	Pupils learn the importance of teamwork, fair play, and respect for others by working cooperatively, celebrating successes, and reflecting on performance positively.	
British Values	Encourages understanding of rules and the importance of following them honestly, promotes mutual respect by valuing teammates' and opponents' efforts, and supports democracy through sharing and considering each other's ideas during games.	
School Values	Promotes resilience by encouraging pupils to keep trying when learning new skills or tactics, and consideration by supporting others and recognising the value of teamwork on and off the pitch.	



Autumn 1		
Dance – Dance by Chance and Rock 'n' Roll		
UKS2	Year 5	Year 6
	L1: What is a random structure in dance, and how can I create one with control? L2: In what ways do changing dynamics affect the look and feel of a performance? L3: How do relationships and space change the appearance of a dance? L4: Can I copy and repeat movements in the style of rock 'n' roll accurately? L5: What do I need to do to perform actions with a partner in time with the music? L6: How can my group choreograph and perform a rock 'n' roll dance that includes the skills we've learned?	L1: What is a random structure in dance, and how can I create one with control? L2: In what ways do changing dynamics affect the look and feel of a performance? L3: How do relationships and space change the appearance of a dance? L4: Can I copy and repeat movements in the style of rock 'n' roll accurately? L5: What do I need to do to perform actions with a partner in time with the music? L6: How can my group choreograph and perform a rock 'n' roll dance that includes the skills we've learned?
Key Concepts to assess	L1: Children can create a dance phrase using a random structure and perform actions with control. L2: Children can explore and apply different dynamics, explaining how they change their dance. L3: Children can use relationships and space to vary their performance effectively. L4: Children can accurately copy and repeat movements in a rock 'n' roll style. L5: Children can perform actions with a partner, showing timing with the music. L6: Children can work collaboratively to choreograph and perform a rock 'n' roll group dance.	L1: Children can create and perform a random-structure dance with control and expression. L2: Children can adapt dynamics confidently to show mood or intent. L3: Children can use space and relationships creatively to enhance their dance. L4: Children can copy and repeat more complex rock 'n' roll movements with precision. L5: Children can perform well-timed sequences with a partner, demonstrating coordination. L6: Children can lead their group in choreographing and performing a rock 'n' roll dance, refining ideas to improve the final piece.
Vocabulary	dynamics, control, relationships, timing, unison, canon, partner, motif, choreography, performance	dynamics, expression, relationships, precision, unison, canon, partner, motif, choreograph, refinement
Experiences	Waterton's Got Talent	
SMSC	Dance promotes self-expression, builds empathy through teamwork, and encourages appreciation of different dance styles and cultures.	
British Values	Fosters mutual respect by listening to others' ideas, supports individual liberty by enabling personal creativity.	
School Values	Builds resilience through rehearsal and refinement, encourages inclusivity by valuing everyone's contributions to group performances.	



Autumn 2		
UKS2	Fitness	
	Year 5	Year 6
	L1: How does speed help me in different activities, and how can I use it effectively? L2: In what ways does strength benefit my performance in other activities? L3: How can agility improve my movement and success in other activities? L4: Why is balance important, and how can I apply it across different sports? L5: What role does coordination play in helping me perform well in various activities? L6: How does stamina impact my performance, and how can I use it to keep going for longer?	L1: How does speed help me in different activities, and how can I use it effectively? L2: In what ways does strength benefit my performance in other activities? L3: How can agility improve my movement and success in other activities? L4: Why is balance important, and how can I apply it across different sports? L5: What role does coordination play in helping me perform well in various activities? L6: How does stamina impact my performance, and how can I use it to keep going for longer?
Key Concepts to assess	L1: Children can demonstrate speed and explain how it helps them in other sports. L2: Children can apply strength to improve their performance and describe its importance. L3: Children can use agility to change direction effectively and discuss why it's useful. L4: Children can show balance when performing tasks and explain its impact on control. L5: Children can demonstrate coordination in different activities and link it to skill success. L6: Children can show stamina when performing and describe how it helps them complete tasks.	L1: Children can demonstrate speed with control, explaining how it affects different sporting scenarios. L2: Children can apply strength with precision, describing how it supports advanced skills. L3: Children can use agility confidently to outmaneuver opponents or adapt quickly. L4: Children can maintain balance under increasing challenge, analysing how it influences performance. L5: Children can coordinate complex movements, linking them to specific sports or routines. L6: Children can sustain stamina for longer periods and evaluate its importance in competitive activities.
Vocabulary	speed, strength, agility, balance, coordination, stamina, control, effort, performance, improvement	speed, strength, agility, balance, coordination, stamina, precision, resilience, evaluation, determination
Experiences	Host a 'family fitness' session	
SMSC	Encourages perseverance and self-awareness through personal goal setting and reflection on effort.	
British Values	Supports mutual respect by celebrating others' achievements and individual liberty through striving for personal bests.	
School Values	Builds resilience by challenging students to improve each fitness component, promotes determination by setting goals and working to achieve them.	



Autumn 2		
UKS2	Gymnastics	
	Year 5	Year 6
	L1: How can I perform symmetrical and asymmetrical balances with control? L2: In what ways can I include apparatus to create interesting symmetrical and asymmetrical balances? L3: How do I perform straight, forward, straddle and backward rolls accurately? L4: How can I link balances and rolls into a smooth sequence? L5: What does canon and synchronisation look like when exploring travelling actions? L6: How can I combine different travelling actions and sequences in canon and synchronisation for a performance?	L1: How can I perform symmetrical and asymmetrical balances with control? L2: In what ways can I include apparatus to create interesting symmetrical and asymmetrical balances? L3: How do I perform straight, forward, straddle and backward rolls accurately? L4: How can I link balances and rolls into a smooth sequence? L5: What does canon and synchronisation look like when exploring travelling actions? L6: How can I combine different travelling actions and sequences in canon and synchronisation for a performance?
Key Concepts to assess	L1: Children can perform symmetrical and asymmetrical balances with stability. L2: Children can use apparatus creatively to enhance their balances. L3: Children can perform a range of rolls with increasing control and accuracy. L4: Children can link balances and rolls to create a fluent sequence. L5: Children can demonstrate travelling movements in canon and synchronisation. L6: Children can combine sequences with canon and synchronisation, performing confidently.	L1: Children can perform advanced symmetrical and asymmetrical balances, showing precision and control. L2: Children can confidently use apparatus to develop creative balances that flow into sequences. L3: Children can refine straight, forward, straddle, and backward rolls with consistent accuracy. L4: Children can design and perform longer sequences linking balances and rolls smoothly. L5: Children can choreograph and perform travelling actions in canon and synchronisation, explaining the effect on performance. L6: Children can perform complex sequences in canon and synchronisation, using feedback to improve quality.
Vocabulary	balance, sequence, apparatus, roll, canon, synchronisation, control, fluency, link, stability	balance, sequence, apparatus, roll, canon, synchronisation, precision, creativity, performance, refinement
Experiences		
SMSC	Promotes self-expression through creative movement and collaboration, and resilience when refining performances.	
British Values	Encourages mutual respect by valuing others' ideas in group choreography and teamwork	
School Values	Fosters determination through practising challenging movements, and inclusivity by creating sequences together.	



Spring 1		
UKS2	Netball	
	Year 5	Year 6
	L1: How do I use different passes effectively in various situations? L2: In what ways can I move to lose a defender during play? L3: How can I communicate with my team and move into space to attack? L4: What strategies can I use to defend an opponent and time my interceptions? L5: How can I perform accurate shooting under pressure? L6: How do I apply skills, principles, and tactics in a game situation?	L1: How do I use different passes effectively in various situations? L2: In what ways can I move to lose a defender during play? L3: How can I communicate with my team and move into space to attack? L4: What strategies can I use to defend an opponent and time my interceptions? L5: How can I perform accurate shooting under pressure? L6: How do I apply skills, principles, and tactics in a game situation?
Key Concepts to assess	L1: Children can use chest, bounce, and overhead passes accurately in different situations. L2: Children can move quickly and change direction to lose a defender. L3: Children can communicate effectively with teammates and move into space to receive passes. L4: Children can track an opponent confidently and attempt interceptions at the right moment. L5: Children can shoot with increasing accuracy even under defensive pressure. L6: Children can use attacking and defending skills and tactics effectively in game situations.	L1: Children can select and use a range of passes under pressure, choosing the most effective pass for each situation. L2: Children can combine changes of speed, direction, and feints to consistently evade defenders. L3: Children can lead and support team communication to create space and attacking opportunities. L4: Children can stay close to an opponent and time interceptions with improved accuracy. L5: Children can shoot accurately from different positions on the court under pressure. L6: Children can confidently apply advanced skills and tactics, adapting to the game situation.
Vocabulary	pass, space, intercept, defend, attack, shoot, control, team, tactic, position	pass, evade, intercept, marking, pressure, accuracy, tactics, communication, support, adapt
Experiences	Intra tournaments	
SMSC	Promotes teamwork and perseverance as children support each other in developing skills.	
British Values	Encourages respect by following the rules and fair play in competitive games.	
School Values	Fosters resilience when learning new skills and determination when applying them in game situations.	



Spring 1		
KS2	Badminton	
	Year 5	Year 6
	L1: How can I serve effectively, using attacking principles? L2: What techniques help me perform a successful underarm return to attack? L3: How do I improve consistency with my underarm return in a game situation? L4: How can I use an overhead forehand to apply attacking principles? L5: How can I choose and use skills and tactics to play competitively? L6: What do I need to do to apply rules, skills, and tactics in a tournament setting?	L1: How can I serve effectively, using attacking principles? L2: What techniques help me perform a successful underarm return to attack? L3: How do I improve consistency with my underarm return in a game situation? L4: How can I use an overhead forehand to apply attacking principles? L5: How can I choose and use skills and tactics to play competitively? L6: What do I need to do to apply rules, skills, and tactics in a tournament setting?
Key Concepts to assess	L1: Children can perform a controlled serve with some accuracy, showing awareness of attacking principles. L2: Children can demonstrate an underarm return with growing consistency. L3: Children can improve placement and control of their underarm return under some pressure. L4: Children can perform an overhead forehand with increasing accuracy and control. L5: Children can choose and use basic skills and tactics in competitive games. L6: Children can apply rules, skills, and tactics honestly in a tournament setting.	L1: Children can perform a range of serves with accuracy, applying attacking principles effectively. L2: Children can use an underarm return tactically, aiming for space to outwit opponents. L3: Children can return shots consistently with improved decision-making. L4: Children can use overhead forehands to direct shots with accuracy and apply attacking principles under pressure. L5: Children can confidently select, apply, and adapt skills and tactics in competitive games. L6: Children can apply advanced rules, skills, and tactics consistently and fairly during tournaments.
Vocabulary	serve, return, forehand, accuracy, control, attack, space, tactics, rally, rules	serve, underarm, overhead, forehand, placement, consistency, pressure, tactics, adapt, decision-making
Experiences		
SMSC	Develops perseverance and self-discipline as children refine and apply their skills.	
British Values	Promotes fairness through respecting the rules and others during competitive play.	
School Values	Encourages resilience when practising challenging skills and teamwork when playing competitively.	



Spring 2		
UKS2	Basketball	
	Year 5	Year 6
	L1: How can I dribble with control while under pressure from an opponent? L2: What strategies can I use to move into and create space to support my teammates? L3: How do I decide whether to pass or dribble when attacking? L4: Which defensive techniques are best for different situations, and when should I use them? L5: How can I improve my shooting technique and make the right decision between passing, dribbling, or shooting? L6: How can I apply my skills, tactics, and understanding of the rules when playing in a tournament?	L1: How can I dribble with control while under pressure from an opponent? L2: What strategies can I use to move into and create space to support my teammates? L3: How do I decide whether to pass or dribble when attacking? L4: Which defensive techniques are best for different situations, and when should I use them? L5: How can I improve my shooting technique and make the right decision between passing, dribbling, or shooting? L6: How can I apply my skills, tactics, and understanding of the rules when playing in a tournament?
Key Concepts to assess	L1: Children can dribble with some control when under limited pressure. L2: Children can move into space to support their team and show awareness of positioning. L3: Children can choose whether to pass or dribble with guidance. L4: Children can use simple defensive techniques to delay an attacker. L5: Children can perform basic shooting skills and begin to make decisions about when to pass, dribble or shoot. L6: Children can apply basic principles, rules, and tactics in small-sided games.	L1: Children can dribble with increasing control under pressure and keep possession. L2: Children can create and use space effectively to support their team. L3: Children can quickly decide when to pass or dribble in different attacking situations. L4: Children can apply appropriate defensive techniques depending on the situation. L5: Children can shoot with accuracy under pressure, making informed decisions about when to pass, dribble or shoot. L6: Children can consistently apply principles, rules, and tactics honestly and fairly during tournament play.
Vocabulary	dribble, pass, shoot, control, pressure, space, support, team, defend, attack	dribble, possession, positioning, decision-making, defend, tactics, intercept, accuracy, pressure, evaluate
Experiences		
SMSC	Develops perseverance and respect as children learn to make quick decisions and support teammates.	
British Values	Promotes democracy and fair play by encouraging teamwork, respect for the rules, and good sportsmanship.	
School Values	Fosters resilience in challenging situations and inclusivity when collaborating with teammates.	



Spring 2		
UKS2	Hockey	
	Year 5	Year 6
	L1: How can I dribble effectively to beat a defender? L2: What techniques help me send and receive the ball with control when under pressure? L3: How do I decide whether to pass or dribble in different situations? L4: What movements can I use to create and move into space to support my teammates? L5: Which defensive techniques should I use in different scenarios, and when? L6: How can I apply my skills, understanding of the rules, and tactics in a tournament?	L1: How can I dribble effectively to beat a defender? L2: What techniques help me send and receive the ball with control when under pressure? L3: How do I decide whether to pass or dribble in different situations? L4: What movements can I use to create and move into space to support my teammates? L5: Which defensive techniques should I use in different scenarios, and when? L6: How can I apply my skills, understanding of the rules, and tactics in a tournament?
Key Concepts to assess	L1: Children can dribble with control and attempt to beat a defender. L2: Children can send and receive the ball with some control under limited pressure. L3: Children can choose whether to pass or dribble with guidance in attacking situations. L4: Children can move into space to support teammates, beginning to show awareness of positioning. L5: Children can use basic defensive techniques like marking to delay attackers. L6: Children can apply simple skills and rules in small-sided games.	L1: Children can dribble with increasing control under pressure and beat a defender effectively. L2: Children can send and receive the ball with control under pressure. L3: Children can quickly select the appropriate action between passing or dribbling depending on the situation. L4: Children can create and use space effectively to support teammates. L5: Children can apply marking, tackling, or interception confidently and appropriately in different defensive situations. L6: Children can consistently apply rules, skills, and principles honestly and fairly during competitive games.
Vocabulary	dribble, pass, receive, control, space, defender, pressure, mark, tackle, rules	possession, intercept, decision-making, movement, tactics, marking, tackle, dribble, support, evaluation
Experiences		
SMSC	Encourages resilience and respect through competition, learning to win or lose graciously.	
British Values	Promotes respect for rules and fairness, encouraging good sportsmanship and teamwork.	
School Values	Develops resilience when facing challenging opponents and inclusivity through effective teamwork.	



Summer 1		
UKS2	Rounders – (Check WAT tournament rules)	
	Year 5	Year 6
	L1: How can I throw and catch accurately under pressure and use these skills in a game? L2: What techniques can I use to bowl accurately under pressure while following the rules? L3: How can I strike a bowled ball more consistently? L4: Which fielding techniques should I use, and how do I choose the best option for each situation? L5: How can I use tactics effectively when batting, bowling, or fielding? L6: How can I combine my skills and knowledge to compete successfully in a tournament?	L1: How can I throw and catch accurately under pressure and use these skills in a game? L2: What techniques can I use to bowl accurately under pressure while following the rules? L3: How can I strike a bowled ball more consistently? L4: Which fielding techniques should I use, and how do I choose the best option for each situation? L5: How can I use tactics effectively when batting, bowling, or fielding? L6: How can I combine my skills and knowledge to compete successfully in a tournament?
Key Concepts to assess	L1: Children can throw and catch with control in low-pressure situations. L2: Children can bowl with developing accuracy while beginning to apply rules. L3: Children can strike a bowled ball with some consistency. L4: Children can use simple fielding techniques and begin to select appropriate actions. L5: Children can apply basic tactics during play with guidance. L6: Children can apply rules and skills in small-sided games.	L1: Children can throw and catch accurately and under pressure, applying these skills confidently in gameplay. L2: Children can bowl accurately and consistently under pressure, using correct technique and applying rules. L3: Children can strike a bowled ball with increasing consistency, aiming for effective placement. L4: Children can choose and apply effective fielding techniques for each situation with good decision-making. L5: Children can identify, apply, and adapt tactics when batting, bowling, or fielding. L6: Children can combine all their skills and knowledge to play competitive games, consistently using rules honestly and fairly.
Vocabulary	throw, catch, bowl, strike, field, rules, batter, fielder, accuracy, teamwork	placement, consistency, tactics, pressure, intercept, decision-making, technique, communication, fairness, improvement
Experiences	WAT Rounders Tournament	
SMSC	Promotes resilience through repeated practice, respect through fair play, and social development through teamwork.	
British Values	Encourages respect for rules, fairness, and mutual respect on and off the pitch.	
School Values	Supports resilience when learning new skills, and inclusivity by encouraging everyone to participate and contribute.	



Cherry Tree Academy Medium Term - Physical Education

Summer 1		
UKS2	Handball	
	Year 5	Year 6
	<p>L1: How can I use different passes effectively to keep possession under pressure?</p> <p>L2: Which skills can I use to create space, move towards goal, and avoid defenders?</p> <p>L3: What skills and techniques should I apply to score goals successfully?</p> <p>L4: How can I use defensive skills to prevent opponents from scoring?</p> <p>L5: When should I use different defensive techniques depending on the situation?</p> <p>L6: How can I combine my skills, knowledge, and understanding of rules to compete effectively in a tournament?</p>	<p>L1: How can I use different passes effectively to keep possession under pressure?</p> <p>L2: Which skills can I use to create space, move towards goal, and avoid defenders?</p> <p>L3: What skills and techniques should I apply to score goals successfully?</p> <p>L4: How can I use defensive skills to prevent opponents from scoring?</p> <p>L5: When should I use different defensive techniques depending on the situation?</p> <p>L6: How can I combine my skills, knowledge, and understanding of rules to compete effectively in a tournament?</p>
Key Concepts to assess	<p>L1: Children can pass and receive under low pressure, using simple tactics.</p> <p>L2: Children can move into space to support teammates.</p> <p>L3: Children can attempt to shoot with some accuracy.</p> <p>L4: Children can use basic defending skills like tracking and marking.</p> <p>L5: Children can apply simple defensive techniques.</p> <p>L6: Children can apply skills and knowledge in small-sided games.</p>	<p>L1: Children can use a variety of passes under pressure, maintaining possession.</p> <p>L2: Children can select and apply skills effectively to create and exploit space.</p> <p>L3: Children can confidently perform scoring techniques under pressure.</p> <p>L4: Children can apply a range of defensive skills individually and as a team.</p> <p>L5: Children can identify and apply appropriate defensive techniques based on the situation.</p> <p>L6: Children can apply rules, skills, and tactics effectively in competitive games, playing honestly and fairly.</p>
Vocabulary	pass, space, shoot, defend, mark, control, pressure, teamwork, goal, tactic	possession, interception, deny, pressure, exploit, technique, positioning, collaboration, referee, accuracy
Experiences		
SMSC	Promotes social skills through teamwork, moral development by understanding fair play, and perseverance when under pressure.	
British Values	Encourages respect for rules, honest application of these rules, and mutual respect for teammates and opponents.	
School Values	Develops resilience when facing challenges in games, and consideration through supporting teammates and respecting others' abilities.	



Summer 2		
UKS2	Tennis	
	Year 5	Year 6
	L1: How can I place the ball effectively using a forehand? L2: What techniques can I use to place the ball accurately with a backhand? L3: When and how should I use a volley during a game? L4: How can I work with a partner to create and apply tactics in doubles? L5: What techniques can I use to serve underarm with accuracy and consistency? L6: How can I combine my skills, tactics, and understanding of the rules to play competitively against an opponent?	L1: How can I place the ball effectively using a forehand? L2: What techniques can I use to place the ball accurately with a backhand? L3: When and how should I use a volley during a game? L4: How can I work with a partner to create and apply tactics in doubles? L5: What techniques can I use to serve underarm with accuracy and consistency? L6: How can I combine my skills, tactics, and understanding of the rules to play competitively against an opponent?
Key Concepts to assess	L1: Children can perform a forehand shot with some accuracy. L2: Children can attempt a backhand shot. L3: Children can attempt a basic volley. L4: Children can discuss simple tactics with a partner. L5: Children can perform an underarm serve with some control. L6: Children can apply basic skills and rules in simple rallies.	L1: Children can place the ball effectively using a forehand under pressure. L2: Children can place the ball accurately with a backhand and select it appropriately during rallies. L3: Children can use the volley effectively in a game situation. L4: Children can develop and apply tactics when playing with a partner in doubles. L5: Children can serve underarm with accuracy and consistency to start rallies. L6: Children can apply skills, tactics, and rules effectively in competitive games, making quick decisions.
Vocabulary	forehand, backhand, volley, serve, rally, net, aim, control, partner, tactics	placement, consistency, accuracy, footwork, positioning, strategy, decision, doubles, opponent, fairness
Experiences		
SMSC	Supports social skills through collaboration, moral development by promoting fairness, and resilience when facing competitive challenges.	
British Values	Develops respect for opponents and rules, encouraging fair play and sportsmanship.	
School Values	Fosters resilience through practicing challenging skills and inclusivity by working respectfully with different partners.	



Cherry Tree Academy Medium Term - Physical Education

Summer 2		
UKS2	OAA	
	Year 5	Year 6
	<p>L1: How can I communicate clearly with my team while keeping everyone safe?</p> <p>L2: What strategies can we use to work effectively together to solve problems?</p> <p>L3: How can we use tactical planning to overcome challenges as a group?</p> <p>L4: How can we think critically as a team to find the best approach to a problem?</p> <p>L5: How can I use maps and develop my navigation skills to move confidently in an outdoor environment?</p> <p>L6: How can I use a key to identify objects and locations accurately on a map?</p>	<p>L1: How can I communicate clearly with my team while keeping everyone safe?</p> <p>L2: What strategies can we use to work effectively together to solve problems?</p> <p>L3: How can we use tactical planning to overcome challenges as a group?</p> <p>L4: How can we think critically as a team to find the best approach to a problem?</p> <p>L5: How can I use maps and develop my navigation skills to move confidently in an outdoor environment?</p> <p>L6: How can I use a key to identify objects and locations accurately on a map?</p>
Key Concepts to assess	<p>L1: Children can communicate ideas and listen to teammates.</p> <p>L2: Children can contribute ideas when solving problems.</p> <p>L3: Children can suggest a plan to solve a challenge.</p> <p>L4: Children can work with a partner to find solutions.</p> <p>L5: Children can follow simple routes on a map.</p> <p>L6: Children can use a basic key on a map.</p>	<p>L1: Children can communicate clearly with a team, sharing roles and responsibilities while considering safety.</p> <p>L2: Children can collaborate effectively, sharing and selecting ideas to solve problems as a team.</p> <p>L3: Children can develop and apply tactical plans to challenges, explaining their thinking.</p> <p>L4: Children can use critical thinking to evaluate and adapt strategies in real time.</p> <p>L5: Children can navigate using a map, orientating it accurately and confidently.</p> <p>L6: Children can use a map key accurately to identify features and locations with increasing precision.</p>
Vocabulary	teamwork, trust, safety, navigate, map, key, direction, strategy, problem, challenge	communication, collaboration, orientation, tactics, critical thinking, route, landmark, compass, reflection, accuracy
Experiences		
SMSC	Develops social skills through teamwork, moral understanding of safety responsibilities, and cultural awareness by valuing each team member's contributions.	
British Values	Promotes mutual respect, cooperation, and understanding the importance of rules to ensure fairness and safety	
School Values	Encourages inclusivity by involving everyone in tasks and resilience through perseverance in problem-solving activities.	