



St Augustine's Catholic Academy

PE Lent 2 Intent



Year 1	Lent 2	
Topic	Gymnastic (Body Parts)	Ball Games (Feet 1)
National curriculum	<ul style="list-style-type: none"> Develop fundamental movement skills. Extend their agility, balance and coordination, individually and with others. 	<ul style="list-style-type: none"> Engage in competitive and co-operative physical activities. Develop fundamental movement skills. Know how to participate in team games, developing simple tactics for attacking and defending.
Core knowledge	<ol style="list-style-type: none"> Know how to move bodies in a 'wide,' 'narrow,' or curled way on a 'big' and a 'small' body part. Know how to make a 'champion shape' using the same combinations (and hold a shape still for 4 seconds). Know how to use a piece of apparatus to move or make a shape on. Know the words 'linking,' and 'flow.' Know how to add two ways of moving by linking. Know how to add a balance to the end of a mini sequence. Know how to combine movement travelling through the apparatus. 	<ol style="list-style-type: none"> Know that they can use their feet to pass a ball. Know how to dribble correctly (using inside and outside of feet) Know how use the correct movements to kick and pass the ball. Know to look at the target and how to aim (use their non-kicking foot to aim, placing their non-kicking foot beside the ball, pointing their foot in the direction they are kicking). Know they should keep looking at and concentrating on the ball Know to move into space, dribbling with dominant foot. Know how to apply dribbling, passing, kicking, to score a point. Know how to play a mini game. Know to praise their partner if they score a point. Know how to count their own score.
Wider Knowledge	<ul style="list-style-type: none"> Know how to use apparatus safely 	<ul style="list-style-type: none"> Know which games use feet to play with. Know why we need to keep fit and healthy.
Skills	<ol style="list-style-type: none"> Accurately use big and small body parts. Move bodies in a 'wide,' 'narrow,' or curled way on a 'big' and 'small' body part. Make a champion shape using the same combinations. Hold a shape still for 4 seconds. Use piece of apparatus to move or make a shape on. ,' Add together two ways of moving by linking. Be able to explain the words 'linking,' and 'flow, using more than one piece of apparatus. Be able to add a balance to the end of a mini sequence. Make the decision themselves as to which way they will move and then change as they progress through the apparatus. 	<ol style="list-style-type: none"> Use the inside and outside of feet to dribble the ball. Kick a ball towards a target accurately 'aiming', looking at the target. Dribble a ball with increasing control, looking and concentrating on the ball. Dribble with their dominant foot. Move into spaces Apply dribbling, passing, kicking, to score a point. Play a mini game, praising their partner if they score a point. Count their own score.
Diversity Links		John Barnes- played for England for 13 years, and was one of the first black footballers to play for England internationally. He is a vocal



St Augustine's Catholic Academy

PE Lent 2 Intent



		voice on issues such as racism and discrimination
Vocabulary	Agility, balance, wide, narrow, curled, big body part, small body part, balance, sequence, link, apparatus, flow	Control, procession, defenders, sole, inside foot, outside foot, target, accuracy, dribble, pass, attackers.

Year 1/2	Lent 2	
Topic	Gymnastic Body Parts	Ball Games (Feet 1)
National curriculum	<ul style="list-style-type: none"> Develop fundamental movement skills. Extend their agility, balance and coordination, individually and with others 	<ul style="list-style-type: none"> Engage in competitive and co-operative physical activities. Develop fundamental movement skills. Know how to participate in team games, developing simple tactics for attacking and defending.
Core knowledge	<ol style="list-style-type: none"> Know how to move bodies in a 'wide,' 'narrow,' or curled way on a 'big' and 'small' body part. Know how use different parts of their bodies to roll. Know how to make a champion shapes using the same combination holding it still. Know how to jump, sink down into forwards/ backwards roll and move into a still champion shape. Know how to use a piece of apparatus to move or make a shape on. Know how to use a piece of apparatus to move or make a shape on, adding a still balance at the end. Know the words 'linking' and 'flow'. Know how to add two ways of moving by linking. Know how to add two ways of moving by linking, creating flow, including a roll and a jump. Know how to add balance at the end of their sequence. Know how to create a sequence with flow as they progress through the apparatus, adding a balance. Know how to perform a sequence (flow as they progress through the apparatus, and adding a balance to the end of a mini sequence). Know how to perform a sequence (flow as they progress through the apparatus, including a roll, and adding a balance to the end of a mini sequence). 	<ol style="list-style-type: none"> Know that they can use their feet to pass a ball. Know how to dribble correctly. Know that they can use their feet to pass a ball. Know how to dribble correctly with increasing accuracy. Know the correct movements to kick and pass the ball. Know to look at the target and aim (use non-kicking foot to aim, placing non-kicking foot beside the ball, pointing foot in the direction they are kicking). Know how use correct movements to kick and pass the ball. Know to look at the target and know where, when and why they should pass Know that they should keep looking at and concentrating on the ball. Know they should concentrate on the ball and know if their partner is ready to receive the ball. Know that we need to move into space, dribbling with our dominant foot. Know to move into space, dribbling with our dominant foot. Know that they should keep the ball away from the defenders and why. Know how to apply dribbling, passing, kicking, to score a point. Know how to play a mini game. Know how to praise their partner if they score a point. Know how to count their own score. Know how to play a mini game using tactics. Know to praise partners if they score. Know



St Augustine's Catholic Academy
PE Lent 2 Intent



		how to count own score. Know the rules of the game. Know that they need to work as a team.
Wider Knowledge		
Skills	<ol style="list-style-type: none">1. Using champion movements to move bodies in a 'wide,' 'narrow,' or curled way on a 'big' and 'small' body part. Know to use different parts of their bodies to roll. Using champion movements to move bodies in a 'wide,' 'narrow,' or curled way on a 'big' and 'small' body part. Know to use different parts of their bodies to roll.2. Make a champion shape using the same combinations, hold a shape still for 4 seconds. Show ways to move and then flow into a roll-jump, sink down into a forwards roll or a backwards roll and be able to move out of the roll with either a champion balance keeping still for 4 seconds.3. Use a piece of apparatus to move on and make shapes on. Use a piece of apparatus to move and make a shape on adding a still balance at the end.4. Add two ways of moving by linking creating 'flow'. Add two ways of moving by linking creating flow, including a roll and a jump.5. Create and practise a sequence with flow as they progress through the apparatus, adding a balance to the end of a mini sequence. Create and practise a sequence with flow as they progress through the apparatus, adding a balance and a roll.6. Perform a sequence with flow as they progress through the apparatus, adding a balance to the end of a mini sequence. Perform a sequence with flow as they progress through the apparatus, including a roll, and adding a balance to the end of a mini sequence.	<ol style="list-style-type: none">1. Pass the ball and use the inside and outside of feet to dribble the ball. Pass the ball and use the inside and outside of feet to dribble the ball passing with some accuracy.2. Kick to pass with correct movements. Kick accurately by looking at the target and aim. Use their non-kicking foot to aim, placing their non-kicking foot beside the ball, pointing their foot in the direction they are kicking, demonstrating when and why they should pass.3. Keep looking at and concentrating on the ball. Keep looking at and concentrating on the ball. Pass at the right time Know if their partner is ready to receive the ball and pass4. Move into space, dribbling with our dominant foot. Move into space, dribbling with our dominant foot. Keep the ball away from the defenders5. Apply dribbling, passing, kicking, to score a point.6. Play a mini game using tactics. Know the rules of the game. Know that they need to work as a team. Play a mini game using tactics. Know to praise their partner if they score a point. Know how to count their own score Know the rules of the game. Know that they need to work as a team



St Augustine's Catholic Academy

PE Lent 2 Intent



Diversity Links		John Barnes- played for England for 13 years, and was one of the first black footballers to play for England internationally. Vocal voice on issues such as racism and discrimination
Vocabulary	Agility, balance, wide, narrow, curled, big body part, small body part, balance, sequence, link, apparatus, flow	Control, procession, defenders, sole, inside foot, outside foot, target, accuracy, dribble, pass, attackers.

Year 2	Lent 2	
Topic	Gymnastic-pathways	Ball Skills- feet (football)
National curriculum	<ul style="list-style-type: none"> • Develop fundamental movement skills. • Extend their agility, balance and coordination, individually and with others. 	<ul style="list-style-type: none"> • Engage in competitive (both against self and against others) activities • Develop fundamental movement skills. • Know how to participate in team games, developing simple tactics for attacking and defending.
Core Knowledge	<ol style="list-style-type: none"> 1. Recap Know 'champions gymnasts' are silent, point their fingers and toes and are also still when they make shapes. Know how to make 'champion' balances (shapes). Know how to move using different body parts. Know how to hold balance for 4 seconds, with pointed fingers and toes. 2. Know how to travel between movements and balances, adding flow. Know that zig-zag is a line or course having abrupt alternate right and left turns. Know different ways to move along our zig-zag 3. Know that curved means a line or outline which gradually deviates from being straight for some or all of its length. Know different ways to move along a curved pathway. 4. Know ways to move over, under or through apparatus creating movements that link together. 5. Know how to perform 3 movements and 2 balances, linked in a sequence, on apparatus 6. Know how perform the sequence. Know how to watch someone's 	<ol style="list-style-type: none"> 1. Know how to move the ball with control, keeping close to them using the insides and outsides of their feet. 2. Know they need to move into space and look for space when they are moving. Know that they need to keep the ball close to them and away from the defenders-keep possession, using feet. 3. Know that to use their non-kicking foot to aim, they place their non-kicking foot beside the ball, pointing their foot in the direction. 4. Know how to combine dribbling, passing and receiving. 5. Know that they need to be accurate when we pass. Know where, when and why they should pass. Know how they know if their partner is ready to receive the ball. 6. Know that they need to work as a team. Know that they need to be ready to receive the ball and on their toes. Know the rules of the game.



St Augustine's Catholic Academy

PE Lent 2 Intent



	sequence and think of ways it can be improved.	
Wider Knowledge	<ul style="list-style-type: none"> Know the importance of moving safely on apparatus. 	
Skills	<ol style="list-style-type: none"> Perform like Champions gymnasts: silent, point their fingers and toes and are also still when they make shapes. Make 'champion' balances (shapes). Move using different body parts. Hold balance for 4 seconds, with pointed fingers and toes. Travel between movements and balances, adding flow. Use different ways to move along a zig-zag some or all of its length. Demonstrate different ways to move along a curved pathway. Move over, under or through apparatus creating movements that link together. Create 3 movements and 2 balances, linked in a sequence, on apparatus Perform the sequence. Watch someone's sequence and think of ways it can be improved. 	<ol style="list-style-type: none"> Move the ball with control, keeping it close to them using the insides and outsides of their feet. Continuously dribble keeping possession and control of the ball Move into space and look for space when they are moving, keeping the ball close to them and away from the defenders- keep possession, using feet. Change speed and direction when dribbling Use their non-kicking foot to aim, place their non-kicking foot beside the ball, pointing their foot in the direction. Combine dribbling, passing and receiving. Pass accurately and at the right time. Understand if their partner is ready to receive the ball. Combine dribbling, passing and receiving using feet, in order to keep possession and score a point. Know that they need to be ready to receive the ball and on their toes. Know the rules of the game. .
Diversity Links		John Barnes- played for England for 13 years, and was one of the first black footballers to play for England internationally. Vocal voice on issues such as racism and discrimination
Vocabulary	Pathway, zig zagged, curved, linking, balance, under over, performance, travel, flow, movement, apparatus, improve	Dribbling, passing, receiving, possession, defenders, inside/outside foot, rules, team, control, points, score

Year 3 Cycle A	Lent 2	
Topic	Athletics	Athletics
National curriculum	<ul style="list-style-type: none"> Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones & demonstrate improvement to achieve their personal best in athletics- running, relay, throwing, jumping. 	<ul style="list-style-type: none"> Develop flexibility, strength, technique, control and balance. Can use running in isolation and in combination. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.



St Augustine's Catholic Academy

PE Lent 2 Intent

<p>Core knowledge</p>	<ol style="list-style-type: none"> 1. Know the correct technique used for sprinting (running on the balls of their feet so light and springy with their arms pumping, elbows bent). 2. Know to look straight ahead with head up. Know the importance of staying in lane and why. 3. Know what a relay is. Know to shorten stride pattern to help accelerate. Know that they need to accelerate at the start or the race. 4. Know what a false start is and the consequences of dropping the baton. Know the importance of having hands ready (palms up- to make changeovers quicker). 5. Know to start moving before receiving the baton. 6. Know how to take part in a relay, remembering and knowing when/how to run and what to do. 	<ol style="list-style-type: none"> 1. Know the correct body position for throwing underarm. Know the difference between throwing for accuracy and throwing for distance. 2. Know how to use the 3 phases for throwing a Javelin. 3. Know how to perform and improve our throw evaluating our work. 4. Know the correct technique for executing a long jump 5. Know that putting hands back will affect distance recorded. 6. Know how to improve and evaluate a jump.
<p>Wider Knowledge</p>		<ul style="list-style-type: none"> • Know why we need to be able to throw in sport and which sports/athletics involve throwing and jumping. • Know that a PB is something to strive for (Me V Me festival)
<p>Skills</p>	<ol style="list-style-type: none"> 1. Use the correct technique used for sprinting (running on the balls of feet so light and springy with arms pumping, elbows bent). 2. Look straight ahead with head up, demonstrating lane discipline and staying in a space. 3. Accelerate at the start using shorten stride pattern to help accelerate. 4. Demonstrate having hands ready (palms up) to make changeovers quicker in a relay. Be able to explain the what a false start is and the consequences of dropping the baton. 5. Start moving before receiving the baton. 6. Take part in a relay, using the correct running technique, using the the lane tactically to help the team be quicker through smooth changeovers in a relay whilst 	<ol style="list-style-type: none"> 1. Demonstrate the correct body position when throwing underarm, throwing accurately. Demonstrate and understanding the difference between throwing for accuracy and throwing for distance. 2. Use the 3 phases for throwing a Javelin, rotating bodies to create greater power to throw the javelin further, transferring body weight and extending. 3. Improve and refine javelin throws 4. Execute a standing long jump, swinging arms, bending legs when taking off and landing on two feet, remaining balanced. 5. Execute a long jump ensuring hands do not fall back 6. Improve and refine long jump



St Augustine's Catholic Academy

PE Lent 2 Intent

	remembering and knowing when to run	
Diversity Links	Jesse Owens -American athlete. He is best remembered for his performance at the 1936 Berlin Olympics, where he won gold medals in the long jump, the 100- and 200-metre dashes, and the 4 x 100-metre relay. He was the first American track and field athlete to win four gold medals at a single Olympic Games.	
Vocabulary	Run, jog, sprint, distance, technique, relay, accelerate, false start, baton, lanes, palms	landing, take-off, control, rotation, transfer of weight, throw, javelin, distance, accuracy, standing long jump

Year 3 /4	Lent 2	
Topic	Athletics	Athletics
National curriculum	<ul style="list-style-type: none"> Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones & demonstrate improvement to achieve their personal best in athletics- running, relay, throwing, jumping. 	<ul style="list-style-type: none"> Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones & demonstrate improvement to achieve their personal best in athletics- running, relay, throwing, jumping.
Core knowledge	<ol style="list-style-type: none"> Know the correct technique used for sprinting (running on the balls of feet so light and springy with arms pumping, elbows bent). Know what types of muscle fibres there are and the fibre type sprinters need. Know to look straight ahead with head up. Know it's important to stay in lane and why. Know they must drive their legs up with a high knee action to generate power and speed. Know what a relay is. Know to shorten stride pattern to help accelerate and they need to accelerate at the start or end of the race. Know that finishing with a sprint is a good way to end a long distance race. Know what a false start is and the consequences of dropping the baton. Know the importance of having hands ready (palms up- to make changeovers quicker). Know which athletic events are middle or long distance events. Know the consequence on the 	<ol style="list-style-type: none"> Know the correct body position for throwing underarm. Know the difference between throwing for accuracy and throwing for distance. Know how to throw for distance release the bean bag at the right time. Know the 3 phases for throwing a javelin. Know how to use the 3 phases for throwing a javelin and recognise what the differences are. Know how to perform and improve our throw evaluating them. Know the correct technique for executing a long jump. Know the 3 types of jumps we perform in sequence used to perform the triple jump. Know that putting hands back will affect distance recorded. Know the technique for standing triple (jump, swinging arms, bend legs, take off land on two feet and remain balance, know which foot they take off from and why). Know how to refine and improve performance of long jump. Know how to improve their performance and advise partners giving feedback on the jump pace.



St Augustine's Catholic Academy
PE Lent 2 Intent

	<p>body of sprinting for longer than 20 seconds.</p> <p>6. Know how to take part in a relay, remembering and knowing when/how to run and what to do. Know to adapt their own tactics in order to improve their performance. Know how to advise their partners as they are running and give them feedback on their pace.</p>	
<p>Wider Knowledge</p>	<p>.</p>	
<p>Skills</p>	<ol style="list-style-type: none"> 1. Demonstrate the correct technique used for sprinting (running on the balls of their feet so light and springy with their arms pumping, elbows bent). Explain the types of muscle fibres there are and the fibre type sprinters need. 2. Look straight ahead with head up showing lane discipline. Drive legs up with a high knee action to generate power and speed. 3. Shorten stride pattern to help accelerate at the start or the race. Explain what a relay is. Finish with a sprint end for a longer distance relay. 4. Demonstrate an understanding of a false start and the consequences of dropping the baton. Have hands ready in relay (palms up- to make changeovers quicker). 5. Explain which athletic events are middle or long distance events. Explain the consequence on the body of sprinting for longer than 20 seconds. 6. Take part in a relay, remembering and knowing when/how to run and what to do. Adapt their own tactics in order to improve their performance and advise their partners as they are running and give them feedback on their pace. 	<ol style="list-style-type: none"> 1. Explain the difference between throwing for accuracy and throwing for distance. Demonstrate the correct body position for throwing underarm. Release the bean bag at the right time for distance. 2. Explain the 3 phases for throwing a Javelin. (extend, rotate, transfer) to create greater power. Use the 3 phases for throwing a javelin. 3. Improve performance and evaluating work. 4. Execute a standing long jump swinging their arms, bending their legs when they take off and landing on two feet and remaining balanced. Explain 3 types of jumps performed in sequence for the triple jump. 5. Execute long jump ensuring hands, not falling back, evaluating performance. Execute the correct technique for standing triple jump. 6. Refine and improve performance of long jump. Adapt and improve their performance and advise their partners giving them feedback on their pace.



St Augustine's Catholic Academy

PE Lent 2 Intent



Diversity Links	Jesse Owens -American athlete. He is best remembered for his performance at the 1936 Berlin Olympics, where he won gold medals in the long jump, the 100- and 200-metre dashes, and the 4 x 100-metre relay. He was the first American track and field athlete to win four gold medals at a single Olympic Games.	
Vocabulary	Run, jog, sprint, distance, technique, relay, accelerate, false start, baton, lanes, palms, muscle fibres	Landing, take-off control, rotation, transfer of weight, throw, javelin, accuracy, distance, long jump, standing long jump

Year 4	Lent 2	
Topic	Swimming	
National Curriculum	Swim competently, confidently and proficiently over a distance of at least 10m. Know how to be safe around water.	
Core knowledge	<ol style="list-style-type: none"> 1. Know how to stay safe in and around water. 2. Know how to enter the water safely. 3. Know how to perform front crawl, breaststroke and backstroke. 4. Know the names of swimming strokes- front crawl, back stroke, breast stroke and be able to perform them. 5. Know how to breathe effectively when swimming. 	
Wider Knowledge	Know how to stay safe near open water.	
Skills	<ol style="list-style-type: none"> 1. Enter the water safely. 2. Name the swimming strokes- front crawl, back stroke, breast stroke 3. Perform front crawl, breaststroke and backstroke. 4. Breathe effectively when swimming. 5. Swim proficiently over a distance of 10m. 	
Diversity Links		
Vocabulary	Front crawl, backcrawl, breast stroke, float, glide, scull, tread water, safety.	

Year 5	Lent 2	
Topic	Dance- The Greek	Striking and Fielding- Cricket
(National Curriculum)	Develop flexibility, strength, technique, control and balance. Perform dances using a range of movement patterns.	Use running, throwing and catching in combination play & competitive games. Apply basic principles suitable for attacking and defending.



St Augustine's Catholic Academy

PE Lent 2 Intent

Core Knowledge	<ol style="list-style-type: none"> 1. Know how to create a sequence of three movements that depicts the character of chosen god. Know they need to move with creativity and expression focussing on the music. 2. Know how to show a change of level, include a change of speed and show big, clear and exaggerated movements. 3. Know how to add a motif to partners and perform them both with flow. Know how to perform in canon, use unison, matching and mirroring. 4. Know how to move like a Greek warrior in character, perfecting a sequence of 3 different actions that include a reaction. 5. Know to include a start and finish, with balanced positions that clearly portrays the athlete. 6. Know how to make effective evaluations of an individual or pairs' strengths and weaknesses. Know how to make improvements to another pupils' work. 	<ol style="list-style-type: none"> 1. Know when and where to strike the ball and what factors will affect how hard or soft we strike (fielders close/far). 2. Know the risks if striking the ball in the air when the fielders are standing back (caught out). Know the need to change the way they bat depending on the fielders. Know to communicate with the team. 3. Know what makes a successful bowl. (Bowl straight, opposite side to where the batter is hitting). 4. Know to use two hands to catch the ball. Know to return the ball quickly. Know when, where and why they should throw underarm or overarm. Know when, where and why we use a long barrier. 5. Know the fielding position changes if the batter is left or right handed. Know where to stand as fielder. Know the bowler can vary the way they are bowling if the batter is scoring runs. 6. Know how they keep score of the game.
Wider Knowledge	<ul style="list-style-type: none"> • Know the names and characteristics of Greek Gods 	
Skills	<ol style="list-style-type: none"> 1. Create a sequence of three movements that depicts the character of chosen god. 2. Show a change of level, including a change of speed using big, clear and exaggerated movements which include expression and emotion, 3. Add motif to partner's and perform them both with flow. Include: canon, unison, matching and mirroring. 4. Move like a Greek warrior staying in character, perfecting a sequence of 3 different actions that include a reaction, showing a change of level and speed, with big, clear and exaggerated movements. 5. Start and finish with balanced positions that clearly portray the athlete. 6. Perform and make effective evaluations of an individual or pairs' strengths and 	<ol style="list-style-type: none"> 1. Strike the ball hard or soft dependent on the position of the fielders. Hit the ball on both sides of their bodies into space away from fielders. 2. Make sure they do not get caught out. Change the way they bat dependent on the situation. 3. Bowl successfully (straight, to the opposite side to where the batter is hitting) using the correct side of the wicket. 4. Use two hands to catch the ball returning quickly. Choose when to throw underarm/ overarm. Stop the ball with their hands and return the ball to the bowler or wicketkeeper. Use a long barrier. 5. Work together to create a tactics positioning selves strategically. Change fielding position if the



St Augustine's Catholic Academy

PE Lent 2 Intent



	weaknesses. Make improvements to another pupils' work	batter is left or right handed. Vary the way they are bowling depending if the batter is scoring runs. 6. Bring together their learning into a mini game- level 1 competition keeping score of the game.
Diversity Links		
Vocabulary		Overarm and underarm throw, close fielding, back stop, bowler, batter, deep fielding, 1 st base, roles, strike, hard, long, wicket keeper, wide, no-ball, umpire, long barrier, strategy, tactic,

Year 5/6	Lent 2	
Topic	Striking and Fielding- Cricket	Gymnastics- Counter balance and Counter tension Matching and mirroring
(National Curriculum)	Use running, throwing and catching in combination play & competitive games. Apply basic principles suitable for attacking and defending.	Develop flexibility, strength, technique, control and balance
Core Knowledge	<p>1. Know when and where we strike the ball and what factors will affect how hard or soft we strike it (fielders close/far). Know they need to vary the speed and angles at which they strike the ball.</p> <p>2. Know the risks if striking the ball in the air when the fielders are standing back (caught out). Know the need to change the way they bat depending on the fielders. Know they need to communicate with the team.</p> <p>3. Know which side of the wicket they should bowl on. Know what makes a successful bowl. (Know they need to bowl straight, to the opposite side to where the batter is hitting). Know to vary the speed when bowling and use different ways of bowling i.e. fast, slow or spinning the ball.</p> <p>4 Know when, where and why they should throw underarm or overarm. Know when, where and why do we use a long barrier. Know to use two hands to catch the ball. Know they need to</p>	<p>1. Know to use 'Excellent Gymnastic skills' to travel around the room. Know what counter balance is (a pushing balance). Know how to create a pair counter balance collaborating effectively with their partners. Know matching is where pupils perform exactly the same movements and they could be executed in canon or unison, and which body parts can be used for this. Know how to create a matching sequence.</p> <p>2. Know when creating a counter balance, they can make them more interesting by adding levels and connection points. Know how to transfer the matching sequences, onto apparatus. Know how the apparatus can change and improve their movements. Know how to include flow between the movements and include a canon or unison moves to allow for interesting, challenging gymnastics</p>



St Augustine's Catholic Academy
PE Lent 2 Intent



	<p>return the ball quickly. Know what the role is if the ball is not struck to them.</p> <p>5. Know the fielding position changes if the batter is left or right handed. Know where to stand as fielder. Know the bowler can vary the way they are bowling if the batter is scoring runs. Know that outfielders and the bowler need to work together to create tactics.</p> <p>6. Know how they keep score of the game. Know the meaning of the signals ("out", "wide", "no-ball", "four" and "six"). Know how to use the signals ("out", "wide", "no-ball", "four" and "six"). Know how to umpire a game fairly and how to improve performance.</p>	<p>3. Know what a "canon" is (when pupils perform the same movement one after the other). Know what is "unison" is (where pupils perform the same movement at exactly the same time as each other). Know how to include these. Know how to transfer the mirroring sequences onto apparatus. Know how apparatus can change and improve their movements.</p> <p>4. Know how to start with a counter balance on apparatus and move out the balance and off and away from the apparatus. Bringing together the matching and mirroring movements, to create a final sequence. Apply two matching and two mirroring movements in any order, include a change of speed.</p> <p>5. Know how to travel to a new piece of apparatus creating a counter tension balance to end the sequence include a change of level within their movements. Know how to practise their completed matching and mirroring sequences in pairs on the apparatus refining their performance.</p> <p>6. Know how to identify strengths and weaknesses in their own and others performances and suggest ways to improve them. Know how to perform their completed matching and mirroring sequences in pairs on the apparatus. Know how to complete a peer assessment. Know how to identify the excellent aspects of the sequence.</p>
Wider Knowledge		
Skills	<p>1. Hit the ball on both sides of their bodies into space away from fielders. Strike the ball hard or soft dependent on the position of the fielders. Varying the speed and angles at which they strike the ball.</p> <p>2. Make sure they do not get caught out. Change the way they bat dependent on the situation ensuring communication.</p>	<p>1. Demonstrate 'Excellent Gymnastic skills' travelling around the room moving their bodies at an excellent level. Apply excellent gymnastics creating matching executed in canon or unison,</p> <p>2. Create a counter balance making them more interesting by adding levels and connection points collaborating with their partner. Transfer the mirroring sequences pupils created in sequence of onto</p>



St Augustine's Catholic Academy
PE Lent 2 Intent

	<p>3. Bowl successfully (straight, to the opposite side to where the batter is hitting) using the correct side of the wicket. Use different ways of bowling i.e. fast, slow or spinning the ball.</p> <p>4. Use two hands to catch the ball returning quickly. Choose to throw underarm/ overarm. Concentrate when fielding and if the ball is not struck to them what role is. Stop the ball with their hands and return the ball to the bowler or wicketkeeper. Use a long barrier.</p> <p>5. Work together to create a tactics positioning selves strategically. Change fielding position if the batter is left or right handed. Vary the way they are bowling depending if the batter is scoring runs. As an outfielder work with bowler to create a tactics.</p> <p>6. Bring together their learning into a mini game- level 1 competition keeping score of the game. Attempt to use the signals ("out", "wide", "no-ball", "four" and "six"). Use the signals ("out", "wide", "no-ball", "four" and "six. Adapt their own tactics in order to improve their performance, umpiring the games fairly, working together to resolve disagreements during their games</p>	<p>apparatus to change and improve their movements</p> <p>3. Create a canon and use unison in a sequence, alongside the counter balance. Bringing together the matching and mirroring movements, to create a final sequence. Apply two matching and two mirroring movements in any order, include a change of speed.</p> <p>4. Create a successful counter balance on apparatus and move out the balance and off and away from the apparatus. Move with silent body demonstrating control. Practise their completed matching and mirroring sequences in pairs on the apparatus refining their performance.</p> <p>5. Travel to a new piece of apparatus creating a counter tension balance to end the sequence. Select challenging movements to travel to their new piece of apparatus. Include a change of level within their movements. Apply flow to the movements out of the balances. Perform completed matching and mirroring sequences in pairs on the apparatus.</p> <p>6. Accurately identify strengths and weaknesses in their own and others performances and suggest ways to improve them.. Complete a peer assessment identifying the excellent aspects of the sequence recognise the strengths and weaknesses of routines. Ask questions about their own routine after receiving feedback</p>
Diversity Links		World champion at 16 and dominant in the parallel bars and vault for a whole decade, Li Xiaopeng has won 16 major international titles and is the most successful Chinese gymnast of all time.
Vocabulary	Overarm and underarm throw, close fielding, back stop, bowler, batter, deep fielding, 1 st base, roles, strike, hard, long, wicket keeper, wide, no-ball, umpire, long barrier, strategy, tactic, spin, angles. "out", "wide", "no-ball", "four" and "six.	Unison, cannon, counterbalance contrast, counter tension, sequence, balance, fluency, flow, mirror, matching

Year 6	Lent 2	
Topic	Striking and Fielding- Cricket	Gymnastics- matching and mirroring



St Augustine's Catholic Academy
PE Lent 2 Intent

(National Curriculum)	Use running, throwing and catching in combination play & competitive games. Apply basic principles suitable for attacking and defending.	Develop flexibility, strength, technique, control and balance
Core Knowledge	<ol style="list-style-type: none"> 1. Know they need to vary the speed and angles at which they strike the ball. 2. Know the risks if strike the ball in the air when the fielders are standing back (caught out). Know the need to change the way they bat depending on the fielders. Know the need to communicate. 3. Know how to bowl successfully using the correct side of the wicket. Know different ways of bowling i.e. fast, slow or spinning the ball. Know which side of the wicket they should bowl on. 4. Know to vary the speed when bowling and use different ways of bowling i.e. fast, slow or spinning the ball. 5. Know when, where and why they should throw underarm or overarm. Know when, where and why do we use a long barrier. Know what the role is if the ball is not struck to them. 6. Know the fielding position changes if the batter is left or right handed. Know where to stand as fielder. Know the bowler can vary the way they are bowling if the batter is scoring runs. Know that outfielders and the bowler need to work together to create a tactics. Know how they keep score of the game. Know how to use the signals ("out", "wide", "no-ball", "four" and "six"). Know how to umpire a game fairly and how to improve performance. 	<ol style="list-style-type: none"> 1. Know to apply 'excellent gymnastics'. Know matching can be executed in canon or unison, and which body parts can be used for this. Know how to create a matching sequence. 2. Know how to include flow between the movements with a cannon or unison moves to allow for interesting, challenging gymnastics 3. Know how to transfer the mirroring sequences pupils created in sequence of onto apparatus. Know how apparatus can change and improve their movements. 4. Know how to apply "excellent gymnastics" bringing together their matching and mirroring movements, to create a final sequence. Know how to apply two matching and two mirroring movements in any order. 5. Know how to practise their completed matching and mirroring sequences in pairs on the apparatus refining their performance. 6. Know how to perform their completed matching and mirroring sequences in pairs on the apparatus. Know how to complete a peer assessment. Know how to identify the excellent aspects of the sequence
Wider Knowledge		



St Augustine's Catholic Academy

PE Lent 2 Intent



Skills	<ol style="list-style-type: none"> 1. Hit the ball on both sides of their bodies into space away from fielders. Varying the speed and angles at which they strike the ball. 2. Make sure they do not get caught out. Change the way they bat dependent on the situation ensuring communication. 3. Bowl successfully (straight, to the opposite side to where the batter is hitting) using the correct side of the wicket. Use different ways of bowling i.e. fast, slow or spinning the ball. 4. Concentrate when fielding and if the ball is not struck to them what role is. Stop the ball with their hands and return the ball to the bowler or wicketkeeper. Use a long barrier. 5. Work together to create a tactics positioning selves strategically. Change fielding position if the batter is left or right handed. Vary the way they are bowling depending if the batter is scoring runs. As an outfielder work with bowler to create a tactics. 6. Bring together their learning into a mini game- level 1 competition keeping score of the game. Use the signals -"out", "wide", "no-ball", "four" and "six. Adapt their own tactics in order to improve their performance umpiring the games fairly, working together to resolve disagreements during their games 	<ol style="list-style-type: none"> 1. Apply excellent gymnastics creating matching executed in canon or unison, 2. Include flow between the movements with a canon or unison allow for interesting, challenging gymnastics 3. Transfer the mirroring sequences pupils created in sequence of onto apparatus to change and improve their movements 4. Bringing together the matching and mirroring movements, to create a final sequence. Apply two matching and two mirroring movements in any order, include a change of speed. 5. Practise their completed matching and mirroring sequences in pairs on the apparatus refining their performance. 6. Perform completed matching and mirroring sequences in pairs on the apparatus. Complete a peer assessment identifying the excellent aspects of the sequence recognise the strengths and weaknesses of routines. Ask questions about their own routine after receiving feedback.
Diversity Links		
Vocabulary	Overarm and underarm throw, close fielding, back stop, bowler, batter, deep fielding, 1 st base, roles, strike, hard, long, wicket keeper, wide, no-ball, umpire, long barrier, strategy, tactic, spin, angles,"out", "wide", "no-ball", "four" and "six.	Matching, mirroring, contrast, sequence, flow clarity, canon, unison, , travel, apparatus, fluidity, fluid, levels.