



St Augustine's Catholic Academy
PE Pentecost I Intent



F1	Pentecost I	
Topic	Gymnastics	
ELG: Gross motor skills	<ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 	
F2	Pentecost I	
Topic	Gymnastics	
ELG: Gross motor skills	<ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 	
Y1	Pentecost I	
Topic	Attack and defence Games for Understanding	Dance-Growing
National curriculum	<ul style="list-style-type: none"> • Master basic movements including running, jumping, throwing and catching. • Develop balance, agility and co-ordination, and is beginning to apply these in a range of activities. • Engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. 	<ul style="list-style-type: none"> • Extend agility, balance and coordination, individually and with others. • Know how to perform dances using simple movement patterns.
Core knowledge	<ol style="list-style-type: none"> 1. Know what 'attacking' means and why we attack during a game. Know the consequence of moving close to the defenders. 2. Know how to apply simple attacking principles into a game situation. Know the rules of the game. 3. Know what 'defending' means. 4. Know how to apply simple defending principles into a game situation. 5. Know how, where, when to attack in a game. 6. Know how to apply simple attacking and defending into a mini game (level 1 competition). 	<ol style="list-style-type: none"> 1. Know that to be a 'champion dancer' they need to move with control, respond to the rhythm, move to the speed of the music. Know how to use body to make different shapes, 2. Know how to create a dance sequence moving safely into a space. Know how to keep time with a steady beat. 3. Know how to perform movements in a canon. Know how to mirror a partner's movements. 4. Know how to create and perform a short dance. 5. Know how to perform a motif, whilst creating movement sequences. 6. Know how to perform and talk about a performance.
Wider Knowledge	<ul style="list-style-type: none"> • Know which games use hands or feet to play with. 	



St Augustine's Catholic Academy

PE Pentecost I Intent



	<ul style="list-style-type: none"> • Know how to play by the rules and demonstrate fairness/empathy. • Know why games have rules and consequence of breaking the rules of a game. 	
Skills	<ol style="list-style-type: none"> 1. Move around space, changing direction to keeping away from the defenders. Apply simple attacking strategies. 2. Apply simple attacking principles into a game situation. Dodge and keep away from other pupils. Understand the consequence of breaking the rules of a game. 3. Adjust speed and change direction to catch others. Explain why games have rules and understand the consequence of breaking the rules of a game. 4. Apply simple defending principles into a game situation adjusting speed/direction. Create and apply simple defensive strategies. 5. Apply attacking in a game, using speed. Adapt strategies to help increase score. 6. Combine attacking and defending strategies in a game, following the rules. 	<ol style="list-style-type: none"> 1. Move with control, responding to the rhythm/speed of the music. Use body to make different shapes, responding to the music performing with big clear actions. 2. Create a dance sequence moving safely into a space with a steady beat. 3. Know how to perform movements in a cannon and how to mirror a partner's movements. 4. Know how to perform own dance moves/copy or make up a short dance. 5. Know how to perform a motif, whilst creating movement sequences. 6. Know how to describe a performance.
Diversity Links		
Vocabulary	Attack, defend, throw, catch, pass, roll, bounce, stop, watch, describe, sportsmanship, rules, team, cooperate, accuracy, speed, direction.	Dance, jumping, turning, motif, balancing, theme, pattern, movement, beat, sequence mirror, beginning, middle, end, routine, directions, slide, motif.

Year 1/2	Pentecost I	
Topic	Attack and defence Games for Understanding	Dance-Growing
National curriculum	<ul style="list-style-type: none"> • Master basic movements including running, jumping, throwing and catching. • Develop balance, agility and co-ordination, and is beginning to apply these in a range of activities. • Engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. 	<ul style="list-style-type: none"> • Extend their agility, balance and coordination, individually and with others. • Know how to perform dances using simple movement patterns.



St Augustine's Catholic Academy
PE Pentecost 1 Intent



<p>Core knowledge</p>	<ol style="list-style-type: none"> 1. Know what 'attacking' means and why we attack during a game. Know the consequence in a game of moving close to the defenders. 2. Know how to apply simple attacking principles into a game situation. 3. Know what 'defending' means. Know we defend during a game to prevent the attackers from scoring. 4. Know how to apply simple defending principles into a game situation. 5. Know they need to run fast when attacking. Know how, where and why to attack in a game. Know that not all the defenders chase the same attacker. Know roles change throughout the game (from defence to attack). 6. Know how to apply simple attacking and defending into a mini game (level 1 competition). Know to use defending and attacking tactics (continuing to understand the transition from defence to attack) applying them as a team into a game. 	<ol style="list-style-type: none"> 1. Know that to be 'champion dancers' they need to move with control, respond to the rhythm, speed of music. Know how to use body to make different shapes, responding to the music. Know how to alter speed and direction to make movements flow. 2. Know how to keep time with a steady beat. Know how to create a dance sequence moving safely into a space. Know how to create a 'frozen' position showing a reaction creating an emotion/expression. 3. Know how to perform movements in a cannon/how to mirror a partner's movements. Know how to perform movements on different levels. 4. Know how to perform own dance moves/copy or make up a short dance. Know to transition from one movement to another. 5. Know how to perform a motif, whilst creating movement sequences. 6. Know how to describe a performance. Know how to explain how a performance can be improved.
<p>Wider Knowledge</p>	<ul style="list-style-type: none"> • Know which games use hands or feet to play with. • Know how to play by the rules and demonstrate fairness/empathy. • Know why games have rules and consequences of breaking the rules of a game. 	
<p>Skills</p>	<ol style="list-style-type: none"> 1. Move around the space, changing direction to keeping away from the defenders. Apply simple attacking strategies. Be able to explain the consequence of moving too near the defenders. 2. Understand the consequences of breaking the rules. Apply simple attacking principles into a game situation. Adapt strategy to help increase our score. 3. Demonstrate what 'defending' means and why we defend during a game. Demonstrate defending by preventing the attackers from scoring. 4. Create and apply simple defending principles into a game situation adjusting speed/ direction. 	<ol style="list-style-type: none"> 1. Move with control, responding to the rhythm and of the speed of the music. Use their body to make different shapes, responding to the music. Altering speed and direction to make movements flow. 2. Create a dance sequence moving safety into a space keeping in time with a steady beat. Create a 'frozen' position showing a reaction creating an emotion/expression. 3. Perform movements in a cannon to mirror a partner's movements. Perform movements on different levels. 4. Perform own dance moves/copy or make up a short dance. Perform a dance with flowing transition from one movement to another. 5. Perform a motif, whilst creating movement sequences.



St Augustine's Catholic Academy
PE Pentecost I Intent



	<p>5. Adapt strategies to help increase score. Apply attacking in a game using speed. Change roles from defence to attack when applicable.</p> <p>6. Explain why games have rules and the consequence of breaking the rules of a game. Combine attacking and defending strategies in a game, following the rules. Combine attacking and defending strategies (continuing to understand the transition from defence to attack) applying them as a team into a game.</p>	6. Describe a performance. Explain what you liked or what could be improved.
Diversity Links		
Vocabulary	Attack, defend, throw, catch, pass, roll, bounce, stop, watch, describe, sportsmanship, rules, team, cooperate, accuracy, speed, direction, dodge, strategy.	Dance, jumping, turning, motif, balancing, theme, pattern, movement, beat, sequence mirror, beginning, middle, end, routine, directions, slide, motif.

Year 2	Pentecost I	
Topic	Agility, coordination and balance (Health and wellbeing)	Dance- Water
National curriculum	<ul style="list-style-type: none"> Engage in competitive (both against self and against others) and co-operative physical activities. Know basic movements including running, jumping, as well as developing balance, agility and co-ordination. 	<ul style="list-style-type: none"> Extend their agility, balance and coordination, individually and with others. Know how to perform dances using simple movement patterns.
Core Knowledge	<ol style="list-style-type: none"> Know that agility is the body's ability to move quickly and easily. Know different ways of moving at speed. Know we need to be on toes, ready. Know how to run and move into a space quickly, changing direction at speed. Know that balance means an even distribution of weight enabling someone or something to remain upright and steady. Know to communicate with our partner when balancing for 4 seconds. Know that coordination is the 	<ol style="list-style-type: none"> Know that champion dancers can move with control, respond to the rhythm, move in relation to the music. Know to move whilst thinking about the speed of the music and know how to describe how the music makes them feel. Know how to use descriptive language to discuss various movement qualities. Know the meaning of a movement canon and how to make an effective canon. Know how to perform with big clear actions. Know how to make



St Augustine's Catholic Academy
PE Pentecost 1 Intent



	<p>ability to use different parts of the body together efficiently.</p> <ol style="list-style-type: none"> 3. Know what feet eye coordination means whilst dribbling. Know how to dribble with control. Know how to accurately kick the ball and the meaning of aim. 4. Know how to apply agility in a performance circuit. 5. Know how to apply balance to a circuit. 6. Know how to apply coordination to an agility circuit. 	<p>movements flow and link the sequence together.</p> <ol style="list-style-type: none"> 5. Know the importance of keeping focus and wait their turn in the movement canon. Know how to work effectively with partners. 6. Know how to perform a sequence with flow. Know how to listen to the music and respond with clear actions and timings. Know how to respond to others performances suggested ways to improve.
Wider Knowledge	<ul style="list-style-type: none"> • Know sports performers need to be agile. • Know which sports require more than one person to balance together to be successful. • Know that motivation can help enhance performance. 	
Skills	<ol style="list-style-type: none"> 1. Show agility by moving quickly, easily and on toes. Run and move into a space, changing direction at speed. 2. Perform balances remaining upright and steady for 4 seconds, communicating with partner. 3. Show coordination but using different parts of the body together efficiently. 3. Demonstrate feet-eye coordination whilst dribbling with control and accurately with aim. 4. Apply agility from lesson 1 in a performance circuit. 5. Apply balances from lesson 2 to a circuit. 6. Apply coordination from lesson 3 to an agility circuit 	<ol style="list-style-type: none"> 1. Move with control, responding to the rhythm, moving in relation to the music. 2. Move whilst thinking about the speed of the music. Describe how the music makes them feel. 3. Execute an effective cannon. 4. Perform with big clear actions. Know how to make movements flow and link the sequence together. 5. Know the importance of keeping focused and wait their turn in the movement canon. Know how to work effectively with partners. 6. Know how to perform a sequence with flow. Know to listen to the music and respond with clear actions and timings. Know how to respond to others performances suggested ways to improve.
Diversity Links		
Vocabulary	<p>Agility, balancing, passing, dribbling circuit, agile, motivate, partner, aim, non-kicking foot, dribble, healthy, muscles, heart, coordination, hand eye coordination.</p>	<p>Transition, choreography, unison, cannon, mirror, tempo, control, level rhythm, beat, flow, big, clear actions.</p>



St Augustine's Catholic Academy
PE Pentecost I Intent



Year 3 Cycle A	Pentecost I
Topic	Games- Net wall (tennis)
National curriculum	Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Play competitive games and apply basic principles suitable for attacking and defending.
Core knowledge	<ol style="list-style-type: none">1. Know how to perform overarm throws (as good thrower makes a good server).2. Know that pointing the racket face correctly and turning my body will help me to hit accurately. Know that hitting towards my partner will help them to return the ball easier and keep the rally going.3. Know that moving to the middle of my court will enable me to cover the most space. Know that using simple tactics will help to achieve an outcome e.g. if we spread out, we can cover more space.4. Know the rules of the game and begin to apply them.
Wider Knowledge	<i>Enrichment: 2 x cricket sessions with The African Caribbean Engagement (ACE) Programme (in response to the decline of black British/heritage professional players).</i>
Skills	<ol style="list-style-type: none">1. Perform an overarm throw keeping shoulder relaxed, throwing the ball as high as they can diagonally over the net backwards & forwards to one another whilst thinking about turning their thumbs out.2. Explore returning a ball using shots such as the forehand and backhand. Explore rallying using a forehand.3. Consistently use and return to the ready position in between shots. Use the space to spread out4. Apply the rules of game.
Diversity Links	
Vocabulary	Control, rally, footwork, ready, position, racket, forehand, backhand, court, agility, return, opponent, baseline, recover, serve, accurately, track, racket, opponent

Year 3 /4	Pentecost I
Topic	Swimming
National curriculum	Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]. Perform safe self-rescue in different water-based situations.
Core knowledge	<ol style="list-style-type: none">1. Know how to stay safe in and around water.



St Augustine's Catholic Academy

PE Pentecost I Intent



	<ol style="list-style-type: none"> 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	
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	From Nottingham- Rebecca Adlington <u>OBE</u> (born 17 February 1989) is a British former competitive swimmer who specialised in freestyle events in international competition.
Vocabulary	Front crawl, backcrawl, breast stroke, float, glide, scull, tread water, safety.

Year 4	Pentecost I
Topic	Tennis
National Curriculum	Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Play competitive games & apply basic principles suitable for attacking and defending.
Core knowledge	<ol style="list-style-type: none"> 1. Know when to play a forehand and a backhand and why. 2. Know that moving feet to the ball will help hit in a more balanced position therefore increasing the accuracy shot. Know that getting feet in the right position will help to balance before playing a shot. 3. Know that applying attacking tactics will help score points and create space. Know that applying defending tactics will help deny space, return a ball and limit points. 4. Know and understand the rules to be able to manage a game.
Wider Knowledge	<i>Enrichment: 2 x cricket sessions with The African Caribbean Engagement (ACE) Programme (in response to the decline of black British/heritage professional players).</i>
Skills	<ol style="list-style-type: none"> 1. Demonstrate technique when using shots playing co-operatively and beginning to execute this competitively. 2. Develop rallying using both forehand and backhand with increased technique. Use appropriate footwork patterns to move around the court. 3. Apply attacking tactics to help score points and create space. Apply defending tactics to help deny space, return a ball and limit points. 4. Know and understand the rules to be able to manage a game.
Diversity Links	Serena Williams- revolutionized women's tennis with her powerful style of play and for winning more Grand Slam singles titles (23) than any other woman or man during the open era.
Vocabulary	Control, rally, footwork, ready, position, racket, forehand, backhand, court, agility, return, opponent, baseline, recover



St Augustine's Catholic Academy
PE Pentecost I Intent



Year 5	Pentecost I	
Topic	Athletics (unit)	Athletics (throwing and jumping)
(National Curriculum)	<p>Develop flexibility, strength, technique, control and balance.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Use running, jumping, throwing in competitive games</p>	<p>Develop flexibility, strength, technique, control and balance.</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Use running, jumping, throwing in competitive games</p>
Core Knowledge	<ol style="list-style-type: none"> 1. Know the correct sprinting technique and the consequence of a sprinter running out of their lane in a race. 2. Know the need to extend stride pattern during a race and accelerate quickly. 3. Know the technique for passing/receiving baton (including communication). Know to have hands ready to make changeovers quicker. 4. Know techniques for hurdling (head up, lead with the same leg, look forwards, not stop). 5. Know trailing leg should bend to clear the hurdle. 6. Know to keep running if a hurdle is knocked down. 	<ol style="list-style-type: none"> 1. Know the 3 phases of body position/stance for throwing (medicine ball). 2. Know the differences between throwing for accuracy and throwing for distance. 3. Know how to throw with increasing accuracy and the consequence of a thrower releasing the object too late/early (javelin). 4. Know the 3 jumps in a triple jump are hop, step and jump. 5. Know the correct technique for triple jump (swing arms up when go up, swing down when land, stand with legs, shoulder width apart and knees bent, drive legs up to generate power). 6. Know that if you start on left foot with a hop, you will hop left foot to left foot then, skip from left onto your right and then jump, landing on two feet (vice versa).
Wider Knowledge		
Skills	<ol style="list-style-type: none"> 1. Demonstrate correct sprinting technique. 2. Extend the stride pattern during a race and accelerate quickly. 3. Show they do not slow down at the end of the race. 4. Use the correct technique for passing/receiving baton, ensuring hands ready to make changeovers quicker. 	<ol style="list-style-type: none"> 1. Demonstrate the 3 phases body position/stance when throwing a medicine ball. 2. Throw differently according to if throwing for accuracy and throwing for distance. Use the correct technique for throwing a medicine ball extending arms up and away as release. Release the



St Augustine's Catholic Academy

PE Pentecost I Intent



	<p>5. Whilst hurdling have head up, leading with the same leg, look forwards, and not stopping.</p> <p>6. Demonstrate trailing leg is bending to clear the hurdle and continuing running if hurdle is knocked down.</p>	<p>ball, rotate the hips and release as per the extension phase.</p> <p>3. Throw with increasing accuracy and the consequence of releasing early (javelin) improving performance to throw further.</p> <p>4. Demonstrate the 3 jumps in a triple jump.</p> <p>5. Execute the correct technique for triple jump showing control when taking off and landing.</p> <p>6. Combine running and jumping in the context of a triple jump using the correct feet.</p>
Diversity Links	Zersenay Tadese- Eritrean long-distance track and road running athlete. He held the men's half marathon world record from 2010 to 2018.	Jonathan Edwards- United Kingdom, the male world record holder is with a jump of 18.29 m (60 ft 0 in)
Vocabulary	Sprint, sprint finish, personal best, stride, accelerate, dip, long distance run, stamina, hurdles, stride, extension.	Triple jump, chest push, accuracy, javelin, run, stamina, rotation, extension, transfer of weight, technique, stance

Year 5/6	Pentecost I
Topic	Tennis
(National Curriculum)	<p>Develop flexibility, strength, technique, control and balance</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best</p> <p>Play competitive games & apply basic principles suitable for attacking and defending.</p>
Core Knowledge	<ol style="list-style-type: none"> 1. Know which skill to choose for the situation e.g. a volley if the ball is close to the net. Know the appropriate skill for the situation under pressure e.g. choosing to play the ball short over the net if moved opponent to the back of the court. 2. Know that serving is how to start a game or rally and use the rules applied to the activity for serving. Know to begin to apply tactics when serving e.g. aiming to serve short on the first point and then long on the second point. 3. Know that playing the appropriate shot will help to keep the rally going. Know that control is more important than power to keep a rally going. Know that using small, quick steps will allow me to adjust my stance to play a shot. Know how to play different shots depending on if a rally is co-operative or competitive. Know that using the appropriate footwork will help me to react to a ball quickly and give me time to prepare to play a shot. 4. Know the need for tactics and identify when to use them in different situations. Know the rules in a variety of net and wall games whilst playing and officiating. Know when to apply some tactics for attacking and/or defending. Know how to apply and use rules consistently in a variety of net and wall games whilst playing and officiating.



St Augustine's Catholic Academy

PE Pentecost 1 Intent



Wider Knowledge	Enrichment: 2 x cricket sessions with <i>The African Caribbean Engagement (ACE) Programme</i> (in response to the decline of black British/heritage professional players).
Skills	<ol style="list-style-type: none"> 1. Develop the range of shots used in a variety of games. Demonstrate increased success and technique in a variety of shots. 2. Develop the range of serving techniques appropriate to the game. Serve accurately and consistently. 3. Use a variety of shots to keep a continuous rally. Demonstrate effective footwork patterns to move around the court. 4. Apply a variety of shots to keep a continuous rally. Demonstrate a variety of footwork patterns relevant to the game playing. 5. Use a variety of tactics in different situations. Understand the rules in a variety of net and wall games. Use tactics effectively in different situations Demonstrate clear understanding of the rules in a variety of net and wall games.
Diversity Links	Emma Raducanu- Romanian and Chinese (born 13 November 2002) is a British tennis player. She is the current women's singles US Open champion.
Vocabulary	Volley, footwork, set, tactics, cooperatively, continuously, dig, deep, forecourt, defensive, consecutive, consistently, back court, attacking.

Year 6	Pentecost 1	
Topic	Athletics-running	Athletics- competition throwing and jumping
(National Curriculum)	Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Use running, jumping, throwing in competitive games	Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Use running, jumping, throwing in competitive games
Core Knowledge	<ol style="list-style-type: none"> 1. Know the correct sprinting technique and the consequence of a sprinter running out of their lane in a race and a false start. Know the different types of muscle fibres and which type sprinters need. 2. Know the need to extend the stride pattern during a race and how to accelerate quickly. Know how to demonstrate stamina and 	<ol style="list-style-type: none"> 1. Know the 3 phases body position/stance for throwing (medicine ball). Know they can use their body to throw a greater distance. 2. Know how to throw for accuracy and for distance. 3. Know how to throw with accuracy and the consequence of a thrower releasing the object too late/early (javelin). Know different throwing techniques for different pieces of equipment- javelin, weighted ball and cricket ball.



St Augustine's Catholic Academy
PE Pentecost I Intent

	<p>increase strength when running. Know how to use sprint starts (On your marks – crouch down, two hands on the floor, one knee on the floor next to the other foot. Get set – lift knee of the ground and bottom in the air. Go – push forward and begin the drive phase).</p> <p>3. Know the technique for passing and receiving the baton having palms up. Know to hold baton in right hand when running. Know to exchange the baton within the designated area communicating by the incoming runner calling out instructions – ‘Go’, ‘Hand’.</p> <p>4. Know relay lane position tactics (hand over the baton should run past each other, not into each other). Know relay lane position tactics (when they hand over the baton they should run past each other, not into each other). Know to stand on left hand side.</p> <p>5. Know to drive legs up with a high knee action to generate power and speed. Know to run on the balls of feet to feel light and springy. Know that the out-going runner should extend their hand and begin moving before receiving the baton.</p> <p>6. Know how to combine and apply all the learnt techniques to a relay race. Know it is good to run with children with similar ability (as they can push each other, set targets to beat each other and makes a better race).</p>	<p>4. Know the 3 jumps in a triple jump are hop, step and jump.</p> <p>5. Know the correct technique for triple jump, and the steps required (swing arms up when go up, swing down when land, stand with legs, shoulder width apart and knees bent, drive legs up to generate power). Know which leg should be used for the different parts of the jump.</p> <p>6. Know we need to be able to watch our team members and evaluate. Know that they need to be able to identify who should compete in an event and explain why.</p>
Wider Knowledge	.	
Skills	I. Demonstrate correct sprinting technique being able to explain lane discipline, false	I Demonstrate the 3 phases body position/stance using their bodies to throw a greater distance.



St Augustine's Catholic Academy

PE Pentecost I Intent



	<p>starts and muscle fibres needed.</p> <ol style="list-style-type: none"> 2. Extend the stride pattern during a race and accelerate quickly. Demonstrate stamina in a longer distance. Use an accurate sprint start at the beginning of race. 3. Demonstrate the correct technique for holding, passing and receiving the baton. Show they do not slow down at the end of the race. 4. Demonstrate lane discipline. Demonstrate hands are ready to make changeovers quicker. 5. Execute the correct technique for running to generate power and acceleration. 6. Combine the techniques learnt and apply to relay races. Identify those with similar speeds to themselves and be able to explain why it is good to run with children with similar ability. 	<ol style="list-style-type: none"> 2. Throw differently according to if throwing for accuracy and throwing for distance. 3. Throw with accuracy and increasing success. Perform the throws with more consistent control and quality. Develop and use the knowledge of the principles behind the strategies. Demonstrate an understanding of how to throw different types of equipment. 4. Demonstrate the 3 jumps in a triple jump accurately. 5. Execute the correct technique for triple jump showing control when taking off and landing. 6. Watch and evaluate team members. Identify what makes a performance effective and suggest improvements based on information.
Diversity Links	Yolimar Rojas- Venezuelan athlete. She holds the women's triple jump world records. Advocate for LGBT	Robert Lewandowski (Polish Athlete-previous footballer).
Vocabulary	Sprint, sprint finish, relay, accuracy, long distance run, stamina, accelerate, personal best, baton, change over, pace, sprint start.	Hop, step, jump, triple jump, chest push, accuracy, javelin, accuracy, '3 phases of throwing'.