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| **F1** | **Pentecost 2** | |
| **Topic** | **Locomotion** | |
| **ELG: Gross motor skills** | * 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 2** | |
| **Topic** | **Locomotion- Jumping** | |
| **ELG: Gross motor skills** | * 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 2** | |
| **Topic** | **Location- Jumping** | **Dance- The Zoo** |
| **National curriculum** | * Engage in competitive and co-operative physical activities. * Master basic movements including jumping. * Develop balance, agility and co-ordination, and begin to apply these in a range of activities. | * Extend agility, balance and coordination, individually and with others. * Know how to perform dances using simple movement patterns. |
| **Core knowledge** | 1. Know we can move in different ways, direction speed and levels. 2. Know when, where and why we jump in different ways. 3. Know to stay in a space when jumping. Know how to jump, hop or leap correctly (heads focused forwards, swing arms, land with knees). 4. Know what skipping is (a combination of a long step and a hop, stepping from one foot to the other with a hop or bounce). 5. Know how to skip into a space and land safely. 6. Know how to apply skipping and jumping in a game. | 1. (Revisit: Know how to be ‘champion dancers’). Know which big parts of our bodies we can move on and how to move to the rhythm of the music. 2. Know the meaning of ‘expression’ and how to move with big clear actions showing a character. 3. Know how to copy or make up a short dance sequence including expression. 4. Know how to create and use a motif, cannon and mirroring. 5. Know how to perform and describe a performance. |
| **Wider Knowledge** | * Know what is happening to our heart as we jump and that our heart beats faster when we exercise. | * Know to be respectful and kind when talking about other people’s performances.   *Enrichment- National Sports and Healthy Lifestyles Week* |
| **Skills** | 1. Move in different ways, direction, speed and levels. 2. Jump in different directions, at different speeds and different levels. 3. Stay in a space when jumping. When jumping, hopping or leaping have heads focused forwards, swing arms, land with knees. 4. Skip with a long step and a hop, stepping from one foot to the other with a hop or bounce. Skip using arms and land on toes, with heads focused forwards, swinging arms 5. Skip into a space and land safely 6. Apply skipping and jumping in a game. Travel with confidence. When skipping use arms, with a step-hop action smoothly, bending knees, with head up and using toes. Play by the rules showing fairness. | 1. Move like a champion dancer. Demonstrate a variety of movements on big parts of our bodies, in rhythm to the music. 2. Move with expression and big clear actions showing a character. 3. Copy or make up a short dance sequence including expression. 4. Create a motif, perform movements in a cannon and mirror a partner’s movements 5. Perform a sequence and describe it. |
| **Diversity Links** | Miltiadis “Miltos” Tentoglou- Greece’s long jump champion achieved a distance of 8.60 meters in the long jump, the best jump in the world for 2021, at a track and field event in Athens. |  |
| **Vocabulary** | Jump, skip, speed, direction, land, space, hop, leap, fair, rules. | Dance, theme, pattern, movement, beat, sequence, mirror, beginning, middle, end, routine, gestures directions, slide, big movements, cannon, motif, character, big actions, coordinate |

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| **Year 1/2** | **Pentecost 2** | |
| **Topic** | **Locomotion- jumping** | **Dance- The Zoo** |
| **National curriculum** | Engage in competitive and co-operative physical activities.  Master basic movements including jumping.  Develop balance, agility and co-ordination, and begin to apply these in a range of activities. | * Extend agility, balance and coordination, individually and with others. * Know how to perform dances using simple movement patterns. |
| **Core knowledge** | 1. Know we can move in different ways, direction, speed and levels.   Know how to move in different ways, direction, speed and levels making sure we are in a space.   1. Know when, where and why we jump in different ways.   Know when, where and why we jump in different ways, making sure we are in a space and be able link together.   1. Know to stay in a space when jumping. Know how to jump, hop or leap correctly (heads focused forwards, swing arms, land with knees). 2. Know what skipping is (a combination of a long step and a hop, stepping from one foot to the other with a hop or bounce).   Know how to skip accurately (using our arms and land on our toes, with our heads focused forwards, swinging arms). Know how to combine a hop, step and jump   1. Know how to skip into a space and land safely.   Know the consequence in a game or sport if we skip or jump into an object or an opponent.   1. Know that it is important for teams to encourage each other.   Know how to apply skipping and jumping in a game.  Know how to link jumps and apply to a game. Know how to keep track of team’s scores and encourage other players. | 1. (Revisit: Know how to be ‘champion dancers’). Know which big parts of our bodies we can move on and how to move to the rhythm of the music. Know how to communicate mood and feeling to a range of stimuli focussing on beat and tempo. 2. Know the meaning of ‘expression’ and how to move with big clear actions showing a character. Know how to use different parts of the body to show ‘expression’ and character. 3. Know how to copy or make up a short dance sequence including expression. Know that changing rhythm and speed can enhance a dance performance and how the choreography looks. 4. Know how to create and use a motif, cannon and mirroring. Know how to create and use a motif, cannon and mirroring which is linked to the theme. 5. Know how to perform and describe a performance. Know how to say what they like about a performance and how it could be improved. |
| **Wider Knowledge** | * Know what is happening to our heart as we jump and that our heart beats faster when we exercise. | * Know to be respectful and kind when talking about other people’s performances.   *Enrichment- National Sports and Healthy Lifestyles Week* |
| **Skills** | 1. Move in different ways, direction, speed and levels. Move in different ways, direction, speed and levels using the space. 2. Jump in different directions, at different speeds and different levels. Jump in different directions, at different speeds and different levels using the space, linking jumps. 3. Stay in a space when jumping. When jumping, hopping or leaping have heads focused forwards, swing arms, land with knees. 4. Skip with a long step and a hop, stepping from one foot to the other with a hop or bounce. Skip with a long step and a hop, stepping from one foot to the other with a hop or bounce. Skip using arms and land on toes, with heads focused forwards, swinging arms. Combine a hop, step and a jump. 5. Skip into a space and land safely. Demonstrate an understanding of the consequences of jumping into an object or component. 6. Play by the rules showing fairness. Apply skipping and jumping in a game. Travel with confidence. When skipping use arms, with a step-hop action smoothly, bending knees, with head up and using toes and linking movements. Be able to keep score. | 1. Move like a champion dancer. Demonstrate a variety of movements on big parts of our bodies, in rhythm to the music. Communicate mood and feeling to a range of stimuli focusing on beat and tempo 2. Move with expression and big clear actions showing a character. Use different parts of the body for dance sequence staying in character demonstrating expression. 3. Copy or make up a short dance sequence including expression. 4. Create a motif, perform movements in a cannon and mirror a partner’s movements. Create a motif, perform movements in a cannon and mirror a partner’s movements Keep focus and wait their turn in the movement canon. 5. Perform a sequence and describe it. Perform a sequence using descriptive language to discuss various movement qualities. Give suggestions of ways to improve the performance. |
| **Diversity Links** | Miltiadis “Miltos” Tentoglou- Greece’s long jump champion achieved a distance of 8.60 meters in the long jump, the best jump in the world for 2021, at a track and field event in Athens. |  |
| **Vocabulary** | Jump, skip, speed, direction, land, space, hop, leap, fair, rules. | Dance, theme, pattern, movement, beat, sequence, mirror, beginning, middle, end, routine, gestures directions, slide, big movements, cannon, motif, character, big actions, coordinate. |

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| **Year 2** | **Pentecost 2** | |
| **Topic** | **Locomotion-jumping** | **Attack and defence** |
| **National curriculum** | Engage in competitive (both against self and against others) and co-operative physical activities. | Engage in competitive (both against self and against others) and co-operative physical activities. |
| **Core Knowledge** | 1. Know effective jumping techniques staying in their own space. Know different ways can we jump. 2. Know the need to jump, hop or leap with our heads focused forwards. 3. Know that swinging their arms helps them jump, hop or leap. Know that they need to land with their knees bent. 4. Know when we need to jump, hop or leap in sport. Know how to combine our hop, step and jump. 5. Know the consequence in a game or sport if we jumped into an object or an opponent. 6. Know how to link jumps and apply to a game. Know that it is important for teams to encourage each other. Know how to keep track of team’s scores. | 1. Know what 'attacking' means and when and why we attack as a team during a game. 2. Know not all the defenders should chase the same attacker. 3. Know that during a game their role will change (from defence to attack). 4. Know to use simple defending and attacking tactics (continuing to understand the transition from defence to attack) applying them as a team into a game. 5. Use knowledge and understanding of attacking and defending, into mini games (level 1 competition). Know the consequences of breaking the rules. |
| **Wider Knowledge** |  | *Enrichment- National Sports and Healthy Lifestyles Week* |
| **Skills** | 1. Demonstrate an understanding of staying in a space when jumping. 2. Execute a jump, hop or leap facing forward and head up. 3. Execute a jump bending their knees, and swinging their arms jumping for a distance. 4. Show different ways of jumping and apply into a game. Jump as far as possible combining a hop, leap and a jump. 5. Show an understanding of the consequences in a game of jumping into an opponent or object. 6. Apply their knowledge of jumping, leaping and hopping into a competition using flow. Encourage each other. Keep track of team’s scores. | 1. Be able to run and stay in a space. 2. Create and understand simple defending principles applying them as a team into a game. 3. Adjust speed and change direction to catch other pupils. Tag the attackers changing direction quickly. Change role as and when is needed. 4. Apply simple defending and attacking techniques, adapting their role to meet the needs of the game. 5. Bring their learning into a Mini game following the rules. Work collaboratively as a team. |
| **Diversity Links** |  |  |
| **Vocabulary** | Agility, jump, hop, leap, teamwork, encourage, technique, combine. | Defence, attack, dodge, directions, tactics, team, score, transition. |

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| **Year 3** | **Pentecost 2** |
| **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** | 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** | *Enrichment- National Sports and Healthy Lifestyles Week* |
| **Skills** | 1. Enter the water safely. 2. Name the swimming strokes- front crawl, back stroke, breast stroke. 3. Perform front crawl, breaststroke and backstroke. 4. Breath effectively when swimming. 5. Swim proficiently over a distance of 10m. |
| **Diversity Links** | From Nottingham- Rebecca Adlington [OBE](https://kids.kiddle.co/Officer_of_the_Order_of_the_British_Empire) (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. |

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| **Year 3 /4** | **Pentecost 2** |
| **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 | 1. Know how to perform overarm throws (as good throwers make good servers). Know when to play a forehand and a backhand and why (racket). 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. Know that moving feet to the ball will help hit in a more balanced position therefore increasing the accuracy of shot. 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 Knowthat 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 the rules of the game and begin to apply them. Know and understand the rules to be able to manage a game. |
| Wider Knowledge | *Enrichment- National Sports and Healthy Lifestyles Week* |
| Skills | 1. Perform an overarm throw keeping shoulders 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. Demonstrate using forehand and backhand technique when playing co-operatively and begin to execute this competitively. 2. Explore returning a ball using shots such as the forehand and backhand. Explore rallying using a forehand. Develop rallying using both forehand and backhand with increased technique. Use appropriate footwork patterns to move around the court. 3. Consistently use and return to the ready position in between shots. Use the space to spread out Apply attacking tactics to help score points and create space. Apply defending tactics to help deny space, return a ball and limit points. 4. Apply the rules of game. 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 tennis open era. |
| Vocabulary | Control, rally, footwork, ready, position, racket, forehand, backhand, court, agility, return, opponent, baseline, recover |

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| **Year 4** | **Pentecost 2** | |
| **Topic** | **Athletics** | **Athletics** |
| National Curriculum | Develop flexibility, strength, technique, control and balance.  Compare their performances with previous ones and demonstrate improvement. Play competitive games & apply basic principles suitable for attacking and defending to achieve their personal best. | Develop flexibility, strength, technique, control and balance.  Compare their performances with previous ones and demonstrate improvement. Play competitive games & apply basic principles suitable for attacking and defending to achieve their personal best. |
| Core knowledge | 1. Know how they can use techniques to make them run as fast as possible. Know the correct technique for running (head up and focused forwards, pumping action with their arms and elbows bent). Know why they need to be able to run fast in sport 2. Know that to generate power and speed you must drive legs up with a high knee action. Know to run on the balls of their feet to feel light and springy. 3. Know what types of muscle fibres there are and the fibre type sprinters need. Know the sprinting technique that should be applied to running in a relay. Know the consequence of a sprinter running out of their lane in a race. Know how to stand to wait for the baton. 4. Know that you should not sprint off at the start of the race. Know that finishing with a sprint is a good way to end the race. 5. Know how to perform a sprint relay as a team accurately, using the learning from lessons 1-4. | 1. Know that we need to be able to throw in sport and the sports that involve throwing. Know the differences between throwing for accuracy and throwing for distance.   Know the 3 phases of throwing- extend, rotate, transfer. Know what fibre type throwers need. Know how to throw for distance (Javelin).   1. Know the consequence of a thrower releasing the object too late or early. Know the importance of using the correct technique for a chest push with a weighted ball. 2. Know why we need to be able to jump in sport and the sports that involve jumping. Know that to execute a standing long jump they need to jump swinging their arms, bending their legs when they take off and land on two feet and remain balanced. Know the consequence of falling backwards and where their jumps are measured from. 3. Know the 3 types of jumps to perform in sequence for the triple jump (Y4- stride, stride jump). Know for a standing triple jump they need to jump, swing their arms, bend their legs when they take off, land on two feet and remain balanced. Know which foot to take off from and why. 4. Know how to compare their performances with previous performances and demonstrate improvement. |
| Wider Knowledge |  | *Enrichment- National Sports and Healthy Lifestyles Week* |
| Skills | 1. Use the correct technique to make them run as fast as possible by keeping head up and focused forwards, with pumping action with their arms and elbows bent. 2. Be able to drive their legs up with a high knee action to generate power and speed, run on the balls of their feet to feel light and springy. 3. Be able to name types of muscle fibres. Apply accurate running technique in a relay. Position body correctly to wait for the baton, holding their hands ready, palms upwards. 4. Demonstrate the correct way to start and finish a race. 5. Perform a sprint relay as a team, staying in the lane with successful changeovers with the baton. | 1. Explain the differences between throwing for accuracy and throwing for distance. Demonstrate the correct body position stance to throw- the 3 phases of throwing- extend, rotate, transfer. 2. Explain the consequence of a thrower releasing the object too late or early. Execute a throw using the correct technique (chest push- weighted ball). 3. Execute a standing long jump swinging their arms, bending their legs when they take off and landing on two feet and remaining balanced. Explain the consequence of falling backwards and where their jumps measured from. 4. Whilst executing a standing triple, pupils swing their arms, bend their legs when they take off, land on two feet and remain balanced. Use the foot to take off from. 5. Compare their performances with previous performances and demonstrate improvement. |
| Diversity Links | Maria Magdalena Andrejczyk- Polish [track and field](https://en.wikipedia.org/wiki/Track_and_field) athlete who competes in the [javelin throw](https://en.wikipedia.org/wiki/Javelin_throw). She is the [2020 Summer Olympics](https://en.wikipedia.org/wiki/Athletics_at_the_2020_Summer_Olympics_%E2%80%93_Women%27s_javelin_throw) silver medalist and [2015 European Junior Champion](https://en.wikipedia.org/wiki/2015_European_Athletics_Junior_Championships). Her personal best of 71.40 m, set in 2021, is the [Polish record](https://en.wikipedia.org/wiki/List_of_Polish_records_in_athletics) as well as the third best result in the history of the women's javelin throw competition. | |
| Vocabulary | High knees, fibre, relay, baton, palms up, receive, pass, pace, accelerate. | Triple jump, chest push, control, accuracy, javelin, extend, release, rotate, transfer weighted ball, triple jump- step, step jump, technique. |

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| **Year 5** | **Pentecost 2** | |
| **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 | 1. Know which skill to choose for the situation e.g. a volley if the ball is close to the net. 2. Know that serving is how to start a game or rally and use the rules applied to the activity for serving. 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. 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. | |
| Wider Knowledge | Enrichment: 2 x cricket sessions with The African Caribbean Engagement (ACE) Programme (in response to the decline of black British/heritage professional players).  *Enrichment- National Sports and Healthy Lifestyles Week* | |
| Skills | 1. Develop the range of shots used in a variety of games. 2. Develop the range of serving techniques appropriate to the game. 3. Use a variety of shots to keep a continuous rally. Demonstrate effective footwork patterns to move around the court. 4. Use a variety of tactics in different situations. Understand the rules in a variety of net and wall games. | |
| Diversity Links | Emma Raducanu- Romanian and Chinese heritage (born 13 November 2002) is a [British](https://wiki.kidzsearch.com/wiki/British_people) [tennis](https://wiki.kidzsearch.com/wiki/Tennis) player. She is the current women's singles [US Open](https://wiki.kidzsearch.com/wiki/US_Open_(tennis)) champion. | |
| 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 |

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| **Year 5/6** | **Pentecost 2** | |
| **Topic** | **Athletics** | **Athletics** |
| (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 and 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 and throwing in competitive games. |
| Core Knowledge | 1. Know the correct sprinting technique and the consequence of a sprinter running out of their lane in a race. Know the correct sprinting technique and the consequence of a sprinter running out of their lane in a race and false start. Know types of muscle fibres there are and which type sprinters need. 2. Know the need to extend stride pattern during a race and accelerate quickly. Know the need to extend stride pattern during a race and accelerate quickly. Know how to demonstrate stamina and 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). 3. Know the technique for passing and receiving the baton (including communication). Know how to have hands ready to make changeovers quicker. Know the technique for passing and receiving baton including having palms up. Know to hold the baton in right hand when running. 4. Know the techniques for hurdling (with head up, leading with the same leg, looking forwards, not stopping). Know the trailing leg should bend to clear the hurdle. Know relay hurdle 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. 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. 5. Know to keep running if a hurdle is knocked down. Know how to combine and apply all the learnt techniques to a hurdle relay race. | 1. Know the 3 phases of body position/stance for throwing (medicine ball).   Know the 3 phases body position/stance for throwing (medicine ball). Know they can use their body to throw a greater distance.   1. Know how to throw with increasing accuracy and the consequence of a thrower releasing the object too late or early (javelin). Know the differences between throwing for accuracy and throwing for distance. Know how to throw for accuracy and for distance. Know different throwing techniques for different pieces of equipment- javelin, weighted ball and cricket ball. 2. Know the 3 jumps in a triple jump are hop, step and jump.   Know the correct technique for the triple jump (swinging arms up when going up, swinging down when land, standing with legs shoulder- width apart and knees bent, driving legs up to generate power).   1. 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). Know which leg should be used for the different parts of the jump. Know that they need to be able to identify who should compete in an event and explain why. 2. Compare performances with previous ones and demonstrate improvement. Identify what makes a performance effective and suggest improvements based on information. |
| Wider Knowledge |  | *Enrichment- National Sports and Healthy Lifestyles Week* |
| Skills | 1. Demonstrate correct sprinting technique.   Demonstrate correct sprinting technique being able to explain lane discipline, false starts and muscle fibres needed.   1. Extend the stride pattern during a race and accelerate quickly. Demonstrate stamina in a longer distance. Show they do not slow down at the end of the race. Use an accurate sprint start at the beginning of race. 2. Demonstrate the correct technique for holding, passing and receiving the baton. Not slowing down at the end of the race. Use the correct technique for passing and receiving the baton, ensuring hands are ready to make changeovers quicker. 3. Demonstrate lane discipline. Demonstrate hands are ready to make changeovers quicker (relays). Whilst hurdling have head up, leading with the same leg, look forwards, and not stopping (hurdling). 4. Execute the correct technique for running to generate power and acceleration. Combine the techniques learnt and apply to hurdle relay races. Demonstrate the trailing leg is bending to clear the hurdle and continuing running if hurdle is knocked down in relay hurdle races. | 1. Demonstrate the 3 phases of body position when throwing a medicine ball. Demonstrate the 3 phases of body position using their bodies to throw a greater distance. 2. Demonstrate how to throw differently according to if throwing for accuracy and throwing for distance. Throw with increasing accuracy and the consequence of releasing early (javelin) improving performance to throw further.   Throw with accuracy with increasing success. Demonstrate an understanding of how to throw different types of equipment.   1. Demonstrate the 3 jumps in a triple jump. Demonstrate the 3 jumps in a triple jump accurately.   Execute the correct technique for triple jump showing control when taking off and landing.   1. Combine running and jumping in the context of a triple jump using the correct feet. Be able to identify who should compete in an event and explain why. 2. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Watch and evaluate team members. Identify what makes a performance effective and suggest improvements based on information. |
| Diversity Links | Anyika: athlete won bronze medal in the 4 x 400m relay at the 2016 Olympic Games in Rio. Released her autobiography My Hidden Race experience of racism and discrimination. | |
| Vocabulary | Sprint, sprint finish, relay, accuracy, long distance run, stamina, accelerate, personal best, baton, change over, pace, sprint start. | Triple jump, hop-step-jump, chest push, accuracy, javelin, run, stamina, rotation, release, extension, transfer of weight, technique, stance, personal best, improve. |

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| **Year 6** | **Pentecost 2** |
| **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 | 1. 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 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 and understand 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 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. |
| Wider Knowledge | Enrichment: 2 x cricket sessions with The African Caribbean Engagement (ACE) Programme (in response to the decline of black British/heritage professional players). |
| Skills | 1. Demonstrate increased success and technique in a variety of shots. 2. Serve accurately and consistently. 3. Apply a variety of shots to keep a continuous rally. Demonstrate a variety of footwork patterns relevant to the game playing whilst executing a rally. 4. 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](https://wiki.kidzsearch.com/wiki/British_people) [tennis](https://wiki.kidzsearch.com/wiki/Tennis) player. She is the current women's singles [US Open](https://wiki.kidzsearch.com/wiki/US_Open_(tennis)) champion. |
| Vocabulary | Volley, footwork, set, tactics, cooperatively, continuously, dig, deep, forecourt, defensive, consecutive, consistently, back court, attacking. |