

Subject: Games - Football Year 3 Term Autumn	Skills Outcome: and <i>Knowledge Outcomes:</i> LO:	
Focus To learn the key skills of football (passing, shooting and dribbling) and apply them into matches.	<ul style="list-style-type: none"> • I can pass and control a ball (accuracy & effective stopping) • <i>I have an understanding of what accuracy vs power will do</i> • I can shoot with accuracy • I can move with the ball (changes of speed & direction) • <i>I know which part of my foot I use to pass, control and move with the ball</i> 	
Vocabulary: Pass Shoot Dribble Control Inside of foot Push Aiming Accuracy Power Change of direction/speed	Intended Outcome: Children to become confident describing and using skills (passing, dribbling and shooting) and can apply them into matches.	Intended Outcome: Children to become confident describing and using skills (passing, dribbling and shooting) and can apply them into matches.
SEND/EAL Paired with AGT, use of smaller balls or shorter distances	Suggested activities / tasks: <ul style="list-style-type: none"> • Sessions tailored to each skill (pass, dribble, shoot) and will work on accuracy and control over speed or power for all three components • Passing towards partner at different distances • Dribbling around coned areas, dribbling towards partner • Shooting at targets from different distances • Conditioned games that focus on different skills (score a point after 5 passes, dribble through the gate for a point) 	Key Questions: -What part of our foot do we use to pass? Why? -How can we ensure we have accurate passes? -What does control mean? How do we improve that? -If we have more power, we have less...? (accuracy) -When you have passed the ball, what do we do next?
	Resources: Footballs Bibs Cones	Links to Other subjects:
	AGT Conditioned matches to extend, bigger distances, smaller targets	Suggested Trips / experiences

<p>Subject: Games - Basketball Year 3 Term Autumn</p>	<p>Skills Outcome: and <i>Knowledge Outcomes:</i> <i>LO:</i></p>	
<p>Focus To learn the key skills of basketball (passing, shooting and dribbling) and apply them into matches.</p>	<ul style="list-style-type: none"> • I can pass and control a ball (accuracy & effective catching) • <i>I have an understanding of what accuracy vs power will do</i> • I can shoot with accuracy • I can move with the ball (changes of speed & direction) • <i>I know the different passes in basketball and can explain when I would use each pass</i> 	
<p>Vocabulary: Pass Shoot Dribble Control Strongest hand Finger tips Waist height Push Aiming Accuracy Power Change of direction/speed W Shape Chest to chest</p>	<p>Intended Outcome: Children to become confident describing and using skills (passing, dribbling and shooting) and can apply them into matches.</p>	
	<p>Suggested activities / tasks:</p> <ul style="list-style-type: none"> • Sessions tailored to each skill (pass, dribble, shoot) and will work on accuracy and control over speed or power for all three components • Passing towards partner at different distances • Dribbling around coned areas, dribbling towards partner • Shooting at hoops from right, left and centre • Conditioned games that focus on different skills (score a point after 5 passes, dribble through the gate for a point) 	<p>Key Questions: -Which pass would we use for certain situations? Why? -How can we ensure we have accurate passes? -What does control mean? How do we improve that? -If we have more power, we have less...? (accuracy) -When you have passed the ball, what do we do next?</p>
<p>SEND/EAL Paired with AGT, use of smaller balls or shorter distances</p>	<p>Resources: Basketballs (small and large) Bibs Cones</p> <p>AGT Conditioned matches to extend, bigger distances, bigger balls</p>	<p>Links to Other subjects: Maths – keeping track of scoring Science – springs (bending arms/knees when passing)</p> <p>Suggested Trips / experiences</p>

Subject: Games - Netball Year 3 Term Spring	Skills Outcome: and <i>Knowledge Outcomes:</i> LO:	
Focus To learn the key skills of Netball (passing, shooting and moving into space) and apply them into matches.	<ul style="list-style-type: none"> • I can pass and control a ball (accuracy & effective catching) • <i>I have an understanding of what accuracy vs power will do</i> • I can shoot with accuracy • I can move without the ball – moving into space • <i>I know the different passes in netball and can explain when I would use each pass</i> 	
Vocabulary: Pass Shoot Control Strongest hand Waist height Push Aiming Accuracy Power Change of direction/speed W Shape Chest to chest SPACE	Intended Outcome: Children to become confident describing and using skills (passing, moving into space and shooting) and can apply them into matches.	Key Questions: -Which pass would we use for certain situations? Why? -How can we ensure we have accurate passes? -What does control mean? How do we improve that? -If we have more power, we have less...? (accuracy) -When you have passed the ball, what do we do next?
	Suggested activities / tasks: <ul style="list-style-type: none"> • Sessions tailored to each skill (pass, moving into space, shoot) and will work on accuracy and control over speed or power for all three components • Passing towards partner at different distances • Moving into spaces after passing, getting through gates or different sides of pitch • Shooting at hoops from right, left and centre • Conditioned games that focus on different skills (score a point after 5 passes, catch a ball in a different gate) 	Resources: Netballs Bibs Cones
SEND/EAL Paired with AGT, shorter distances	AGT Conditioned matches to extend, bigger distances	Links to Other subjects: Maths – keeping track of scoring
		Suggested Trips / experiences

<p>Subject: Games - Hockey Year 3 Term Spring</p>	<p>Skills Outcome: and <i>Knowledge Outcomes:</i> <i>LO:</i></p>	
<p>Focus</p> <p>To learn the key skills of Hockey (pass, shoot, dribble and block) and apply into matches</p>	<ul style="list-style-type: none"> • I can show the correct grip to hold a hockey stick • I can pass and control (accuracy & effective stopping/catching) • I can shoot with accuracy • I can move with the ball (changes of speed & direction) • I can show good defensive positions (stick position) • I can explain which side of the stick I use • I can link previous work on power vs accuracy to hockey <p>Intended Outcome: Children to become confident explaining and performing skills in hockey (pass, shoot, dribble, defend) and be able to use these in conditioned matches</p>	
<p>Vocabulary: Right hand at bottom Left hand at top Push Long barrier Short barrier Flat side Curved side Control Pass Shoot Dribble</p>	<p>Suggested activities / tasks:</p> <ul style="list-style-type: none"> • Sessions tailored to each skill (pass, dribble, shoot and block) and will work on accuracy and control over speed or power for all three components • Focus on grip of stick – R at bottom, L at top • Passing towards partner at different distances • Moving into spaces with ball, getting through gates or different sides of pitch • Shooting at targets by pushing the ball • Conditioned games that focus on different skills (score a point after 5 passes, pass a ball through a gate) 	<p>Key Questions:</p> <ul style="list-style-type: none"> -How do we pass the ball? Why is it not a slap? -How can we ensure we have accurate passes? -What does control mean? How do we improve that? -If we have more power, we have less...? (accuracy) -When you have passed the ball, what do we do next? -What is the most effective way to block the ball? -What way round do our hands go?

Block	Resources: -Hockey sticks -Tennis balls -Hockey balls -Bibs -Cones	Links to Other subjects: -Maths – keeping track of scores
SEND/EAL Paired with AGT, use tennis balls, smaller distances, bigger goals	AGT Use as demonstrators, hockey ball, bigger distances, smaller goals	Suggested Trips / experiences

Subject: Games - Athletics Year 3 Term Summer	Skills Outcome: and <i>Knowledge Outcomes:</i> <i>LO:</i>
Focus To learn the key skills of throwing, jumping and running in Athletics	<ul style="list-style-type: none"> • <i>I can explain the correct grip and foot positioning for throwing evens (shot putt and javelin)</i> • I can demonstrate the correct grip and foot positioning for throwing evens (shot putt and javelin) • <i>I can explain my understanding of the key components to a good sprint technique (arms, legs, chest and head)</i> • I can demonstrate the key parts of a sprint technique (arm drive, leg drive, head up and chest up) • I can perform a relay changeover • <i>I can compare the differences between a sprint and a longer run</i> • <i>I can explain the correct technique for the Long Jump and Triple Jump (arm swing, leg drive, landing)</i> • I can demonstrate the technique when doing Long or Triple jump (arms, legs and landing)
	Intended Outcome: Children to become confident with their understanding and applying of technique for throwing, jumping and running

	<p>Suggested activities / tasks:</p> <ul style="list-style-type: none"> • Children in pairs along line and will practice each skill for the event. Each element of the skill will be practiced individually and further parts added in to create the overall jump or throw. • Javelin – Grip around middle, start above shoulder, side on position, throw forwards • Shot Putt – Clean palm & dirty fingers, above shoulder and near to neck, side on position, PUSH away – NO THROW!! • Sprint – run on toes, knee drive (knees come up), arm drive (hips to lips, elbows going backwards), keep head up, chest up. • Long Jump – Bend knees like a spring, arms swing back and forward, propel forwards • Triple Jump – same foot → other foot → both feet (1→1→2) HOP →STEP → JUMP 	<p>Key Questions:</p> <ul style="list-style-type: none"> -What differences can you feel when running a sprint to a longer run? -What does using your arms do when jumping? -How will the arm and knee drive help when sprinting? -What will rotate when doing the javelin or shot putt due to standing side on? <i>Hips</i> -Why do we stand side on when throwing?
<p>Vocabulary: Javelin Side on Middle of javelin Above shoulder Fling forwards Shot Putt Clean palm Dirty fingers Close to neck</p>	<p>Resources: Plastic javelins Foam javelins Foam shot Plastic shot Tennis ball Relay batons Cones</p>	<p>Links to Other subjects: Science – springs when jumping, air resistance when looking at javelin, friction with running on toes vs whole foot</p>

<p>Above shoulder Side on PUSH NOT THROW Sprint On toes Knee Drive Arm Drive Head up Focussed forwards Jumps Spring 2 foot landing Propel forwards Triple Jump – same foot → other foot → both feet (1→1→2) HOP →STEP → JUMP</p>		
<p>SEND/EAL Paired with AGT, use a lighter shot, use a foam javelin, run shorter distances</p>	<p>AGT Demonstrate, normal shot, plastic javelin, longer distance run</p>	<p>Suggested Trips / experiences Athletics club</p>

<p>Subject: Games – Striking & Fielding (Tennis/Rounders/Cricket) Year 3 Term Summer</p>	<p>Skills Outcome: and <i>Knowledge Outcomes:</i> <i>LO:</i></p> <ul style="list-style-type: none"> • I can use the correct grip, positioning and stance for holding a bat or racket. • I can demonstrate effective catching with position of hands and correct stance • I can bowl using an underarm throw • I can think about which throw is most appropriate depending on the situation • I can push the ball forwards with my forehand and backhand in tennis • I can select the appropriate side of my body to make a shot in all striking version games 	
<p>Focus Children to have a good understanding of the technique for batting, bowling and catching and be able to apply these into small conditioned matches.</p>	<p>Intended Outcome: Children to become confident with all aspects of striking and fielding (catching, hitting and bowling) and be able to explain the techniques and perform them in matches.</p>	
<p>Vocabulary: W shape Into chest Bent knees Push away Tennis – handshake grip Cricket – strongest at bottom, weakest at top Side on Underarm Overarm</p>	<p>Suggested activities / tasks:</p> <ul style="list-style-type: none"> • Small groups of children practising their catching and underarm throwing to each other (can make bigger circles) • 1 batter and 1 bowler/fielder that throws the ball to batter and they push it back (tennis/rounders/cricket) • Small 1v1 hitting back to each other and focussing on differences between forehand and backhand (tennis) • Target hitting – throwing a ball at different targets from varying distances (cricket/rounders) 	<p>Key Questions:</p> <ul style="list-style-type: none"> -When is an underarm throw the best? -When is an overarm throw the best? -What is the correct grip for holding a tennis racket? -What is the correct grip for holding a cricket bat? -What position do our hands make when catching a ball?

	Resources: Tennis balls Sponge balls Cricket bats Tennis rackets Cones Bibs Tennis nets Rounders bats Rounders posts	Links to Other subjects:
SEND/EAL Shorter distances, bigger balls, bigger bats/rackets	AGT Bigger distances, smaller balls, normal bats/rackets	Suggested Trips / experiences Tennis club Tennis team

Subject: Games - Football

Skills Outcome: and *Knowledge Outcomes:*

Year 4 Term Autumn	LO:	
Focus To learn the key skills of football (passing, shooting, defending and dribbling) and apply them into matches.	<ul style="list-style-type: none"> • I can pass and control a ball using the correct part of my foot and with accuracy • <i>I have an understanding of what accuracy vs power will do</i> • I can shoot with my laces and get some accuracy • I can move with the ball using the outside of my foot and the sole of my foot • <i>I know which part of my foot I use to pass, control and move with the ball</i> • I can show good defensive positions (jockeying) 	
Vocabulary: Pass and move Space Inside of foot Outside of foot Using your laces Aiming Accuracy Power Change of direction/speed Sole of foot	Intended Outcome: Children to become confident describing and using skills (passing, dribbling, defending and shooting) and can apply them into matches.	Intended Outcome: Children to become confident describing and using skills (passing, dribbling, defending and shooting) and can apply them into matches.
	Suggested activities / tasks: <ul style="list-style-type: none"> • Sessions tailored to each skill (pass, dribble, shoot) and will work on accuracy and control over speed or power for all three components • Passing towards partner at different distances • Dribbling around coned areas, dribbling towards partner • Shooting at targets from different distances • Work on positioning when defending, jockeying and slowing defender down • Conditioned games that focus on different skills (score a point after 5 passes, dribble through the gate for a point) • Defending games where points are awarded if you intercept a ball 	Key Questions: -What part of our foot do we use to pass? Is this different to when we control or shoot? -How can we ensure we have accurate passes? -What prt f your foot can you control the ball with -If we have more power, we have less...? (accuracy) -When you have passed the ball, what do we do next?
SEND/EAL Paired with AGT, use of smaller balls or shorter distances	Resources: Footballs Bibs Cones	Resources: Footballs Bibs Cones
	AGT Conditioned matches to extend, bigger distances, smaller targets	Links to Other subjects:
		Suggested Trips / experiences

<p>Subject: Games - Basketball Year 4 Term Autumn</p>	<p>Skills Outcome: and <i>Knowledge Outcomes:</i> <i>LO:</i></p>	
<p>Focus To learn the key skills of basketball (passing, shooting and dribbling) and apply them into matches.</p>	<ul style="list-style-type: none"> • I can pass and control a ball using a chest and bounce pass • <i>I have an understanding of what accuracy vs power will do</i> • I can shoot with accuracy towards the hoop • I can move with the ball ensuring the ball bounces at waist height and using my fingertips • <i>I know the different passes in basketball and can explain when I would use each pass</i> 	
<p>Vocabulary: Pass Shoot Dribble Control Strongest hand Finger tips Waist height Weaker hand next to ball Head up Push Aiming Accuracy Power Change of direction/speed</p>	<p>Intended Outcome: Children to become confident describing and using skills (passing, dribbling and shooting) and can apply them into matches.</p> <p>Suggested activities / tasks:</p> <ul style="list-style-type: none"> • Sessions tailored to each skill (pass, dribble, shoot) and will work on accuracy and control over speed or power for all three components • Passing towards partner at different distances • Dribbling around coned areas, dribbling towards partner – KEEP HEAD UP • Shooting at hoops from right, left and centre • Conditioned games that focus on different skills (score a point after 5 passes, dribble through the gate for a point) 	<p>Key Questions: -Which pass would we use for certain situations? Why? -How can we ensure we have accurate passes? -What does control mean? How do we improve that? -If we have more power, we have less...? (accuracy) -What are the three main elements to dribbling? (waist height, finger tips and head up) -When you have passed the ball, what do we do next?</p>
	<p>Resources: Basketballs (small and large) Bibs Cones</p>	<p>Links to Other subjects: Maths – keeping track of scoring</p>
<p>SEND/EAL Paired with AGT, use of smaller balls or shorter distances</p>	<p>AGT Conditioned matches to extend, bigger distances, bigger balls</p>	<p>Suggested Trips / experiences</p>

<p>Subject: Games - Rugby Year 4 Term Autumn</p>	<p>Skills Outcome: and <i>Knowledge Outcomes:</i> <i>LO:</i></p>	
<p>Focus To learn the key skills of tag rugby (passing, tagging and running with the ball) and apply them into matches.</p>	<ul style="list-style-type: none"> • I can pass and catch a ball (accuracy & effective catching) • I can run forwards and then pass backwards to my team member • <i>I have an understanding of what accuracy vs power will do</i> • I can use a dodge/fake to avoid a defender • <i>I understand that the ball needs to be passed backwards</i> • I can move with the ball in hand (changes of speed & direction) • <i>I know how to run with the ball to make it harder for defenders (change of direction & speed)</i> • <i>I understand effective ways to tag an attacker (slow them down, jockey)</i> 	
	<p>Intended Outcome: Children to become confident describing and using skills (passing, running with the ball and tagging) and can apply them into matches.</p>	
	<p>Suggested activities / tasks:</p> <ul style="list-style-type: none"> • Sessions tailored to each skill (tagging, running with the ball, passing, catching and scoring a try) • Passing a ball towards partner and catching the ball • Dribbling around coned areas, dribbling towards partner • Conditioned games that focus on different situations/scenarios • Working on passing the ball backwards and getting used to running forwards and passing backwards 	<p>Key Questions:</p> <ul style="list-style-type: none"> -How can we ensure we have accurate passes? -What is the best way to catch the ball? -If we have more power, we have less...? (accuracy) -When you have passed the ball, what do we do next? -What is your first thought when you get the ball?
<p>Vocabulary: Pass</p>	<p>Resources: Rugby ball Tag belts</p>	<p>Links to Other subjects:</p>

Catch Run forwards, pass back Run with ball Passing backwards Tag Aiming Accuracy Power Change of direction/speed Dodge/Fake Try scoring	Bibs Cones	
SEND/EAL Paired with AGT, shorter distances to work in	AGT Conditioned matches to extend, bigger distances, smaller targets 2v2 matches	Suggested Trips / experiences

Subject: Games - Netball Year 4 Term Autumn	Skills Outcome: and <i>Knowledge Outcomes:</i> <i>LO:</i>	
Focus To learn the key skills of basketball (passing, shooting and moving into space) and apply them into matches.	<ul style="list-style-type: none"> • I can pass and control a ball using a chest and bounce pass • <i>I have an understanding of what accuracy vs power will do</i> • I can shoot with accuracy towards the hoop • I can move without the ball ensuring I find good spaces to go into • <i>I know the different passes in basketball and can explain when I would use each pass</i> 	
	Intended Outcome: Children to become confident describing and using skills (passing, moving into space and shooting) and can apply them into matches.	
	Suggested activities / tasks: <ul style="list-style-type: none"> • Sessions tailored to each skill (pass, moving into space, shoot) and will work 	Key Questions: -Which pass would we use for certain situations? Why?

	<p>on accuracy and control over speed or power for all three components</p> <ul style="list-style-type: none"> • Passing towards partner at different distances • Once they have passed the ball, where do they go next? Focus on attacking the space/getting to a new part of pitch • Shooting at hoops from right, left and centre • Conditioned games that focus on different skills (score a point after 5 passes, catch through the gate for a point) 	<p>-How can we ensure we have accurate passes? -What does control mean? How do we improve that? -If we have more power, we have less...? (accuracy) -When you have passed the ball, what do we do next? -What do you leave when you move?</p>
<p>Vocabulary: Pass Shoot Moving into space Control Strongest hand Finger tips Weaker hand next to ball Head up Push Aiming Accuracy Power Change of direction/speed</p>	<p>Resources: Netballs Bibs Cones</p>	<p>Links to Other subjects: Maths – keeping track of scoring</p>
<p>SEND/EAL Paired with AGT, shorter distances</p>	<p>AGT Conditioned matches to extend, bigger distances</p>	<p>Suggested Trips / experiences</p>

Subject: Games - Hockey Year 4 Term Spring	Skills Outcome: and <i>Knowledge Outcomes:</i> LO:	
Focus To learn the key skills of Hockey (pass, shoot, dribble and block) and apply into matches	<ul style="list-style-type: none"> • I can pass and control the ball at different distances • I can shoot with accuracy at targets • I can move with the ball showing changes of speed and direction with control • I can show good defensive positions (stick position) • <i>I can explain which side of the stick I use and the correct grip</i> • <i>I can link previous work on power vs accuracy to hockey</i> 	
	Intended Outcome: Children to become confident explaining and performing skills in hockey (pass, shoot, dribble, defend) and be able to use these in conditioned matches	
Vocabulary: Right hand at bottom Left hand at top Push Long barrier Short barrier Flat side Curved side Control Pass Shoot Dribble Block Aiming Push pass Space	Suggested activities / tasks: <ul style="list-style-type: none"> • Sessions tailored to each skill (pass, dribble, shoot and block) and will work on accuracy and control over speed or power for all three components • Focus on grip of stick – R at bottom, L at top • Passing towards partner at different distances • Moving into spaces with ball, getting through gates or different sides of pitch • Shooting at targets by pushing the ball • Conditioned games that focus on different skills (score a point after 5 passes, pass a ball through a gate) 	Key Questions: -How do we pass the ball? Why is it not a slap? -How can we ensure we have accurate passes? -What does control mean? How do we improve that? -Why is it harder for defenders if you change speed or direction? -If we have more power, we have less...? (accuracy) -When you have passed the ball, what do we do next? -What is the most effective way to block the ball? -What way round do our hands go?
	Resources: -Hockey sticks -Tennis balls -Hockey ball -Bibs -Cones	Links to Other subjects: -Maths – keeping track of scores
SEND/EAL Paired with AGT, use tennis balls, smaller distances, bigger goals	AGT Use as demonstrators, hockey ball, bigger distances, smaller goals	Suggested Trips / experiences

<p>Subject: Games - Athletics Year 4 Term Summer</p>	<p>Skills Outcome: and <i>Knowledge Outcomes:</i> <i>LO:</i></p>	
<p>Focus</p> <p>To learn the key skills of throwing, jumping and running in Athletics</p>	<ul style="list-style-type: none"> • <i>I can explain the correct grip and foot positioning for throwing events (shot putt and javelin)</i> • I can demonstrate the correct grip and foot positioning for throwing events (shot putt and javelin) • <i>I can explain my understanding of the key components to a good sprint technique (arms, legs, chest and head)</i> • I can demonstrate the key parts of a sprint technique (arm drive, leg drive, head up and chest up) • I can perform a relay changeover • <i>I can compare the differences between a sprint and a longer run</i> • <i>I can explain the correct technique for the Long Jump and Triple Jump (arm swing, leg drive, landing)</i> • I can demonstrate the technique when doing Long or Triple jump (arms, legs and landing) <p>Intended Outcome: Children to become confident with their understanding and applying of technique for throwing, jumping and running</p>	
<p>Vocabulary: Javelin Side on Middle of javelin Above shoulder Fling forwards Hip rotation Shot Putt Clean palm Dirty fingers Close to neck Above shoulder Side on</p>	<p>Suggested activities / tasks:</p> <ul style="list-style-type: none"> • Children in pairs along line and will practice each skill for the event. Each element of the skill will be practiced individually and further parts added in to create the overall jump or throw. • Javelin – Grip around middle, start above shoulder, side on position, throw forwards • Shot Putt – Clean palm & dirty fingers, above shoulder and near to neck, side on position, PUSH away – NO THROW!! • Sprint – run on toes, knee drive (knees come up), arm drive (hips to lips, elbows 	<p>Key Questions:</p> <ul style="list-style-type: none"> -What differences can you feel when running a sprint to a longer run? -What does using your arms do when jumping? -How will the arm and knee drive help when sprinting? -What will rotate when doing the javelin or shot putt due to standing side on? <i>Hips</i> -Why do we stand side on when throwing? -If you take a step before the shot/javelin what does this help build up?

<p>PUSH NOT THROW Hip rotation Hi-5 to sky Sprint On toes Knee Drive Arm Drive Head up Focussed forwards Relaxed shoulders Jumps Spring 2 foot landing Propel forwards Triple Jump – same foot → other foot → both feet (1→1→2) HOP →STEP → JUMP</p>	<p>going backwards), keep head up, chest up.</p> <ul style="list-style-type: none"> • Long Jump – Bend knees like a spring, arms swing back and forward, propel forwards • Triple Jump – same foot → other foot → both feet (1→1→2) HOP →STEP → JUMP 	
	<p>Resources: Plastic javelins Foam javelins Foam shot Plastic shot Tennis ball Relay batons Cones</p>	<p>Links to Other subjects: Science – springs when jumping, air resistance when looking at javelin, friction with running on toes vs whole foot</p>
<p>SEND/EAL Paired with AGT, use a lighter shot, use a foam javelin, run shorter distances</p>	<p>AGT Demonstrate, normal shot, plastic javelin, longer distance run</p>	<p>Suggested Trips / experiences Athletics club</p>

<p>Subject: Games – Striking & Fielding (Tennis/Rounders/Cricket) Year 4 Term Summer</p>	<p>Skills Outcome: and <i>Knowledge Outcomes:</i> <i>LO:</i></p> <ul style="list-style-type: none"> • I can use the correct grip, positioning and stance for holding a bat or racket. • I can demonstrate effective catching with position of hands and correct stance • I can bowl using an underarm throw • I can think about which throw is most appropriate depending on the situation • I can push the ball forwards with my forehand and backhand in tennis • I can select the appropriate side of my body to make a shot in all striking version games 	
<p>Focus Children to have a good understanding of the technique for batting, bowling and catching and be able to apply these into small conditioned matches.</p>	<p>Intended Outcome: Children to become confident with all aspects of striking and fielding (catching, hitting and bowling) and be able to explain the techniques and perform them in matches.</p>	
<p>Vocabulary: W shape Into chest Bent knees Push away Tennis – handshake grip Cricket – strongest at bottom, weakest at top Side on Underarm Overarm</p>	<p>Suggested activities / tasks:</p> <ul style="list-style-type: none"> • Small groups of children practising their catching and underarm throwing to each other (can make bigger circles) • 1 batter and 1 bowler/fielder that throws the ball to batter and they push it back (tennis/rounders/cricket) • Small 1v1 hitting back to each other and focussing on differences between forehand and backhand (tennis) • Target hitting – throwing a ball at different targets from varying distances (cricket/rounders) 	<p>Key Questions:</p> <ul style="list-style-type: none"> -When is an underarm throw the best? -When is an overarm throw the best? -What is the correct grip for holding a tennis racket? -What is the correct grip for holding a cricket bat? -What position do our hands make when catching a ball?
<p>SEND/EAL Shorter distances, bigger balls, bigger bats/rackets</p>	<p>Resources: Tennis balls Sponge balls Cricket bats Tennis rackets Cones Bibs Tennis nets Rounders bats Rounders posts</p>	<p>Links to Other subjects:</p> <p>Suggested Trips / experiences Tennis club Tennis team</p>
<p>AGT Bigger distances, smaller balls, normal bats/rackets</p>		

<p>Subject: Games - Football Year 5 Term Autumn</p>	<p>Skills Outcome: and <i>Knowledge Outcomes:</i> <i>LO:</i></p>	
<p>Focus To develop the key skills of football (passing, shooting, defending and dribbling) and apply them into matches.</p>	<ul style="list-style-type: none"> • I can pass and control a ball across varying distances • I can shoot with my laces and get some accuracy from different distances • I can move with the ball at different speeds using the outside of my foot and the sole of my foot • <i>I know which part of my foot I use to pass, control and move with the ball and why I use these</i> • I can show good defensive positions and begin to look at an effective way to tackle • <i>I can think about how to defend against a partner and what are effective ways</i> 	
	<p>Intended Outcome: Children to become confident describing and using skills (passing, dribbling, defending and shooting) and can apply them into matches.</p>	
	<p>Suggested activities / tasks:</p> <ul style="list-style-type: none"> • Sessions tailored to each skill (pass, dribble, shoot and defend) and will work on accuracy and control. This will develop into varying distances and some 2v1 or v1 situations. • Passing towards partner at different distances and in 2v1 situations • Dribbling around coned areas, dribbling towards partner, dribbling • Shooting at targets from different distances • Work on positioning when defending, jockeying and slowing defender down • Conditioned games that focus on different skills (score a point after 5 passes, dribble through the gate for a point) 	<p>Key Questions:</p> <ul style="list-style-type: none"> -Why do I use certain parts of my foot to pass/shoot/dribble? -What can you do to help the person with the ball? -What methods are there to defend against someone? -

	<ul style="list-style-type: none"> Defending games where points are awarded if you intercept a ball 	
Vocabulary: Pass and move Space Inside of foot Outside of foot Using your laces Aiming Accuracy Power Change of direction/speed Sole of foot	Resources: Footballs Bibs Cones	Links to Other subjects:
SEND/EAL Paired with AGT, use of smaller balls or shorter distances	AGT Conditioned matches to extend, bigger distances, smaller targets	Suggested Trips / experiences

<p>Subject: Games - Basketball Year 5 Term Autumn</p>	<p>Skills Outcome: and <i>Knowledge Outcomes:</i> <i>LO:</i></p>	
<p>Focus To learn the key skills of basketball (passing, shooting, defending and dribbling) and apply them into matches.</p>	<ul style="list-style-type: none"> • I can use chest, bounce and shoulder pass • I can shoot with accuracy towards the hoop using my strongest hand and my weakest hand to protect • I can move with the ball, changing direction and speed • I can stand in a defensive position to block the ball • <i>I know the when to use the different passes</i> • <i>I can explain different ways of defending against opposition</i> 	
<p>Vocabulary: Pass Shoot Dribble Control Bent knees Arm and hands up W shape Both hands Soft hands Strongest hand Finger tips Waist height Weaker hand next to ball Head up Push Aiming Accuracy Power Change of direction/speed</p>	<p>Intended Outcome: Children to become confident describing and using skills (passing, dribbling, defending and shooting) and can apply them into matches.</p>	
	<p>Suggested activities / tasks:</p> <ul style="list-style-type: none"> • Sessions tailored to each skill (pass, dribble, defend and shoot) and will work on when to select the most appropriate skill • Passing towards partner at different distances, use of different passes • Dribbling around coned areas, dribbling towards partner, changes of speed and direction, using both hands • Shooting at hoops from right, left and centre and varying distances • Conditioned games that focus on different skills (score a point after 5 passes, dribble through the gate for a point) 	<p>Key Questions:</p> <ul style="list-style-type: none"> -Which pass would we use for certain situations? Why? -How can we ensure we have accurate passes? -What does control mean? How do we improve that? -If we have more power, we have less...? (accuracy) -What are the three main elements to dribbling? (waist height, finger tips and head up) -When you have passed the ball, what do we do next?

	Resources: Basketballs (small and large) Bibs Cones	Links to Other subjects: Maths – keeping track of scoring
SEND/EAL Paired with AGT, use of smaller balls or shorter distances	AGT Conditioned matches to extend, bigger distances, bigger balls	Suggested Trips / experiences

Subject: Games - Rugby Year 5 Term Autumn	Skills Outcome: and <i>Knowledge Outcomes:</i> <i>LO:</i>	
Focus To learn the key skills of tag rugby (passing, tagging and running with the ball) and apply them into matches.	<ul style="list-style-type: none"> • I can pass and catch a ball whilst running • I can run forwards and then pass backwards to my team member • I can use a dodge/fake to avoid a defender • <i>I understand that the ball needs to be passed backwards</i> • I can move with the ball in hand and look at changing direction and speed • <i>I know how to run with the ball to make it harder for defenders (change of direction & speed)</i> • <i>I understand effective ways to tag an attacker (slow them down, jockey)</i> • <i>I can explain why and how I need to create space</i> 	
	Intended Outcome: Children to become confident describing and using skills (passing, running with the ball and tagging) and can apply them into matches.	
	Suggested activities / tasks: <ul style="list-style-type: none"> • Sessions tailored to each skill (tagging, running with the ball, passing, catching and scoring a try) 	Key Questions: -How can we ensure we have accurate passes? -What is the best way to catch the ball? -If we have more power, we have less...? (accuracy)

	<ul style="list-style-type: none"> • Passing a ball towards partner and catching the ball • Dribbling around coned areas, dribbling towards partner • Conditioned games that focus on different situations/scenarios • Working on passing the ball backwards and getting used to running forwards and passing backwards • 2v2 and v3 scenarios that focus on tagging, passing and try scoring 	<p>-When you have passed the ball, what do we do next?</p> <p>-What is your first thought when you get the ball?</p> <p>-Why do I want to create space? Why is it useful?</p> <p>-What is the best way to help defend against an attacker?</p>
<p>Vocabulary:</p> <p>Pass</p> <p>Catch</p> <p>Run forwards, pass back</p> <p>Run with ball</p> <p>Passing backwards</p> <p>Tag</p> <p>Aiming</p> <p>Accuracy</p> <p>Power</p> <p>Change of direction/speed</p> <p>Dodge/Fake</p> <p>Try scoring</p> <p>Creating space</p> <p>Attacking the space</p> <p>Supporting runs</p>	<p>Resources:</p> <p>Rugby ball</p> <p>Tag belts</p> <p>Bibs</p> <p>Cones</p>	<p>Links to Other subjects:</p>
<p>SEND/EAL</p> <p>Paired with AGT, shorter distances to work in</p>	<p>AGT</p> <p>Conditioned matches to extend, bigger distances, smaller targets</p> <p>2v2 matches</p>	<p>Suggested Trips / experiences</p>

<p>Subject: Games - Netball Year 5 Term Autumn</p>	<p>Skills Outcome: and <i>Knowledge Outcomes:</i> <i>LO:</i></p>	
<p>Focus To learn the key skills of netball (passing, shooting, defending and moving into space) and apply them into matches.</p>	<ul style="list-style-type: none"> • I can use chest, bounce and shoulder pass • I can shoot with accuracy towards the hoop using my strongest hand and my weakest hand to protect • I can move without the ball, changing direction and speed • I can stand in a defensive position to block the ball • <i>I know the when to use the different passes</i> • <i>I can explain different ways of defending against opposition</i> 	
<p>Vocabulary: Pass Shoot Control Bent knees Arm and hands up W shape Both hands Strongest hand Weaker hand next to ball Head up Push Aiming Accuracy Power Change of direction/speed Moving into space</p>	<p>Intended Outcome: Children to become confident describing and using skills (passing, moving into space, defending and shooting) and can apply them into matches.</p>	<p>Suggested activities / tasks:</p> <ul style="list-style-type: none"> • Sessions tailored to each skill (pass, moving, defend and shoot) and will work on when to select the most appropriate skill • Passing towards partner at different distances, use of different passes • Moving around different spaces, passing and moving through a gate or to other sides of pitches. Change of speed and direction. • Shooting at hoops from right, left and centre and varying distances • Conditioned games that focus on different skills (score a point after 5 passes, pass through the gate for a point) <p>Key Questions:</p> <ul style="list-style-type: none"> -Which pass would we use for certain situations? Why? -How can we ensure we have accurate passes? -What does control mean? How do we improve that? -If we have more power, we have less...? (accuracy) -Why does changing your speed or direction do to the defenders? -What was the most effective way to block the ball? -When you have passed the ball, what do we do next?

	Resources: Netballs Bibs Cones	Links to Other subjects: Maths – keeping track of scoring
SEND/EAL Paired with AGT, shorter distances	AGT Conditioned matches to extend, bigger distances	Suggested Trips / experiences

Subject: Games - Hockey Year 5 Term Spring	Skills Outcome: and <i>Knowledge Outcomes:</i> <i>LO:</i>	
Focus To learn the key skills of Hockey (pass, shoot, dribble and block) and apply into matches	<ul style="list-style-type: none"> • I can pass and control the ball at different distances • I can shoot with accuracy at targets from varying distances • I can move with the ball showing changes of speed and direction with control • I can show block the ball with a long barrier and tackle with my stick • <i>I can explain which side of the stick I use and the correct grip</i> • <i>I can explain why attacking space with the ball is beneficial to my team</i> 	
	Intended Outcome: Children to become confident explaining and performing skills in hockey (pass, shoot, dribble, defend) and be able to use these in conditioned matches	
	Suggested activities / tasks: <ul style="list-style-type: none"> • Sessions tailored to each skill (pass, dribble, shoot and block) and will work on accuracy and control over speed or power for all three components • Passing towards partner at different distances and then moving into spaces 	Key Questions: <ul style="list-style-type: none"> -How do we pass the ball? Why is it not a slap? -How can we ensure we have accurate passes? -What does control mean? How do we improve that? -Why is it harder for defenders if you change speed or direction?

	<p>once they have passed the ball – reverse pass will be looked at with AGT</p> <ul style="list-style-type: none"> • Moving into spaces with ball, attacking the space with speed • Shooting at targets by pushing the ball from different distances and from different sides • Conditioned games that focus on different skills (score a point after 5 passes, pass a ball through a gate) 	<p>-If we have more power, we have less...? (accuracy)</p> <p>-When you have passed the ball, what do we do next?</p> <p>-What is the most effective way to block the ball?</p> <p>-What way round do our hands go?</p> <p>-Why is it important to move after passing the ball? What will it leave for your team?</p> <p>-Why is shooting further away risky? What change about your shot?</p>
<p>Vocabulary:</p> <p>Push</p> <p>Long barrier</p> <p>Short barrier</p> <p>Flat side</p> <p>Curved side</p> <p>Control</p> <p>Block</p> <p>Aiming</p> <p>Push pass</p> <p>Space</p> <p>Reverse pass</p> <p>Reverse stick</p> <p>Accurate passes</p> <p>Slap shot</p>	<p>Resources:</p> <p>-Hockey sticks</p> <p>-Tennis balls</p> <p>-Hockey balls</p> <p>-Bibs</p> <p>-Cones</p>	<p>Links to Other subjects:</p> <p>-Maths – keeping track of scores</p>
<p>SEND/EAL</p> <p>Paired with AGT, use tennis balls, smaller distances, bigger goals</p>	<p>AGT</p> <p>Use as demonstrators, hockey ball, bigger distances, smaller goals. Reverse pass/reverse stick</p>	<p>Suggested Trips / experiences</p>

<p>Subject: Games - Athletics Year 5 Term Summer</p>	<p>Skills Outcome: and <i>Knowledge Outcomes:</i> <i>LO:</i></p>	
<p>Focus</p> <p>To learn the key skills of throwing, jumping and running in Athletics</p>	<ul style="list-style-type: none"> • <i>I can explain the correct grip and foot positioning for throwing events (shot putt and javelin)</i> • I can demonstrate the correct grip and foot positioning for throwing events (shot putt and javelin) • <i>I can explain my understanding of the key components to a good sprint technique (arms, legs, chest and head) and why these help our performances</i> • I can demonstrate the key parts of a sprint technique (arm drive, leg drive, head up and chest up) • I can perform a relay changeover • <i>I can compare the differences between a sprint and a longer run</i> • <i>I can explain the correct technique for the Long Jump and Triple Jump (arm swing, leg drive, landing) and why the arms help the jump</i> • I can demonstrate the technique when doing Long or Triple jump (arms, legs and landing) 	
<p>Vocabulary: Javelin Side on Middle of javelin Above shoulder Fling forwards Hip rotation Shot Putt Clean palm Dirty fingers Close to neck Above shoulder Side on PUSH NOT THROW Hip rotation Hi-5 to sky Sprint On toes Knee Drive Arm Drive Head up</p>	<p>Intended Outcome: Children to become confident with their understanding and applying of technique for throwing, jumping and running</p>	
	<p>Suggested activities / tasks:</p> <ul style="list-style-type: none"> • Children in pairs along line and will practice each skill for the event. Each element of the skill will be practiced individually and further parts added in to create the overall jump or throw. • Javelin – Grip around middle, start above shoulder, side on position, throw forwards • Shot Putt – Clean palm & dirty fingers, above shoulder and near to neck, side on position, PUSH away – NO THROW!! • Sprint – run on toes, knee drive (knees come up), arm drive (hips to lips, elbows 	<p>Key Questions:</p> <ul style="list-style-type: none"> -What changes occur to the body and how you feel when running a sprint to a longer run? -What does using your arms allow you to do when jumping? -How will the arm and knee drive help when sprinting? -What will rotate when doing the javelin or shot putt due to standing side on? <i>Hips</i> -What does the hip rotation do when we throw? -Why do we stand side on when throwing? -If you take a step before the shot/javelin what does this help build up?

<p>Focussed forwards Relaxed shoulders Jumps Spring 2 foot landing Propel forwards Triple Jump – same foot → other foot → both feet (1→1→2) HOP →STEP → JUMP</p>	<p>going backwards), keep head up, chest up.</p> <ul style="list-style-type: none"> • Long Jump – Bend knees like a spring, arms swing back and forward, propel forwards • Triple Jump – same foot → other foot → both feet (1→1→2) HOP →STEP → JUMP • Mini Olympics – children in mixed teams and score points for their teams depending on position in running, throwing and jumping 	
	<p>Resources: Plastic javelins Foam javelins Foam shot Plastic shot Tennis ball Relay batons Cones</p>	<p>Links to Other subjects: Science – springs when jumping, air resistance when looking at javelin, friction with running on toes vs whole foot</p>
<p>SEND/EAL Paired with AGT, use a lighter shot, use a foam javelin, run shorter distances</p>	<p>AGT Demonstrate, normal shot, plastic javelin, longer distance run</p>	<p>Suggested Trips / experiences Athletics club</p>

<p>Subject: Games – Striking & Fielding (Tennis/Rounders/Cricket) Year 5 Term Summer</p>	<p>Skills Outcome: and <i>Knowledge Outcomes:</i> <i>LO:</i></p>	
<p>Focus Children to have a good understanding of the technique for batting, bowling and catching and be able to apply these into small conditioned matches.</p>	<ul style="list-style-type: none"> • I can use the correct grip, positioning and stance for holding a bat or racket. • I can demonstrate effective catching with position of hands and correct stance when moving towards ball • I can bowl using an underarm throw and focus on accuracy • <i>I can think about which throw is most appropriate depending on the situation</i> • I can play a variety of shots in tennis with accuracy • <i>I can select the appropriate place to position my shots in tennis, cricket and rounders depending on positions of others.</i> <p>Intended Outcome: Children to become confident with all aspects of striking and fielding (catching, hitting and bowling) and be able to explain the techniques and perform them in matches.</p>	
<p>Vocabulary: W shape Into chest Bent knees Push away Tennis – handshake grip Cricket – strongest at bottom, weakest at top Side on Underarm Overarm Into space Moving opponent around</p>	<p>Suggested activities / tasks:</p> <ul style="list-style-type: none"> • Small groups of children practising their catching and underarm throwing to each other (can make bigger circles) • 1 batter and 1 bowler/fielder that throws the ball to batter and they push it back (tennis/rounders/cricket) • Small 1v1 hitting back to each other and focussing on differences between forehand and backhand (tennis) • Target hitting – throwing a ball at different targets from varying distances (cricket/rounders) • Small conditioned games that focus on particular skills 	<p>Key Questions:</p> <ul style="list-style-type: none"> -When is an underarm throw the best? -When is an overarm throw the best? -What is the correct grip for holding a tennis racket? -What is the correct grip for holding a cricket bat? -What position do our hands make when catching a ball? -Why do I need to move my opponent around? -How can I give myself the best chance of winning?

	Resources: Tennis balls Sponge balls Cricket bats Tennis rackets Cones Bibs Tennis nets Rounders bats Rounders posts	Links to Other subjects:
SEND/EAL Shorter distances, bigger balls, bigger bats/rackets	AGT Bigger distances, smaller balls, normal bats/rackets	Suggested Trips / experiences Tennis club Tennis team

<p>Subject: Games - Rugby Year 6 Term Autumn</p>	<p>Skills Outcome: and <i>Knowledge Outcomes:</i> <i>LO:</i></p>	
<p>Focus To learn the key skills of tag rugby (passing, tagging and running with the ball) and apply them into matches.</p>	<ul style="list-style-type: none"> • I can pass and catch a ball whilst running • I can run forwards and then pass backwards to my team member • I can use a dodge/fake to avoid a defender and burst into spaces • <i>I understand that the ball needs to be passed backwards</i> • <i>I can explain what team members need to do in order to help pass backwards</i> • I can move with the ball in hand and look at changing direction and speed • <i>I know how to run with the ball to make it harder for defenders (change of direction & speed)</i> • <i>I understand effective ways to tag an attacker (slow them down, jockey)</i> • <i>I can explain why and how I need to create space</i> 	
	<p>Intended Outcome: Children to become confident describing and using skills (passing, running with the ball and tagging) and can apply them into matches.</p>	
	<p>Suggested activities / tasks:</p> <ul style="list-style-type: none"> • Sessions tailored to each skill (tagging, running with the ball, passing, catching and scoring a try) • Passing a ball towards partner and catching the ball • Dribbling around coned areas, dribbling towards partner • Conditioned games that focus on different situations/scenarios • Working on passing the ball backwards and getting used to running forwards and passing backwards • 2v2 and v3 scenarios that focus on tagging, passing and try scoring 	<p>Key Questions:</p> <ul style="list-style-type: none"> -How can we ensure we have accurate passes? -What is the best way to catch the ball? -If we have more power, we have less...? (accuracy) -When you have passed the ball, what do we do next? -What is your first thought when you get the ball? -Why do I want to create space? Why is it useful? -What is the best way to help defend against an attacker?

<p>Vocabulary: Pass Catch Run forwards, pass back Run with ball Passing backwards Tag Aiming Accuracy Power Change of direction/speed Dodge/Fake Try scoring Creating space Attacking the space Supporting runs</p>	<p>Resources: Rugby ball Tag belts Bibs Cones</p>	<p>Links to Other subjects:</p>
<p>SEND/EAL Paired with AGT, shorter distances to work in</p>	<p>AGT Conditioned matches to extend, bigger distances, smaller targets 4v4/5v5 matches</p>	<p>Suggested Trips / experiences Tag Rugby team</p>

<p>Subject: Games - Basketball Year 6 Term Autumn</p>	<p>Skills Outcome: and <i>Knowledge Outcomes:</i> <i>LO:</i></p>	
<p>Focus To learn the key skills of basketball (passing, shooting, defending and dribbling) and apply them into matches.</p>	<ul style="list-style-type: none"> • I can use a range of passes accurately • I can shoot with accuracy towards the hoop using my strongest hand and my weakest hand to protect • I can move with the ball, changing direction and speed • I can stand in a defensive position to block the ball • I can follow rules to ensure a fair match (travelling, double dribble) • <i>I know when to use the different passes</i> • <i>I can explain what travelling and double dribble are</i> • <i>I can explain different ways of defending against opposition</i> 	
	<p>Intended Outcome: Children to become confident describing and using skills (passing, dribbling, defending and shooting) and can apply them into matches.</p>	
	<p>Suggested activities / tasks:</p> <ul style="list-style-type: none"> • Sessions tailored to each skill (pass, dribble, defend and shoot) and will work on when to select the most appropriate skill • Passing towards partner at different distances, use of different passes • Dribbling around coned areas, dribbling towards partner, changes of speed and direction, using both hands • Shooting at hoops from right, left and centre and varying distances • Conditioned games that focus on different skills (score a point after 5 passes, dribble through the gate for a point) 	<p>Key Questions:</p> <ul style="list-style-type: none"> -Which pass would we use for certain situations? Why? -How can we ensure we have accurate passes? -What does control mean? How do we improve that? -If we have more power, we have less...? (accuracy) -What are the three main elements to dribbling? (waist height, finger tips and head up) -When you have passed the ball, what do we do next? -What do we call it when someone bounces and stops and then bounces again? -When you have passed the ball, what should you do? -Where should you dribble into?

	<ul style="list-style-type: none"> Follow up with normal games of basketball but following rules such as travelling and double dribble 	
Vocabulary: Pass Shoot Dribble Control Bent knees Arm and hands up W shape Both hands Soft hands Strongest hand Finger tips Waist height Weaker hand next to ball Head up Push Aiming Accuracy Power Change of direction/speed Attacking space Travelling Double Dribble	Resources: Basketballs (small and large) Bibs Cones	Links to Other subjects: Maths – keeping track of scoring
SEND/EAL Paired with AGT, use of smaller balls or shorter distances	AGT Conditioned matches to extend, bigger distances, bigger balls	Suggested Trips / experiences Basketball team

<p>Subject: Games - Football Year 6 Term Autumn</p>	<p>Skills Outcome: and <i>Knowledge Outcomes:</i> <i>LO:</i></p>	
<p>Focus To develop the key skills of football (passing, shooting, defending and dribbling) and apply them into matches.</p>	<ul style="list-style-type: none"> • I can pass and control a ball across varying distances • I can shoot with my laces and get some accuracy from different distances • I can move with the ball at different speeds using the outside of my foot and the sole of my foot • <i>I know which part of my foot I use to pass, control and move with the ball and why I use these</i> • I can show good defensive positions and begin to look at an effective way to tackle • <i>I can think about how to defend against a partner and what are effective ways</i> 	
	<p>Intended Outcome: Children to become confident describing and using skills (passing, dribbling, defending and shooting) and can apply them into matches.</p>	
	<p>Suggested activities / tasks:</p> <ul style="list-style-type: none"> • Sessions tailored to each skill (pass, dribble, shoot and defend) and will work on accuracy and control. This will develop into varying distances and some 2v1 or v1 situations. • Passing towards partner at different distances and in 2v1 situations • Dribbling around coned areas, dribbling towards partner, dribbling • Shooting at targets from different distances • Work on positioning when defending, jockeying and slowing defender down • Conditioned games that focus on different skills (score a point after 5 passes, dribble through the gate for a point) 	<p>Key Questions:</p> <ul style="list-style-type: none"> -Why do I use certain parts of my foot to pass/shoot/dribble? -What can you do to help the person with the ball? -What methods are there to defend against someone? -When you have passed, what should you do? Why?

	<ul style="list-style-type: none"> Defending games where points are awarded if you intercept a ball Normal matches of 4v4 or 5v5 which allow children opportunities to play with the skills and also referee 	
<p>Vocabulary: Pass and move Space Inside of foot Outside of foot Using your laces Aiming Accuracy Power Change of direction/speed Sole of foot</p>	<p>Resources: Footballs Bibs Cones</p>	<p>Links to Other subjects:</p>
<p>SEND/EAL Paired with AGT, use of smaller balls or shorter distances</p>	<p>AGT Conditioned matches to extend, bigger distances, smaller targets</p>	<p>Suggested Trips / experiences Football team (boys & girls)</p>

<p>Subject: Games - Netball Year 6 Term Autumn</p>	<p>Skills Outcome: and <i>Knowledge Outcomes:</i> <i>LO:</i></p>	
<p>Focus To learn the key skills of netball (passing, shooting, defending and moving into space) and apply them into matches.</p>	<ul style="list-style-type: none"> • I can use a range of passes accurately • I can shoot with accuracy towards the hoop using my strongest hand and my weakest hand to protect • I can move without the ball, changing direction and speed • I can stand in a defensive position to block the ball • I can follow rules to ensure a fair match (pivot, no moving with ball) • <i>I know when to use the different passes</i> • <i>I can explain what pivoting is and why it is effective</i> • <i>I can explain different ways of defending against opposition</i> 	
	<p>Intended Outcome: Children to become confident describing and using skills (passing, moving into space, defending and shooting) and can apply them into matches.</p>	
	<p>Suggested activities / tasks:</p> <ul style="list-style-type: none"> • Sessions tailored to each skill (pass, moving, defend and shoot) and will work on when to select the most appropriate skill • Passing towards partner at different distances, use of different passes • Moving into different spaces, changing speeds into new areas of pitch, changing direction running in • Shooting at hoops from right, left and centre and varying distances • Conditioned games that focus on different skills (score a point after 5 passes, pass through the gate for a point) 	<p>Key Questions:</p> <ul style="list-style-type: none"> -Which pass would we use for certain situations? Why? -How can we ensure we have accurate passes? -What does control mean? How do we improve that? -If we have more power, we have less...? (accuracy) -What do we call it when someone takes one step and moves? Why is this effective to us? -When you have passed the ball, what should you do? -Where should you run into?

	<ul style="list-style-type: none"> Follow up with normal games of netball but following rules such as moving with ball, 1m away to defend 	
Vocabulary: Pass Shoot Control Bent knees Arm and hands up W shape Both hands Soft hands Strongest hand Weaker hand next to ball Head up Push Aiming Accuracy Power Change of direction/speed Attacking space Pivot	Resources: Netballs Bibs Cones	Links to Other subjects: Maths – keeping track of scoring
SEND/EAL Paired with AGT, shorter distances	AGT Conditioned matches to extend, bigger distances	Suggested Trips / experiences Netball Team

<p>Subject: Games - Hockey Year 6 Term Spring</p>	<p>Skills Outcome: and <i>Knowledge Outcomes:</i> LO:</p>	
<p>Focus</p> <p>To learn the key skills of Hockey (pass, shoot, dribble and block) and apply into matches</p>	<ul style="list-style-type: none"> • I can pass and control the ball at different distances and whilst moving with the ball • I can shoot with accuracy at targets from varying distances • I can move with the ball showing changes of speed and direction with control • I can show block the ball with a long barrier and tackle with my stick effectively • I can explain which side of the stick I use and the correct grip • I can explain why attacking space with the ball is beneficial to my team • I can think tactically about how to move my opponent around to create space 	
	<p>Intended Outcome: Children to become confident explaining and performing skills in hockey (pass, shoot, dribble, defend) and be able to use these in matches</p>	
	<p>Suggested activities / tasks:</p> <ul style="list-style-type: none"> • Sessions tailored to each skill (pass, dribble, shoot and block) and will work on accuracy and control over speed or power for all three components • Passing towards partner at different distances and then moving into spaces once they have passed the ball – reverse pass will be looked at with AGT • Moving into spaces with ball, attacking the space with speed • Shooting at targets by pushing the ball from different distances and from different sides • Conditioned games that focus on different skills (score a point after 5 passes, pass a ball through a gate) 	<p>Key Questions:</p> <ul style="list-style-type: none"> -What can you do to ensure you have accurate passes? -What does control mean? How do show that in passing, dribbling, shooting, and defending? -Why is it harder for defenders if you change speed or direction? -If we have more power, we have less...? (accuracy) -If you move into space, what will the defenders do? What do they leave behind? -When you have passed the ball, what do we do next? -What is the most effective way to block the ball? -What way round do our hands go? -Why is it important to move after passing the ball? What will it leave for your team? -Why is shooting further away risky? What change about your shot?

<p>Vocabulary: Push Long barrier Short barrier Flat side Curved side Control Block Aiming Push pass Space Reverse pass Reverse stick Accurate passes Slap shot Pulling defenders out of position</p>	<p>Resources: -Hockey sticks -Tennis balls -Hockey balls -Bibs -Cones</p>	<p>Links to Other subjects: -Maths – keeping track of scores</p>
<p>SEND/EAL Paired with AGT, use tennis balls, smaller distances, bigger goals</p>	<p>AGT Use as demonstrators, hockey ball, bigger distances, smaller goals. Reverse pass/reverse stick</p>	<p>Suggested Trips / experiences Hockey Team</p>

<p>Subject: Games - Athletics Year 6 Term Summer</p>	<p>Skills Outcome: and <i>Knowledge Outcomes:</i> <i>LO:</i></p>	
<p>Focus</p> <p>To learn the key skills of throwing, jumping and running in Athletics</p>	<ul style="list-style-type: none"> • <i>I can explain the correct grip and foot positioning for throwing events (shot putt and javelin)</i> • I can demonstrate the correct grip and foot positioning for throwing events (shot putt and javelin) • <i>I can explain my understanding of the key components to a good sprint technique (arms, legs, chest and head) and why these help our performances</i> • I can demonstrate the key parts of a sprint technique (arm drive, leg drive, head up and chest up) • I can perform a relay changeover • <i>I can compare the differences between a sprint and a longer run thinking about heart rate and amount fo energy needed</i> • <i>I can explain the correct technique for the Long Jump and Triple Jump (arm swing, leg drive, landing) and why the arms help the jump</i> • I can demonstrate the technique when doing Long or Triple jump (arms, legs and landing) 	
<p>Vocabulary: Javelin Side on Middle of javelin Above shoulder Fling forwards Hip rotation Shot Putt Clean palm Dirty fingers Close to neck Above shoulder Side on PUSH NOT THROW Hip rotation Hi-5 to sky Sprint On toes Knee Drive Arm Drive Head up</p>	<p>Intended Outcome: Children to become confident with their understanding and applying of technique for throwing, jumping and running</p>	
	<p>Suggested activities / tasks:</p> <ul style="list-style-type: none"> • Children in pairs along line and will practice each skill for the event. Each element of the skill will be practiced individually and further parts added in to create the overall jump or throw. • Javelin – Grip around middle, start above shoulder, side on position, throw forwards • Shot Putt – Clean palm & dirty fingers, above shoulder and near to neck, side on position, PUSH away – NO THROW!! 	<p>Key Questions:</p> <ul style="list-style-type: none"> -What changes occur to the body and how you feel when running a sprint to a longer run? -What does using your arms allow you to do when jumping? -How will the arm and knee drive help when sprinting? -What will rotate when doing the javelin or shot putt due to standing side on? <i>Hips</i> -What does the hip rotation do when we throw? -Why do we stand side on when throwing? -If you take a step before the shot/javelin what does this help build up?

<p>Focussed forwards Relaxed shoulders Jumps Spring 2 foot landing Propel forwards Triple Jump – same foot → other foot → both feet (1→1→2) HOP →STEP → JUMP</p>	<ul style="list-style-type: none"> • Sprint – run on toes, knee drive (knees come up), arm drive (hips to lips, elbows going backwards), keep head up, chest up. • Long Jump – Bend knees like a spring, arms swing back and forward, propel forwards • Triple Jump – same foot → other foot → both feet (1→1→2) HOP →STEP → JUMP • Mini Olympics – children in mixed teams and score points for their teams depending on position in running, throwing and jumping 	<p>-What will dipping for the line allow you to do?</p>
	<p>Resources: Plastic javelins Foam javelins Foam shot Plastic shot Tennis ball Relay batons Cones</p>	<p>Links to Other subjects: Science – springs when jumping, air resistance when looking at javelin, friction with running on toes vs whole foot</p>
<p>SEND/EAL Paired with AGT, use a lighter shot, use a foam javelin, run shorter distances</p>	<p>AGT Demonstrate, normal shot, plastic javelin, longer distance run</p>	<p>Suggested Trips / experiences Athletics club</p>

<p>Subject: Games – Striking & Fielding (Tennis/Rounders/Cricket) Year 6 Term Summer</p>	<p>Skills Outcome: and <i>Knowledge Outcomes:</i> <i>LO:</i></p> <ul style="list-style-type: none"> • I can use the correct grip, positioning and stance for holding a bat or racket. • I can demonstrate effective catching with position of hands and correct stance when moving towards ball • I can bowl using an underarm throw and focus on accuracy • I can think about which throw is most appropriate depending on the situation • I can play a variety of shots in tennis with accuracy • I can select the appropriate place to position my shots in tennis, cricket and rounders depending on positions of others. 	
<p>Focus Children to have a good understanding of the technique for batting, bowling and catching and be able to apply these into small conditioned matches.</p>	<p>Intended Outcome: Children to become confident with all aspects of striking and fielding (catching, hitting and bowling) and be able to explain the techniques and perform them in matches.</p>	
	<p>Suggested activities / tasks:</p> <ul style="list-style-type: none"> • Small groups of children practising their catching and underarm throwing to each other. This will develop into throwing and catching whilst on the run. • 1 batter and 1 bowler/fielder that throws the ball to batter and they push it back (tennis/rounders/cricket) • Small 1v1 hitting back to each other and focussing on dmoving opponent around the court (tennis) • Target hitting – throwing a ball at different targets from varying distances (cricket/rounders) with a focus on either accuracy or on pace of throw in • Small conditioned matches that focus on specific skills. This would allow children 	<p>Key Questions:</p> <ul style="list-style-type: none"> -When is an underarm throw the best? -How can I move my opponent around on a tennis court? What will this allow me to do? -Why is it important to look at the fielder’s position in cricket and rounders? -Can you think about what shots you would play in tennis and when they are appropriate? -Why would you throw underarm in some situations? -Why would you throw overarm in some situations? -Can you compare both throws and explain their strengths and weaknesses?

	<p>to work on their throwing, batting or fielding.</p> <ul style="list-style-type: none"> • Small tennis matches in doubles or singles with points scored as a normal match. 	
<p>Vocabulary: W shape Into chest Bent knees Push away Tennis – handshake grip Cricket – strongest at bottom, weakest at top Side on Underarm Overarm Volley Positioning Moving opponent Outwitting opponent Quick pickup</p>	<p>Resources: Tennis balls Sponge balls Cricket bats Tennis rackets Cones Bibs Tennis nets Rounders bats Rounders posts</p>	<p>Links to Other subjects:</p>
<p>SEND/EAL Shorter distances, bigger balls, bigger bats/rackets</p>	<p>AGT Bigger distances, smaller balls, normal bats/rackets</p>	<p>Suggested Trips / experiences Tennis club Tennis team</p>