

Malvern Primary School – PE & Games Curriculum



| Aspect | Year One | Year Two | Year Three | Year Four | Year Five | Year Six |
|------------------|---|---|--|---|---|--|
| Dance | <p>I can move like a champion dancer. I can create movements to show actions, adding in balances.</p> <p>I can extend my sequence whilst performing as my character. I can perform a range of controlled movements that demonstrate my superheroes' super-powers.</p> <p>I can move with expression. Moving with control, I can extend my movements to perform as a superhero and explore movements that represent a superhero rescuing/saving, someone/something.</p> <p>I can learn how to control and co-ordinate my body to perform a sequence of movements, including a balance.</p> <p>I can respond to a rhythm, performing a range of controlled movements that represent a superhero and villain.</p> <p>Moving like champion dancers, I can create movements that show a problem a real life hero may face?</p> | <p>I can show how to control and co-ordinate my body to perform movements that represent an explorer preparing for an expedition, creating a motif.</p> <p>I can develop my character work, adding movements, expression and emotion to our motif. I can create a 'frozen' position showing a reaction and creating an emotion.</p> <p>I can develop my motif with a partner including some different elements of choreography.</p> <p>I can explore a variety of movements to show different characters (explorer and animal) with a partner show emotion through my actions.</p> <p>I can create movements that show how two characters would react when meeting each other, inter-linking movements.</p> <p>I can perform a sequence of movements with extended movements.</p> | <p>I can show a character through my actions, adding drama and emotion.</p> <p>I can explain what we mean by creativity and expression. I can use my creative skills to create short sequences of movements representing spell creation.</p> <p>I can link my movements together to create a motif, ensuring they flow to tell a story through movements.</p> <p>I can extend my motifs and sequences with a partner as I incorporate interconnecting movements.</p> <p>I can explore the different types of movements and expression necessary to create a 'bad character'.</p> <p>Using characterisation, expression and creativity, I can finish the story through sequencing my movements.</p> | <p>I can work with a partner as an excellent dancer to create a sequence of 3 movements, performing in unison and making them match.</p> <p>I can apply a canon into my movements when performing as two contrasting characters.</p> <p>I can sustain my characters to add drama and emotion to the dance.</p> <p>Working with a partner, I can create a performance with two contrasting characters.</p> <p>I can extend dance skills by using more complex interacting movements and actions. I can use apparatus to create movements.</p> <p>Using movement ideas to interact with my partner, I can bring together my choreography to perform.</p> <p>I can create a performance, which will include stage presence, timing, rhythm and sustaining character.</p> | <p>Working with a partner, I can create movements linked to Street Artists' 'Tags'. I can explore speed and dynamic vocabulary to create a dance motif that represents the process of creating street art.</p> <p>Using apparatus, I can create movement sequences using emotion, music and street art as a stimulus. I can evaluate my work with a partner, improving my street art movement ideas.</p> <p>I can effectively utilise different levels, speed and flow as well as incorporating apparatus to improve my street art movement sequences to enhance my choreography skills.</p> <p>Working in a small group, I can explore concepts such as canon, unison and Counter Balance/Counter Tension balances to develop and enhance my Street Art performances.</p> <p>I can explore Breakdance from the 1970's and 1980's when it merged with Street Art and represented youth culture. I can create a Breakdance 'Toprock' motif using improvisation, characterisation and choreographic principles.</p> <p>I can use Street Art as a stimulus for devising creative, dynamic movement. I can take inspiration from the Street Art to create freeze frames and improvised physical breakdance movements.</p> | <p>I can create balances and movements that represent The Titanic, showing expression and creativity. I can create different movements that replicate the ship arriving at a port.</p> <p>I can create movements that represent the different social classes in 1912. I can use levels and characterisation to differentiate between each of the different social classes.</p> <p>I can develop group movements selecting and applying choreography into a routine.</p> <p>I can recreate (through controlled movement) The Titanic hitting an iceberg. I can perform choreographed movements that incorporate emotion, expression and characterisation.</p> <p>I can demonstrate emotion, expression and characterisation to represent the relationships between the passengers on The Titanic when the ship is sinking.</p> <p>I can continue to review, describe and evaluate my dance performances.</p> <p>I can continue to rehearse and perform my dance sequences incorporating emotion, expression and characterisation.</p> |
| Dance Vocabulary | <p>Champion Dancers Rhythm Beat Control Sequence Motif Expression</p> | <p>Champion Dancer Control Rhythm Expression Emotion Choreography Unison Motif Inter-link</p> | <p>Excellent Dancer Expression Creativity Emotion Motif Interconnecting Character</p> | <p>Excellent Dancer Expression Creativity Emotion Motif Flow Character Apparatus Choreography Contrast Unison</p> | <p>Excellent Dancer Expression Creativity Choreography Motif Street art Toprock Breakdance Canon Unison Counter balance Counter tension Dynamic</p> | <p>Excellent dancer Expression Creativity Emotion Motif Rhythm Choreography Balance Levels Characterisation Rehearse</p> |

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| Aspect | Year One | Year Two | Year Three | Year Four | Year Five | Year Six |
|----------------------|---|--|--|---|--|---|
| Athletics | <p>Locomotion and Running</p> <p>I can explore running using different body parts and techniques, beginning to show an understanding of how to run efficiently.</p> <p>I know we need to stay in a space when running.</p> <p>I can apply my knowledge of how to run and where to run, while exploring running at different speeds</p> <p>I can apply the correct technique of running as fast as we can in a racing context</p> <p>I know what a relay is. I can run as part of a team for a longer duration</p> <p>I understand the consequences in a game if we do not run to avoid a defender.</p> | <p>Locomotion and Jumping</p> <p>I can practise an effective jumping technique</p> <p>I understand how, where and why we jump in a game</p> <p>I understand how to jump in combination, using my own ideas to link jumps</p> <p>I can explore using different jump combinations, jumping for distance and speed.</p> <p>I can apply my knowledge of jumping into competitions</p> | <p>I know why we need to run fast in sport. I can use the correct technique for sprinting</p> <p>I know how and why we need to accelerate at the start of a race</p> <p>I understand what a relay is. I can run for speed as part of team.</p> <p>I can demonstrate strategies needed for passing a baton.</p> <p>I can run on a curved track, showing an understanding of simple changeover tactics.</p> <p>I can explore differences between throwing for distance and for accuracy</p> <p>I can explore how we use our bodies to jump as far as possible.</p> | <p>I can develop my own sprinting technique, improving my personal best.</p> <p>I know why we need to increase our stride pattern to maintain speed during the middle third of a race.</p> <p>I can explore pacing and running for distance. I can use the correct technique when running for distance</p> <p>I know why sprinting at the start of a race is a bad idea. I know why finishing with sprinting is a good way to end the race.</p> <p>I can use the technique to throw a javelin, using my body to throw for greater distance.</p> <p>I can use my body to jump as far as possible, using a combination of jumps, particularly hop, skip and jump.</p> | <p>I can explain how to finish a sprinting race, maintaining speed until crossing the line. I know the consequences of slowing down.</p> <p>I can evaluate my own and others sprinting technique, making suggestions for improvement.</p> <p>I can improve my own personal best through improving my own sprinting technique.</p> <p>I can demonstrate my understanding of when and where the changeovers take places on a curved track, applying this tactic.</p> <p>I can throw a shot put, using my body to throw with greater distance.</p> <p>I can explore and develop an understanding of how to hurdle safely, applying the correct technique.</p> | <p>I can apply my understanding of sprinting techniques to perform well in a sprinting race.</p> <p>I know which athletic events are middle or long distance. I can perform well in a distance run.</p> <p>I know why we need to be able to throw in sport and can use the correct technique for throwing at distance.</p> <p>I know why we need to be able to jump in sport and can use the correct technique for jumping.</p> <p>I can participate in an athletics competition involving running, throwing and jumping events.</p> <p>I can participate in a heptathlon to demonstrate my learning.</p> |
| Athletics Vocabulary | <p>Attacker Defender Space Speed Acceleration Tag Technique Speed Consequences Avoid</p> | <p>Space Jumping Technique Distance Speed Combination Linking Competitions Landing</p> | <p>Accelerate Speed Tactics Distance Relay Change Over Baton Accuracy Target Technique Standing long jump Sprinting</p> | <p>Tactics Speed Distance Pace Power Stride Pattern Performance Javelin Technique Ball of feet Springy</p> | <p>Tactics Speed Distance Evaluation Change Over Personal Best Lap Stride pattern Sprinting Long distance Javelin Shot put Obstacles Hurdles</p> | <p>Tactics Teamwork Speed Distance Evaluation False Start Events Stride pattern Baton Technique Steady pace Refine Heptathlon Shot put Javelin Hurdle Long jump</p> |

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| Aspect | Year One | Year Two | Year Three | Year Four | Year Five | Year Six |
|--------------------------------|---|---|--|--|--|--|
| Outdoor Adventurous Activities | <p>Team Building</p> <p>I can explore what makes an effective team and why it is important to include everyone and work together.</p> <p>I can explore using communication to create simple strategies to complete a challenge</p> <p>I understand what is meant by trust and why it is important to trust my team to be successful</p> <p>I understand attributes that make a successful team. I can use cooperation and communication skills to complete a team challenge</p> <p>I understand what a strategy is and why is important to have a strategy to be successful</p> <p>I understand the consequences of not communicating and why everyone needs to participate to be successful</p> | <p>Health & Wellbeing</p> <p>I can explain what we mean by agility and how we can move at speed. I am aware of the consequences of not being agile</p> <p>I can explore balancing on apparatus. I know which sports require more than one person to balance together to be successful</p> <p>I understand what feet eye coordination is and why we need good feet eye coordination when playing sport</p> <p>I know how motivation enhances performance in sports</p> <p>I understand the importance of being balanced.</p> <p>I can perform a circuit to apply my understanding</p> <p>I understand the importance of being coordinated and the consequences of not keeping control</p> | <p>Communication & Tactics</p> <p>I understand what makes and effective team and can create tactics by working together in a team</p> <p>I understand the skills that are required to make an effective team leader. I know why the leader needs to listen to all of their team members.</p> <p>I understand how and why collaboration and communication are important for an effective team</p> <p>I can solve problems by collaborating and communicating</p> <p>I can develop skills required to make an effective team. I can create simple tactics considering collaboration and communication</p> <p>I can create simple attacking and defending tactics using our develop collaboration and communication skills</p> | <p>Problem Solving</p> <p>I understand how and why cooperation and responsibility important to effective teams</p> <p>I understand how and why communication and collaboration is important to effective teams</p> <p>I understand why motivating each other is important when working in a team</p> <p>I understand what tactics and strategies can be used in a team and the consequences of not collaborating effectively.</p> <p>I can explain why when working in an unfamiliar environment, why motivation is important</p> | <p>Orienteering</p> <p>I understand how a key can be used alongside a map correctly, to help us navigate</p> <p>I can explain what orienteering is and how a map can be used to follow a route</p> <p>I can orientate a map, locating points and travelling to them and recording findings</p> <p>I can follow a route to reach as many points in an allocated time</p> <p>I know why and how we need to use our whole team to win. I can work together in a team to complete a set route, with increased speed and accuracy</p> <p>I understand the consequences of not collaborating effectively and can identify the aspects on the map to help navigation</p> | <p>Health Related Exercise</p> <p>I understand why and how we need to keep fit and healthy</p> <p>I can explain what the cardiovascular system is and how aerobic fitness affects our body</p> <p>I understand what is meant by flexibility and why we need to be flexible. How does flexibility affect our body.</p> <p>I understand what is meant by strength and how strength affects our body. I know which sports rely on athletes being strong.</p> <p>I can explain what the aerobic system is and how exercise affects our body.</p> <p>I know what we mean by fitness.</p> <p>I can explain the dangers of leading and unhealthy lifestyle</p> |
| | OAA Vocabulary | Teamwork, inclusion, communication, cooperation, trust, team member, fairness, courage, motivation | Attacker, defender, agility, balance, coordination, hand-eye coordination, throwing, aiming, dribbling, warm up | Communication, tactics, teamwork, strategy, attacker, defender, tag, responsibility, listening, trust, collaboration, | Communication, tactics, teamwork, strategy, non-verbal communication, verbal communication, adapt, listening, support | Teamwork, strategy, tactics, communication, control point, scale, route, out of bounds, symbol, leadership, responsibility, cooperation |

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| Aspect | Year One | Year Two | Year Three | Year Four | Year Five | Year Six |
|-----------------------|---|---|--|---|---|--|
| Gymnastics | <p>I can begin to understand how champion gymnasts move.</p> <p>I can move and balance in a wide way on the floor and using apparatus</p> <p>I can explore using small parts of our bodies on the floor and on apparatus</p> <p>I can move my body in a curled way like a champion gymnast</p> <p>I understand narrow, wide and curled in gymnastics</p> <p>I can begin transitioning between each chape on apparatus</p> <p>I understand what linking is. I can combine narrow, wide and curled movements using linking.</p> <p>I can begin to understand what we mean by flow in gymnastics, linking two movements together so they flow.</p> | <p>I understand what is meant by linking. I can explore different movements that can be linked together as a champion gymnast.</p> <p>I can link together movements using apparatus</p> <p>I can explore how many different ways the sequence Jump Roll Balance can be performed on the floor and using apparatus</p> <p>I can create my own sequence as a champion gymnast</p> <p>I can apply 3 movements, a balance and link them including apparatus</p> | <p>I can explore movements and balances in unison, creating a sequence on the floor using a range of movements and balances that flow</p> <p>I can explore movements and balances in canon, creating a sequence on the floor using a range of movements and balances that flow</p> <p>I can use a range of apparatus to support our creativity. I can develop 'Unison and Canon Sequences' on apparatus</p> <p>I can, using a range of apparatus, develop my sequence in a small group, combining canon and unison.</p> <p>I can work in small groups to create sequences, combining both canon and unison, with balances and using a range of apparatus</p> | <p>I can create a sequence on the floor using a range of movements that flow, incorporating a change in level. I can apply unison and canon to my performance.</p> <p>I can develop my sequence to include a change of level on apparatus</p> <p>I can explore creating a sequence on the floor using a range of movements that have a change in direction</p> <p>I can apply unison and canon to my performance</p> <p>I can explore creating a sequence on apparatus using a range of movements that have a change in direction</p> <p>I can work together in a group to create sequences with a set criteria of elements that must be included (change of level/direction, use of apparatus, canon and unison)</p> <p>In small groups, I can create sequences, combining both changes in level and direction, with balances and using a range of apparatus</p> | <p>I can explain what we mean by flight in gymnastics</p> <p>I can explore a variety of jumps and start to use my jumping skills to create sequences of movement on the floor. I can take off and land safely</p> <p>I can develop my application of jumping to include turns in my jumps to create a moment of flight. I can use my jumping ideas to create sequences that now include turning jumps.</p> <p>I can continue to develop my application of jumping effectively by utilising the apparatus to create moments of flight. I can use my jumping ideas to create sequences that will include jumps from height</p> <p>I can use jumps on the apparatus to form sequences in canon and unison</p> <p>I can refine an understanding of using jumps on the apparatus to form sequences in canon and unison that include a change of level and direction</p> <p>I can work in small group to create my sequences, combining a variety of jumps performed on apparatus with changes in level, direction, canon and unison all incorporated into the sequence</p> | <p>I can explain matching. I can apply "excellent gymnastics" to everything I do and explore the concept of matching.</p> <p>I can transfer my matching onto apparatus. I can explore how the apparatus can change and improve my movements.</p> <p>I can explain mirroring. I can move using mirroring applying canon and unison.</p> <p>I can develop my understanding of mirroring onto apparatus. I can apply canon and unison movement</p> <p>I can apply "excellent gymnastics" bringing together my matching and mirroring movements, to create a final sequence.</p> <p>I can perform my completed sequences and assess my peers following a proforma for assessment</p> |
| Gymnastics Vocabulary | <p>Champion Gymnastics</p> <p>Wide</p> <p>Narrow</p> <p>Curled</p> <p>Transition</p> <p>Interesting</p> <p>Linking</p> <p>Flow</p> | <p>Champion Gymnastics</p> <p>Linking</p> <p>Flow</p> <p>Transition</p> <p>Jump</p> <p>Roll</p> <p>Sequence</p> | <p>Excellent Gymnastics</p> <p>Linking</p> <p>Flow</p> <p>Interesting</p> <p>Extension</p> <p>Symmetrical</p> <p>Asymmetrical</p> <p>Sequence</p> <p>Apparatus</p> <p>Canon</p> <p>Unison</p> <p>Balance</p> | <p>Excellent Gymnastics</p> <p>Extension</p> <p>Control</p> <p>Interesting</p> <p>Bridge</p> <p>Levels</p> <p>Flow</p> <p>Direction</p> <p>Unison</p> <p>Canon</p> | <p>Excellent gymnastics</p> <p>Interesting</p> <p>Flow</p> <p>Levels</p> <p>Counter balance</p> <p>Counter tension</p> <p>Unison</p> <p>Canon</p> <p>Flight</p> <p>Jump</p> <p>Turn</p> <p>Landing</p> | <p>Excellent gymnastics</p> <p>Flow</p> <p>Levels</p> <p>Matching</p> <p>Mirroring</p> <p>Unison</p> <p>Canon</p> <p>Sequence</p> <p>Direction</p> <p>Creativity</p> |

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| Aspect | Year One | Year Two | Year Three | Year Four | Year Five | Year Six |
|-------------------|----------|----------|---|--|---|--|
| Hockey | | | <p>I can dribble to keep control and possession of the ball and to beat an opponent</p> <p>I can pass and receive the ball with control to keep possession.</p> <p>I understand the consequence of an inaccurate pass</p> <p>I can combine dribbling and passing to create space whilst keeping possession</p> <p>I understand why we transition between attack and defence.</p> <p>I can explain why dribbling, receiving and passing the ball accurately is important</p> <p>I understand where and why we shoot from in hockey to increase my chance of scoring</p> <p>I can work as part of a team in a simple 3v3 game</p> | <p>I can refine my dribbling technique to keep possession of the ball.</p> <p>I know how I can keep control when changing direction</p> <p>I understand when and where I should use short and long passes.</p> <p>I can apply passing and moving skills to keep possession</p> <p>I can create suitable shooting opportunities applying prior knowledge of passing, dribbling and creating space</p> <p>I understand how passing and dribbling combined create an attack, resulting in a shooting opportunity</p> <p>I understand the difference between intercepting, blocking and tackling and when, where and why are these used in a game</p> <p>I understand why certain teams win and others may not.</p> <p>I understand what teams were doing that allowed them to be successful</p> | <p>I can combine my dribbling and passing skills to create an attack with shooting opportunity</p> <p>I understand how defending techniques (marking, blocking and tackling) applied to prevent attacking opportunities</p> <p>I can refine my shooting technique when pressure is applied and know how we can prevent losing possession</p> <p>I understand when, where and why attacking skills are applied during a game</p> <p>I can create a successful attack, leading to a shooting opportunity</p> <p>I understand what happens when possession is regained.</p> <p>I can apply defending techniques in a game to prevent attacking</p> <p>I understand what rules the referee should apply during a game and apply this to a mini game</p> | <p>I can consolidate my ability to use passing, dribbling and moving skills to keep possession and score</p> <p>I can apply my prior learning of passing, dribbling and moving, to keep possession and create an attack that results in a successful shot</p> <p>I understand what happens when I lose possession of the ball?</p> <p>I know how defending is used during a game to prevent attacking</p> <p>I can explain what tactics are needed when attacking and how our attacking tactics change depending on our opponents tactics</p> <p>I understand what tactics are needed when defending and if our defending tactics change depending on our opponents tactics.</p> <p>I can successfully compete in a hockey tournament, applying techniques and showing an aware of rules</p> |
| Hockey Vocabulary | | | <p>Attack, defend, possession, space, intercepting, shooting, barrier, possession, accuracy, control</p> | <p>Attacker, defender, dribbling, marking, tackling, blocking, free hit, intercept, shoot, passing, possession, accuracy, control</p> | <p>Tactics, marking, attack, counter attack, man-to-man marking, goal side, referee, regain</p> | <p>Tactics, attack, defending, counter attack, free hit, accuracy, control, possession, technique,</p> |

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|--------------------|----------|----------|--|--|--|---|
| Cricket | | | <p>I understand the difference between batting and fielding</p> <p>I can develop an understanding of how, when and why to throw a ball overarm with power and distance</p> <p>I can develop an understanding of how to throw a ball accurately underarm. Why is it important to throw with accuracy</p> <p>I understand how to catch a ball accurately and the consequences of dropping the ball or an inaccurate throw</p> <p>I understand how to strike the ball with intent away from fielders to score runs (points)</p> <p>I can combine my learning of batting and fielding to outwit opponents in a mini game</p> | <p>I can name the different ways for fielding. I know how to strike the ball when batting, striking with intent</p> <p>I can explore different ways of bowling underarm to prevent the batters from scoring runs</p> <p>I can learn different ways of stopping and returning the ball to the bowler or wicket-keeper, understanding why I need to do this quickly and accurately.</p> <p>I know where and how to throw the ball (to the bowler or wicketkeeper)</p> <p>I understand how, where and why do we need to strike the ball to score runs</p> <p>I understand how to outwit the fielding team by varying the speed and direction I strike the ball</p> <p>I can develop my understanding of how the bowler and fielder can work together to outwit the batter</p> | <p>I can refine my understanding of batting, understanding factors that will affect how hard or soft we strike the ball</p> <p>I can learn where, when and why I can apply different physical and thinking skills when bowling to prevent the batters from scoring runs</p> <p>I can develop fielding skills under pressure (catching, stopping and throwing)</p> <p>I can create and apply tactics to prevent the batters from scoring runs</p> <p>I understand how my role as a batter changes depending on the game situation</p> <p>I can show an understanding of tactics have the batting/fielding team created and when and where these tactics are applied during the game</p> | <p>I understand if the way we bat changes depending on the situation of the game or who we are batting with</p> <p>I can consolidate my knowledge, understanding and ability to effectively apply a range of fielding skills and tactics into mini games</p> <p>I can consolidate my knowledge, understanding and ability to effectively apply a range of bowling skills and tactics into mini games</p> <p>I know how we are going to win a game of cricket when we are batting or fielding</p> <p>I can ensure that we do not lose the game when we are batting, fielding or bowling</p> <p>I can consider tactics needed when playing different roles in a match and apply these into a game</p> |
| Cricket Vocabulary | | | <p>Throwing Catching Outwit Strike Batting Fielder Out Inaccurate Power Distance</p> | <p>Retrieving Bowling Strike Batting Fielder The Long Barrier Wicketkeeper Outwit Intent</p> | <p>Tactics Bowling Run out Wicket-keeper No ball Wide Bye</p> | <p>Tactics Umpire Boundary Four runs Six runs Over</p> |

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| Tag Rugby | | | <p>I can move with the ball, passing and receiving to keep possession</p> <p>I understand the purpose of tagging including when, where and why this applied in a game</p> <p>I can look at how attackers create space and opportunities for passing when tagged</p> <p>I can develop my passing and moving forwards to score a try</p> <p>I can combine passing and moving to create attacking opportunities to score a try.</p> <p>I understand where and why I need to create space</p> <p>I can combine skills to participate in a 3v3 game</p> | <p>I can develop passing and moving to create space for beating an opponent and scoring a try</p> <p>I understand why we want to pass and move efficiently, applying into mini games</p> <p>I can develop my tagging, exploring different ways the defending team can prevent attacks from scoring</p> <p>I can develop my defensive positioning</p> <p>I can combine passing and moving to develop ways of creating space to beat an opponent and score a try</p> <p>I can participate in a 4v4 match, applying my skills</p> | <p>I can refine my passing to create an attack, resulting in a try</p> <p>I can explore how to use a mini pass. I understand how this can outwit defenders</p> <p>I understand where, when and why a miss pass is used in a game</p> <p>I can explore using a loop pass to outwit defenders.</p> <p>I understand where, when and why a loop pass is used in a game</p> <p>I can refine my understanding of defending in tag rugby</p> <p>I understand why it is important to work as a team when tagging and why it is important to reduce space and apply pressure to prevent scoring opportunities</p> <p>I can develop an understanding of basic defending tactics and formations which can be applied to prevent attacking</p> <p>I can show my understanding of tag rugby rules in a 5v5 match</p> | <p>I can use passing and moving to create attacking opportunities and score a try</p> <p>I understand how I can use tagging and defence formations to prevent an attack</p> <p>I can develop my understanding to why it is important to reduce space and apply pressure to attackers</p> <p>I understand why tactics I need to apply to create an attack opportunity, resulting in a try</p> <p>I understand what tactics I need to apply when defending</p> <p>I can consolidate my attacking and defending skills in a game of tag rugby</p> <p>I understand why some teams win and some may now, understanding what teams do to be successful.</p> <p>I can participate in a 7v7 match</p> |
| Rugby Vocabulary | | | <p>Attacker, defender, possession, dodge, try, tagging, ball carrier</p> | <p>Space, attacker, defender, forward pass, offside, prevent</p> | <p>Tactics, transition, outwit, offside, loop pass, miss pass, defending, attacking, prevent</p> | <p>Tactics, transition, offside, formation, knock on, advantage, outwit</p> |

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| Aspect | Year One | Year Two | Year Three | Year Four | Year Five | Year Six |
|-------------------|----------|----------|---|---|---|---|
| Tennis | | | <p>I understand how we win a game of tennis.</p> <p>I understand where and why we throw the ball on the court</p> <p>I understand how we can think one shot ahead to create space for winning shots.</p> <p>I understand the different ways we can win a point, applying this into a mini game</p> <p>I can hold the racquet safely, understanding why it is important to control the ball when playing a shot</p> <p>I understand when and where to play the forehand shot in a mini game</p> <p>I can practise using the forehand show in a 1v1 ladder tournament</p> | <p>I can recall how we win a game of tennis and how we use the forehand technique</p> <p>I can use my racquet to direct the ball towards a space to win a point</p> <p>I understand when and where I should play the backhand shot</p> <p>I can begin to make decisions about when I should use the forehand and backhand shots</p> <p>I can create space and think tactically when using the forehand or backhand to win a point</p> <p>I can apply my forehand and backhand shows in a 1v1 game</p> | <p>I can develop my understanding of how we can win a game using a racquet</p> <p>I can continue to develop my racquet technique</p> <p>I can begin to use a new shot: the volley</p> <p>I can develop the volley, considering where we hit the ball and why we hit it there</p> <p>I can look at how players control the game from the beginning serve by thinking and where and how we serve</p> <p>I can see how the game changes when we play with a partner (doubles)</p> <p>I can apply my prior learning to in a point whilst playing with a partner</p> <p>I can create space and think tactically about where we place our shots.</p> <p>I understand where space is in a doubles game</p> | <p>I can develop my understanding of how we can win a game of doubles in tennis</p> <p>I can develop my ability to think tactically about which shot to play during a game</p> <p>I understand when, where and why each shot may score me a point</p> <p>I understand how we keep score in tennis and can umpire / manage a tennis game</p> <p>I can act as a coach, providing constructive feedback to a partner</p> <p>I can consider feedback to refine my skills in tennis, applying my understanding of the rules of tennis</p> <p>I can participate in a 2v2 doubles tournament</p> |
| Tennis Vocabulary | | | Outwit, space, return, recover, baseline, forehand, rally, out | Outwit, space, accuracy, power, baseline, forehand, backhand, rally, out | Tactics, outwit, space, accuracy, forehand, volley, serve | Tactics, space, outwit, forehand, backhand, volley, doubles, serve |

Malvern Primary School– PE & Games Curriculum



| Year One Ball Skills—Hands | Year Two Ball skills—Feet | Year One—Attack V Defence | Year Two—Attack V Defence | Year Two—Boccia |
|--|---|--|---|--|
| <p>I can control a ball when dribbling (bouncing)</p> <p>I can explore different ways we can send a ball</p> <p>I understand why we need to be accurate when sending the ball and why/how we aim when sending the ball</p> <p>I understand why we need to send a ball using different force and speeds</p> <p>I can stop a ball using my hands, making sure we are ready to stop the ball</p> <p>I know how others can be prevented from passing the ball</p> <p>I understand what is meant by possession.</p> <p>I can combine my sending and receiving skills to keep possession of the ball</p> | <p>I can control a ball when dribbling using my feet</p> <p>I can keep control and possession of the ball</p> <p>I can pass and receive a ball using my feet, ensuring to keep possession</p> <p>I understand why we need to be accurate</p> <p>I can combine dribbling, passing and receiving to keep possession of the ball</p> <p>I can refine my dribbling to keep possession and score a goal</p> <p>I understand the consequences of an inaccurate pass and why we should pass and move on</p> <p>I can apply my combined skills of dribbling, passing and receiving in a team game</p> | <p>I understand what is meant by attacking and how we attack during a game</p> <p>I understand why we need to stay in a space when running and attacking</p> <p>I can apply simple attacking principles in a game</p> <p>I understand what is meant by defending and why we need to stop attackers from scoring</p> <p>I understand how a defender can make it hard for attackers to win.</p> <p>I can apply simple defending principles to a game</p> <p>I know how, where and why I should attack in a game and strategies that may help increase my score</p> <p>I know how, where and why I should defend in a game and how defending makes it harder for attackers.</p> | <p>I understand what is meant by attacking and how we attack as a team</p> <p>I understand what is meant by defending and why we defend as a team</p> <p>I can adapt my role between attack and defence during a game</p> <p>I understand and can apply simple attacking tactics as a team into a game</p> <p>I understand and can apply simple defending tactics as a team into a game</p> <p>As a team, we can create simple defending and attacking tactics and apply them into a game</p> | <p>Using a variety of balls, I can discover my preferred technique (rolling/throwing) and my preferred ball type to aim at a target</p> <p>I can develop sending the ball and begin to understand why it is so important that we are accurate</p> <p>I can develop my understanding of the most suitable technique to use in order to be accurate</p> <p>I can work individually and then as part of a team to apply my learning while collaborating with my team members</p> <p>I understand how to send my ball in order to score maximum points against an opponent</p> <p>I can participate in a competition</p> |
| <p>Speed Control Defender Bounding Rolling Pushing Possession Attacker Dribbling Bouncing Power Force</p> | <p>Attacker Defender Space Dribbling Passing Control Combine Inaccurate Accurate</p> | <p>Attacker Defender Space Rules Tactics Team</p> | <p>Attacker Defender Space Tactics Transition Team</p> | <p>Technique Boccia Rolling Throwing Sending Accuracy Collaboration</p> |