



Bramcote Hills Primary School
'Make the future better for all'



Curriculum Depth Map - PE

Intent:

At BHPS we provide children with a challenging and engaging PE curriculum by offering high-quality teaching and learning opportunities that inspire all children to succeed in physical education and in developing life skills. We believe that Physical Education (PE), experienced in a safe and supportive environment, is essential to ensure children attain optimum physical and emotional development and good health.

Our curriculum aims to improve the wellbeing and fitness of all children at BHPS, not only through the key *knowledge* and sporting **skills** taught, but through the underpinning values and disciplines PE promotes. We also want to teach children how to cooperate and collaborate with others as part of an effective team, understanding fairness and equity of play to embed life-long values.

Implementation:

We motivate and inspire pupils through high-quality PE and sporting activities. PE develops a pupil's knowledge, skill and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. A varied curriculum is in place to support this, with activities including: dance, athletics, gymnastics, games, swimming and water safety and outdoor adventure activities. We provide opportunities for all pupils to engage in extra-curricular activities, during and after school, in addition to competitive sporting events. This is an inclusive approach which endeavours to encourage not only physical development but also the well-being of all pupils.

Our PE curriculum is designed to allow children time to think, discuss, practise, explore and embed. This allows time for teaching, practice and repetition - both in a year group and across both key stages. Curriculum coverage is mapped out carefully from Year 1 to Year 6, which allows some key concepts to be developed at a deeper level of learning, understanding and mastery. Fundamental *knowledge* and **skills** are covered at key points throughout the primary phase and repeated to allow pupils to build on what has been taught before. Where year groups are covering an area in more depth, this will be highlighted in green on the Curriculum Depth Map below. Lessons will be planned and a knowledge organiser provided for pupils, which outlines the area to be taught, where the new knowledge and skills fit in with their prior learning, any sticky knowledge they need to understand and key vocabulary they need to learn.

Impact:

Impact is evidenced through:

- Pupils' develop fundamental skills and apply them to a variety of sports and activities.
- Low-stakes tests/quizzes
- Intra/Inter competitions
- Pupils will be able to express their knowledge and understanding
- The use and outcomes of the varied activities
- Pupils are provided with the skills and given opportunities to demonstrate improvement to achieve their personal best
- Pupils are physically active and this has positive implications on their learning in the classroom
- Pupils understand how to lead a healthy lifestyle and understand the importance of exercise
- Pupils enjoy PE and develop a love of sport, and physical activity, which they pursue outside of school and in future life outside of primary school
- The values and importance of fair play and being a good sportsperson are understood
- School games values - respect, determination, honesty, teamwork, passion, self-belief
- Reframing competition
- By the time pupils leave school in Year 6, they have the skills to self-rescue in the water and swim 25 metres competently

Key Stage One

Year 1	Year 2
Key PE Sports Hockey, Gymnastics, Balancability Throwing & catching, Speed, Agility Quickness, Dance Basketball, Football, Athletics, Dance	Key PE Sports Football, Hockey, Speed Agility Quickness Gymnastics, Dance, Parachute Cricket - Chance to Shine, Athletics, Basketball, Swimming
HEALTHY BODY AND MIND (Learning for life)	
<ul style="list-style-type: none"> • Awareness of body changes during exercise (heart rate, heavy breath, hot, sweaty). • An understanding of the need for PE uniform (changing, safety). • Awareness of how exercise is important for a healthy lifestyle and mind 	
Gymnastic Movements	
Find space when performing spins, jumps and shapes	Support body weight on hands when creating balances
Hold a shape with strong supporting body parts	Hold a balance still
Work independently to create a short sequence	Create different ways of travelling on apparatus using a pulling or pushing motion
Create a straddle shape on different body parts	Create shapes and tucked position
Perform a spin on different body parts	Create a sequence using jumps and bounces
Perform a jump with good control and balance	Find different ways to enter and exit apparatus
Maintain a stretched body shape when performing a sideways roll	Create different balances using small and large body parts
Find different ways to travel under, over and through apparatus	Work collaboratively to create and mirror balances
	Create a balance with knees and ankles together
Basic Movements & Team Games	
Using hitting skills in a game	Strike or hit a ball with increasing control.
Practise basic striking, sending and receiving.	Learn skills for striking and fielding games.
Throw underarm and overarm.	Position the body to strike a ball.
Catch and bounce a ball.	Throw different types of equipment in different ways, for accuracy and distance.
Use rolling skills in a game.	Throw, catch and bounce a ball with a partner.
Practise accurate throwing and consistent catching.	Use throwing and catching skills in a game.
Travel with a ball in different ways and in different directions.	Use hand eye coordination to control a ball.
Pass the ball to another player in a game.	Know how to pass the ball in different ways.
Use kicking skills in a game.	Bounce and kick a ball whilst moving.
Run at different speeds.	Change speed and direction whilst running.
Begin to use space in a game.	Begin to use and choose the best space in a game.
Begin to use the terms attacking and defending.	Begin to use and understand the terms attacking and defending.
Use simple attacking skills such as dodging to get past a player.	Use at least one technique to attack or defend to play a game successfully.
Use simple defensive skills such as marking a player or defending a space.	Understand the importance of rules in a game.
Follow simple rules to play games, including team games.	
Dance	
Copy and repeat actions	Copy, remember and repeat actions
Put a sequence of actions together to create a motif.	Create a short motif inspired by a stimulus.
Vary the speed of their actions.	Change the level and speed of their actions.
Use simple choreographic devices such as unison, canon and mirroring.	Use simple choreographic devices such as unison, canon and mirroring.
Begin to improvise independently and create a simple dance.	Use different transitions within a dance motif.
	Improve the timings of their actions.

Swimming

A programme of swimming study delivered by local swimming coaches. An opportunity for all pupils to develop water confidence through a range of exercises, games and drills. Pupils will be taught about water safety and safe self-rescue. They will develop kicking, arm pull and breathing techniques as well as correct body position to improve buoyancy and stroke efficiency.

	Develop water confidence.
	Safe entry and exit from the pool.
	Travel in different ways (walk, jump etc) from one side of the pool to the other. Teaching Pool
	Pick up sinkers from bottom of the pool.
	Use of swimming aids, woggle, 1 or 2 floats to propel in a forward motion across the pool
	Push glides with and without floats.
	To confidently swim with aids 5m+
	To confidently swim 5 m+ without aids
	Use arms and legs independently whilst using floats and teaching stroke techniques

Key Stage Two

Year 3	Year 4	Year 5	Year 6
<p>Skipping - Jump Rope for Heart</p> <p>Throwing and catching</p> <p>Multiskills</p> <p>Swimming</p> <p>Gymnastics - Key Skills PE</p> <p>Hockey - Quicksticks Scheme</p> <p>Team building</p> <p>Dance</p> <p>Football</p> <p>Athletics - Key Skills PE</p> <p>Dodgeball - Key Skills PE</p> <p>Sports Day</p>	<p>Key PE Sports</p> <p>Swimming</p> <p>Dance - Egyptians</p> <p>Outdoor and Adventurous</p> <p>Invasion Games</p> <p>Gymnastics - Key skills PE</p> <p>Indoor Games</p> <p>FUNS</p> <p>Bat and Ball Skills (cricket/tennis)</p> <p>Quadkids</p> <p>Basketball</p> <p>Sports Day</p>	<p>Netball - England Netball Association</p> <p>Athletics - UK Athletics Scheme / Sporthall</p> <p>Athletics</p> <p>Hockey - Quicksticks Scheme</p> <p>Learn to compete, Compete to Learn</p> <p>Indoor Games</p> <p>Handball - England Handball Scheme</p> <p>Gymnastics - Key Skills PE</p> <p>Orienteering</p> <p>Tag Rugby - 6 Stages to Tag Rugby</p> <p>Kwik Cricket - Chance to Shine</p> <p>Quad kids - England Athletics</p> <p>Rounders - different variations of the game</p> <p>Football</p> <p>Sports Day</p>	<p>Netball - England Netball Association</p> <p>Stool ball</p> <p>Athletics - UK Athletics Scheme / Sporthall Athletics</p> <p>Team building - Outdoor Education Learning</p> <p>Cards</p> <p>Dance</p> <p>Gym apparatus</p> <p>Circuit training</p> <p>Indoor games,</p> <p>Lacrosse</p> <p>Basketball</p> <p>Tennis</p> <p>Team games</p> <p>Kwik Cricket - Chance to Shine</p> <p>Rounders - (Rounders England)</p> <p>Sports day</p>

HEALTHY BODY AND MIND (learning for life)

- Awareness of body changes before, during and after exercise.
- Awareness of how exercise is important for a healthy body and lifestyle.
- Awareness of how exercise can help support our mental wellbeing.
- Understanding the importance of exercise and sport in social environments.

Athletics

Run at fast, medium and slow speeds	Demonstrate the difference between sprinting and running over varying distances.	Choose the best pace for a running event.	Select and apply the best pace for a running event
Use different take off and landings when jumping	Demonstrate different throwing techniques.	Perform a range of jumps showing some technique.	Exchange a baton with success
Develop jumping for distance and height.	Jump for distance and height with control and balance.	Show control at take-off in jumping activities.	Perform jumps for height and distance using good technique.
Take part in a relay activity, remembering when to run and what to do.	Throw with some accuracy and power into a target area.	Show accuracy and good technique when throwing for distance.	Show accuracy and good technique when throwing for distance.
Throw a variety of objects, changing action for accuracy and distance.		Understand how stamina and power help people to perform well in different athletic activities.	Lead a small group through a short warm-up routine.
Record distances, numbers and times.		Lead a partner through short warm-up routines.	

Competitive Games

Game Understanding

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| <ul style="list-style-type: none"> • Pupils are familiar with basic rules of games. They are beginning to apply them in a range of situations. • Pupils can identify when they are successful and the next steps in their learning • Pupils are able to identify the sporting spirit values. They can give examples of when they could demonstrate them during a game situation. • Understand how to use equipment safely | <ul style="list-style-type: none"> • Pupils are able to show a good understanding of a variety of games. They can adapt the rules of a game for an intended purpose. • Pupils are able to assess their own performance and the performance of others to identify areas for development. • Pupils consistently demonstrate the sporting spirit values in a range of games situations • Understand how to use equipment safely |
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Invasion Games

Move with a ball towards goals with increasing control.	Pass, receive and shoot the ball with increasing control.	Understand there are different skills for different situations and begin to use these.	Pass, receive and shoot the ball with increasing control under pressure.
Understand their role as an attacker and as a defender.	Work as part of a team to keep possession and score goals when attacking.	Move into space to help a team.	Select the appropriate action for the situation.
Move into space to help support a team.	Defend one on one and know when and how to win the ball.	Play in a range of positions and know how to contribute when attacking and defending.	Create and use a variety of tactics to help a team.
Defend an opponent and try to win the ball.	Use simple tactics to help a team score or gain possession.	Pass, receive and shoot the ball with some control under pressure.	Create and use space to help a team.
			Select and apply different movement skills to lose a defender.
			Use marking, and/or interception to improve defending.

Net and Wall Games

Return a ball to a partner. Use basic racket skills.	To play a continuous game.	Develop wider range of skills and begin to use these under some pressure.	Use a wider range of skills in game situations.
Play a range of basic shots.	Use a range of basic racket skills and variety of shots in different areas of the court.	Select and apply preferred skills with increasing consistency.	Play cooperatively with a partner / in a team.
Move quickly around the court using a variety of movement patterns.	Demonstrate good footwork on the court.	Understand the need for tactics and make decisions about when best to use them.	Demonstrate good decision making when making shots within a game.
	Return to the ready position to defend my own court.	Play cooperatively with a partner.	Identify and use a variety of tactics.
		Demonstrate good footwork to cover a court space in a game situation.	

Striking and Fielding Games

Use overarm and underarm throwing, and catching skills.	Use overarm and underarm throwing, and catching skills with increasing accuracy .	To sometimes strike a bowled ball.	Strike a bowled ball with increasing consistency.
Begin to strike a bowled ball after a bounce.	Strike a bowl and ball after a bounce.	Begin to develop a wider range of skills and use these under some pressure.	Use some tactics in the game as a batter, bowler and fielder.
Bowl a ball towards a target.	Bowl a ball with some accuracy, and consistency.	Use tactics effectively in a competitive situation.	Select the appropriate action for the situation.
Develop an understanding of tactics & begin to use them in game situations.	Choose and use simple tactics for different situations.		

Gymnastics

Choose ideas to compose a movement sequence independently and with others.	Create a sequence of actions that fit a theme.	Select ideas to compose specific sequences of movements, shapes and balances.	Create own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging and stretching.
Link combinations of actions with increasing confidence, including changes of direction, speed or level.	Use an increasing range of actions, direction and levels in their sequences.	Adapt sequences to fit new criteria or suggestions.	Demonstrate precise and controlled placement of body parts in their actions, shapes and balances.
Develop the quality of actions, shapes and balances.	Move with clarity, fluency and expression.	Perform jumps, shapes and balances fluently and with control.	Confidently use equipment and incorporate this into their sequences.
Move with coordination, control and care.	Show changes of direction, speed and level during a performance.	Develop the placement of body parts in balances, recognising the position of the centre of gravity- in relation to the base of balance.	Apply skills and techniques consistently showing precision and control.
Use turns whilst travelling in a variety of ways.	Travel in different ways, including using flight.	Confidently use equipment in a variety of ways.	Develop strength, technique and flexibility throughout performance.
Use a range of jumps in the sequence.	Improve the placement and alignment of body parts in balances.	Apply skills and techniques consistently.	
Create interesting body shapes while holding balances with control and confidence.	Carry out balances, recognising the position of their centre of gravity and how this affects the balance.	Develop strength, technique and flexibility throughout performances.	
Begin to show flexibility in movements.	Begin to develop good technique when travelling, balancing and using equipment.	Combine equipment with movement to create sequences.	
	Develop strength, technique and flexibility throughout performances.		

Dance

Eruption/ Natural Disasters Dance	Egyptian Dance focussed on Egyptian Topic		Dance based on WW2 topic
Use dance to communicate an idea in a creative way	Use dance to communicate an idea in a creative way		Use dance to communicate an idea in a creative way through set movements of the period interpret different stimuli with imagination and flair
Improvise freely and translate ideas from a stimulus into movement	Compose and translate ideas from a stimulus into movement		Create, refine and structure movements and patterns with artistic understanding
Copy, share and create phrases with a partner and small group using choreographic devices such as unison and canons	Copy, share and create phrases with a partner and small group using choreographic devices such as mirroring, call and response		Communicate the artistic intention of a dance clearly, fluently, musically and with control;
Remember and repeat dance phrases	Remember and repeat dance phrases using space, shape, pattern and direction		Remember and repeat dance phrases using space, shape, pattern and direction using 16 or 32 count motifs of with ABA or ABAC
Take the lead when working with a partner or in a small group	Take the lead when working with a partner or group		Take the lead when working in a group; help others to refine and structure movements and patterns
Perform dance to a given accompaniment	Perform dance to a chosen accompaniment		Perform different types of movement and style of dance within a historical setting. working with a partner, including taking weight, supporting, leaning, balancing and lifting.
Choreograph a dance showing fluency, and consistency	Choreograph a dance showing clarity, fluency, accuracy and consistency		
	Create and develop sequences in a specific style		Create and develop sequences in a specific style related to historical setting
	Choose own music and style		Use music contemporary for the period and also music from own era to transform style and steps
			Appreciate the aesthetic qualities of a dance sequence by describing, interpreting and evaluating dance, using appropriate language and terminology

Outdoor & Adventurous Activity

To follow and give instructions	Accurately follow and give instructions.	Reflect on when and how they were successful at solving challenges, and alter methods in order to improve.	Work effectively with a partner and a group
Communicate ideas and listen to others.	Work effectively with a partner and a small group.	Work effectively with a partner and a small group, sharing ideas and agreeing on a team strategy	Use critical thinking to form ideas.
Work with a partner and a small group.	Identify key symbols on a map and use a key to help navigate around a grid.	Use critical thinking to approach a task.	Pool ideas within a group, selecting and applying the best method to solve a problem.
Plan and attempt to apply strategies to solve problems.	Plan and apply strategies to solve problems.	Navigate around a course using a map.	Reflect on why and how they are successful at solving challenges and adapt methods in order to improve
Reflect on when and why children were successful at solving challenges.			Orientate and map efficiently to navigate around a course.
Developing basic map reading skills.			

Swimming

A programme of swimming study delivered by local swimming coaches. An opportunity for all pupils to develop water confidence through a range of exercises, games and drills. Pupils will be taught about water safety and safe self-rescue. They will develop kicking, arm pull and breathing techniques as well as correct body position to improve buoyancy and stroke efficiency.

Begin to use a range of strokes effectively e.g. front crawl, backstroke and breaststroke.	Continue to develop a range of strokes effectively e.g. front crawl, backstroke and breaststroke.		Swim competently, confidently and proficiently over a distance of at least 25 metres
Perform safe self-rescue in different water-based situations.	Perform safe self-rescue in different water-based situations.		Use a range of strokes effectively e.g. front crawl, backstroke and breaststroke.
			Perform safe self-rescue in different water-based situations.

Evaluate

Watch and describe performances accurately.			
Begin to think about how they can improve their own work.	Begin to think about how they can improve their own work.	Learn from others how they can improve their skills.	Learn from others how they can improve their skills.
Work with a partner or small group to improve their skills.	Work with a partner or small group to improve their skills.	Comment on tactics and techniques to help improve performance.	Comment on tactics and techniques to help improve performance.
Make suggestions on how to improve their work, commenting on similarities and differences.	Make suggestions on how to improve their work, commenting on similarities and differences.	Make suggestions on how to improve their work, commenting on similarities and differences.	Make suggestions on how to improve their work, commenting on similarities and differences.

Appendix - Key Knowledge and Vocabulary

PE - KS1			
Key Knowledge		Key Vocabulary	
Year 1			
Sticky knowledge for hockey <ul style="list-style-type: none"> <input type="checkbox"/> Hold the stick with two hands, one hand in the middle and one hand at the top with thumbs pointing down. <input type="checkbox"/> Each time your stick touches the ball you should lift your head up to look where you are going. <input type="checkbox"/> When travelling with the ball, have the ball out in front away from feet. <input type="checkbox"/> Look at the goal before shooting. <input type="checkbox"/> Control and pass with the inside of the stick. 		attack contact control defend direction dribble	
		grip retrieve space speed stick	
Sticky knowledge for gymnastics <ul style="list-style-type: none"> <input type="checkbox"/> Points (smaller body parts) and patches (larger body parts) are used a lot when balancing. <input type="checkbox"/> Climbing is essential to gymnastics as it can make children focus more on their surroundings and balance. <input type="checkbox"/> A spin should be completed with a 360 degree turn on the same spot at the same speed. <input type="checkbox"/> When jumping, landing should be on the feet and controlled. <input type="checkbox"/> There are different types of rolls in gymnastics, which include, forward roll, sideways roll, curled egg roll and a teddy bear roll. <input type="checkbox"/> Travelling is different ways of moving, using different direction & levels. <input checked="" type="checkbox"/> Stretching, sinking and tucking are all flowing movements that should be performed with good body control. 		apparatus balance climbing control jumps over perform	
		performance roll sequence shapes sinking space spin spin	
		springs straddle stretch through travel tucking under	
Sticky knowledge for throwing and catching <ul style="list-style-type: none"> <input type="checkbox"/> Catch with hands together and wide fingers. <input type="checkbox"/> Communicate with partner to check they are ready to receive the catch <input type="checkbox"/> Keep eye on the beanbag/ball all the way to their hands when catching. 		accuracy awareness bounce fielding height distance	
		receive roll space throw underarm	
Sticky knowledge for speed, agility and quickness <ul style="list-style-type: none"> <input type="checkbox"/> Use the ball of the foot with light touches on the floor when moving. <input type="checkbox"/> Take the quickest route showing good balance without taking extra steps when changing direction. <input type="checkbox"/> Look forwards as much as possible when travelling through equipment. <input type="checkbox"/> Use arms to perform a running motion when travelling through equipment. <input type="checkbox"/> Bend knees to change direction and push off with the balls of feet. 		backwards balance balls of feet body mechanics drills	
		ladders motion side steps sideways	
		skipping spatial awareness sprint travel	
Sticky knowledge for dance - Beside the Seaside <ul style="list-style-type: none"> <input type="checkbox"/> Use different directions, levels and space. <input type="checkbox"/> Show contrasting dynamics - fast and slow. <input type="checkbox"/> Use a count of 8. <input type="checkbox"/> Link movements to mood, ideas and feelings. <input type="checkbox"/> Keep to the rhythm of the music. <input type="checkbox"/> Show control and co-ordination in movements. 		actions beat direction fast feelings level	
		mood movement perform performance rhythm	
		routine sequence slow space timings	
Sticky knowledge for basketball <ul style="list-style-type: none"> <input type="checkbox"/> Push the ball rather than slap it when dribbling. <input type="checkbox"/> Look forward as much as possible when dribbling. <input type="checkbox"/> When passing, bounce the ball at a comfortable catching height. <input type="checkbox"/> Pass with one hand whilst the ball is still bouncing. 		block bounce control dribbling hoop mobile	
		opposition pass push receive shoot	
		space speed tackle travel	
Sticky knowledge for athletics <ul style="list-style-type: none"> <input type="checkbox"/> Run with straight backs/chest out and good motion of arms and legs. <input type="checkbox"/> Run in straight lines whenever possible. <input type="checkbox"/> When hurdling, pick knees up as you approach the obstacle. <input type="checkbox"/> When throwing for accuracy, stand with opposite foot forward to throwing arm and keep eyes on the target. <input type="checkbox"/> When jumping for height and distance, swing arms forward at take-off and bend knees at take-off and landing. 		curling hurdle sprints javelin jumping	
		long jumps relay spring jumps sprint	
		target throwing mini Olympics zig zag sprint	

Sticky knowledge for football

- Use light touches on the ball.
- Stand up straight and try to look forwards when moving with the ball.
- Use both feet when dribbling.
- Take a step onto the ball when you pass so that you get the correct power required for the pass.
- Follow through with leg to get power on the shot.
- When shooting, hit the ball with laces.

attacker
control
defender
dribbling

move
pass
shoot

skills
space
target

PE - KS1			
Key Knowledge		Key Vocabulary	
Year 2			
Sticky knowledge for football <ul style="list-style-type: none"> <input type="checkbox"/> Change direction using the outside of foot to move the ball. <input type="checkbox"/> Use smaller touches when dribble in tight areas and bigger touches when entering space. <input type="checkbox"/> Use less touches on the ball to increase your speed. <input type="checkbox"/> Run with the ball when have space in front of you. <input type="checkbox"/> Look at the goal before shooting. <input type="checkbox"/> When shooting use the part of the foot where the laces are. <input type="checkbox"/> Plant the foot not being used to pass with next to the ball pointing at the direction you want the ball to go. 		accurate aim attack concede control decision direction goal	pass save shoot space speed tackle turn
Sticky knowledge for hockey <ul style="list-style-type: none"> <input type="checkbox"/> Hold the stick with 2 hands, one in the middle and one at the top with thumbs pointing down. <input type="checkbox"/> Dribble with the ball in front of them away from their feet. <input type="checkbox"/> When passing pull the hockey stick back then swing forward to connect with the ball without the stick going above the waist. <input type="checkbox"/> Spread out and use all the space provided when in possession of the ball. <input type="checkbox"/> Push the ball as well as hit the ball when passing. 		challenge control defender direction dribble hit opponent	pass push score space speed stick tactic
Sticky knowledge for speed, agility and quickness <ul style="list-style-type: none"> <input type="checkbox"/> Show neatest work not fastest work when travelling through ladders. <input type="checkbox"/> Travel through each set of equipment on the balls of feet. <input type="checkbox"/> Lift knees high when travelling through ladders and hurdles. <input type="checkbox"/> Look forward as much as possible when travelling through equipment. <input type="checkbox"/> Use arms to perform a running motion when travelling through equipment. <input type="checkbox"/> Bend knees to change direction and push off with the balls of feet. 		agility balance direction hurdles jump quickness	sideways spatial awareness speed sprint travel zigzag
Sticky knowledge for gymnastics <ul style="list-style-type: none"> <input type="checkbox"/> Stretch, extend and elevate unused body parts when balancing. <input type="checkbox"/> Think of different ways to enter and exit apparatus. <input type="checkbox"/> Combine jumps together <input type="checkbox"/> A bridge can be achieved by placing hands and feet on the floor and belly facing upwards. <input type="checkbox"/> Points are smaller body parts. <input type="checkbox"/> Patches are larger body parts <input type="checkbox"/> Keeping knees and ankles together shows good body control 		support balance stretch extend travel push motion pull motion	tucking sinking spring combine jump bounce sequence bridge points patches posture
Sticky knowledge for cricket <ul style="list-style-type: none"> <input type="checkbox"/> Use your feet to get into a good position to catch, watch the ball and keep hands together. <input type="checkbox"/> Hands ready and soft to stop or catch the ball. <input type="checkbox"/> When bowling look carefully and aim with non-bowling arm, bend knees, get low and put opposite foot forward towards the target. <input type="checkbox"/> Watch the ball onto the bat. <input type="checkbox"/> Position feet to stand sideways on - slightly apart and balanced. 		catch underarm bowl overarm bowl wicketkeeper stumps sideways	strike grip stance retrieve throw teamwork quick decisions fielder skills
Sticky knowledge for athletics <ul style="list-style-type: none"> <input type="checkbox"/> Run with straight backs with head up, good arm motion, high knee drives and light touches on the floor using the balls of feet. <input type="checkbox"/> Swap the baton whilst moving. <input type="checkbox"/> The waiting child is to set off just before the baton is exchanged. <input type="checkbox"/> Javelin - Hold the javelin in the centre. Stand sideways in a star shape with arms straight (javelin in back hand.) If the javelin goes too high it is being released too early, if the javelin goes too low it is being released too late. <input type="checkbox"/> Shot Put - Hold the shot put in the palm of hand with wide fingers. Place shot put/ball at the side of chin and use free hand to direct the shot put. Push up from the back knee transferring body weight forwards and upwards. When pushing from the floor rotate body and shoulders releasing the shot put as shoulders switch position. <input type="checkbox"/> Long Jump - Start with feet together. Feet remain together throughout flight. Before take-off bend knees and lean forwards with arms back. As arms swing powerfully forward swing legs forward landing with bent knees. 		sprint high knees relay race baton/quoit javelin hurdle shot put long jump	motion release position Olympics

<p>Sticky knowledge for basketball</p> <ul style="list-style-type: none"> <input type="checkbox"/> Push the ball rather than slap the ball when bouncing. <input type="checkbox"/> Stand up straight when bouncing the ball. <input type="checkbox"/> Bounce the ball at waist height. <input type="checkbox"/> Look forward as well as down when bouncing the ball. <input type="checkbox"/> Find space away from the defending team. <input type="checkbox"/> Keep the ball bouncing whilst trying to pass the defender. 	<p>pass tackle dribble catch turn shoot</p>	<p>control possession awareness bounce pass chest pass dodge</p>
<p>Sticky knowledge for dance - Under the Sea</p> <ul style="list-style-type: none"> <input type="checkbox"/> Keep to the beat when moving <input type="checkbox"/> Use all body parts to create movement <input type="checkbox"/> Move in and out of movement - don't just stop. <input type="checkbox"/> Important to use a variety of directions, levels and speeds. 	<p>stimuli movement beat waves - calm/storm link</p>	<p>direction level speed freeze sequence hand gestures</p> <p>create mood feeling coral twirls jumps</p>

PE - KS2			
Key Knowledge		Key Vocabulary	
Year 3			
Sticky knowledge for Skipping <ul style="list-style-type: none"> <input type="checkbox"/> Take off and land with two feet together. <input type="checkbox"/> Jumping height should be kept low, knees slightly bent and the heels should make contact with the ground frequently. <input type="checkbox"/> Keep feet close together when jumping. <input type="checkbox"/> Use wrists to turn the rope (not elbows or shoulders.) <input type="checkbox"/> The rope must touch the ground before jumping. <input type="checkbox"/> Take the elbows and wrists back in a circular motion, turning the rope overhead. 		bounce rhythm timing jump travel forwards backwards	twister slalom jumping jax alternate cross over consecutive endurance speed
Sticky knowledge for Throwing and Catching <ul style="list-style-type: none"> <input type="checkbox"/> Stand straight upright, ball in throwing hand, facing the target. <input type="checkbox"/> Fingers spread over the ball. <input type="checkbox"/> Throw to partner's hand which are ready to catch the ball. <input type="checkbox"/> Cupped, relaxed hands, fingers pointing upwards to signal for the ball. <input type="checkbox"/> Feet position - 1 in front of the other, balanced position. <input type="checkbox"/> Bring ball into the body - the 'snatch.' <input type="checkbox"/> Receiver should meet the ball rather than wait for the ball to arrive at their hands. 		cupped hands throw catch position strength overarm underarm distance	fingers spread consecutive receive consistent the snatch technique aim
Sticky knowledge for Multi Skills <ul style="list-style-type: none"> <input type="checkbox"/> Agility - run on the balls of the feet, lengthening or shortening stride to speed up or slow down, co-ordinate movement of arms with legs, opposite action, lean forward to drive faster, stand tall when maintaining speed. <input type="checkbox"/> Balance - move the feet to counterbalance the arms, use arms to counterbalance the legs, keep the body lower to the ground for stability. 		agility stride pace anticipate speed drive direction	balance counterbalance stability base support shape co-ordination
Sticky knowledge for Eruption Dance <ul style="list-style-type: none"> <input type="checkbox"/> Stillness is important to show control and tension <input type="checkbox"/> Unison is when all dancers perform the same thing at the same time <input type="checkbox"/> A phrase of dance is two or more movements combined together often using 8 counts of music <input type="checkbox"/> Improvisation is creating movement and dance on the spot without planning letting you move responding to words or music. <input type="checkbox"/> Dance communicates a story through movement and expression <input type="checkbox"/> A canon is when one or some perform their phrase, followed by another child or group - a bit like a Mexican wave 		unison canon direction tension tsunami disaster	improvements diagonal fluent performance rhythm direction musical phrase expressive refine
Sticky knowledge for Gymnastics <ul style="list-style-type: none"> <input type="checkbox"/> Body parts that touch the floor and support the balance should be straight. <input type="checkbox"/> Use different body parts to support the balance both on the floor and with their partners. <input type="checkbox"/> Hold a balance for 3 seconds. <input type="checkbox"/> Add a gymnastics skill before or after a balance. 		balance points patches apparatus enter finish	extend elevate under over through pushing pulling jumps leaps rolls rhythmic
Sticky knowledge for Outdoor and Adventurous <ul style="list-style-type: none"> <input type="checkbox"/> Trails - it is important to communicate and work together with your partner <input type="checkbox"/> Problem Solving: discuss tactics before starting listen to each other's ideas /suggestions <input type="checkbox"/> Team Building: communicate clearly with each other co-operation and timing is important <input type="checkbox"/> Orienteering: it is important to keep the map orientated birds eye view is looking down from above. <input type="checkbox"/> If you don't get it right first time, stay positive, re-evaluate and try again. 		communicate collaborate recall accuracy solve problem	tactic challenge co-operation listen encourage orientate birds eye view scale route control point
Sticky knowledge for Hockey <ul style="list-style-type: none"> <input type="checkbox"/> Ball should be in contact with the flat side of the stick. <input type="checkbox"/> Have a wide grip on the stick and low stance to allow more strength and control. <input type="checkbox"/> Keep the stick on the floor when tackling. <input type="checkbox"/> Look up to see where team players are when passing. <input type="checkbox"/> The flatter the stick, the more of the stick surface can stop the ball. <input type="checkbox"/> Move feet quickly to get stick into position or turn the stick. <input type="checkbox"/> Stick is not to come above waist height. 		dribble stick move possession pass receive score space	accuracy target power travel goal teamwork wide grip push stick surface

<p>Sticky knowledge for Football</p> <ul style="list-style-type: none"> <input type="checkbox"/> Keeping control - keep the ball close to you to stop other players taking it. <input type="checkbox"/> Dribble into a space. <input type="checkbox"/> Put weaker foot next to the ball and use inside of stronger foot, following through to pass the ball. <input type="checkbox"/> Receive the pass with the side of foot. <input type="checkbox"/> Move into an open space ready for the ball. <input type="checkbox"/> Power shot - strike the ball with laces of stronger foot. <input type="checkbox"/> Finesse shot - open up the body more and use side of foot to direct the ball. <input type="checkbox"/> Control the ball before striking. 	<p>dribbling passing shooting space receive team work</p>	<p>Cruyff turn drag back inside hook toe taps fake dribble power shot</p>	<p>finesse shot</p>
<p>Sticky knowledge for Athletics</p> <ul style="list-style-type: none"> <input type="checkbox"/> Run with straight backs with head up, good arm motion, high knee drives and light touches on the floor using the balls of feet. <input type="checkbox"/> Swap the baton whilst moving. <input type="checkbox"/> The waiting child is to set off just before the baton is exchanged. <input type="checkbox"/> Javelin - Hold the javelin in the centre. Stand sideways in a star shape with arms straight (javelin in back hand.) If the javelin goes too high it is being released too early, if the javelin goes too low it is being released too late. <input type="checkbox"/> Long Jump - Start with feet together. Feet remain together throughout flight. Before take-off bend knees and lean forwards with arms back. As arms swing powerfully forward swing legs forward landing with bent knees. 	<p>sprint speed relay baton changeover hurdles</p>	<p>javelin release throw position flight</p>	<p>distance long jump spring jumps motion Olympics</p>
<p>Sticky knowledge for Dodgeball</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work together as a team. <input type="checkbox"/> Always face the opposing team. <input type="checkbox"/> Catch the ball to get a team member back in the game. <input type="checkbox"/> When holding the ball, use it as a shield to deflect the ball. <input type="checkbox"/> Discuss strategies to defeat the other team. 	<p>teamwork awareness opposition tactics</p>	<p>defending decision dodge</p>	<p>accuracy communication attacking</p>

PE - KS2			
Key Knowledge		Key Vocabulary	
Year 4			
Sticky knowledge for Egyptian Dance <ul style="list-style-type: none"> <input type="checkbox"/> Call and response is when a child or group performs some of the actions of the dance, then the rest of the group or another child responds <input type="checkbox"/> Dynamics has four components - space, time, weight and flow <input type="checkbox"/> The starting point is the stimulus <input type="checkbox"/> A performer needs to be spatially aware to help keep the shape and space correct for the performance. 		Space time weight levels expression	enhance extend develop <i>direction</i> trapping mirroring Formation flow trapping
Sticky knowledge for Quadkids Athletics <ul style="list-style-type: none"> <input type="checkbox"/> Vortex howler - Vortex lies flat on palm supported by fingers, body sideways to throwing direction, hand higher than elbow, elbow not lower than shoulder. Snap through with hips <input type="checkbox"/> Standing long jump - Feet slightly apart facing forwards, arms swinging from low to high for lift, knees bending to provide explosive lift, land on two feet. <input type="checkbox"/> Sprint - Head still and focussed on finish line, arms pump (but not across body) run on balls of feet, run through the finish line. <input type="checkbox"/> Distance run - Head still and focussed forward, smooth consistent pace, use balls of feet, finish fast. 		400m jog 50m sprint Standing long jump mini vortex howler	on your marks, set, go false start track etiquette consecutive time duration distance speed
Sticky knowledge for FUNS <ul style="list-style-type: none"> <input type="checkbox"/> Floor Patterns 1. Head Up 2. Back Straight 3. Bend knees to help balance. 4. Keep centre of gravity forwards, even when going backwards. 5. Use arms to help generate more power and height <input type="checkbox"/> Personal Skills 1. Keep going when things are hard 2. Only move on when you can do things lots of times 3. Find a challenge you can't quite do and then see if you can do it. 4. Think about what you can improve when you find things hard. 5. Try to view things you can do as an opportunity to improve 		side steps high elbows high knees hopscotch alternate control fluency combine	reverse pivots balance zigzag rhythm consistent static balance personal best co-ordination gallop skip challenge mirror counter balance
Sticky knowledge for Invasion Games - skill based <ul style="list-style-type: none"> <input type="checkbox"/> Bouncing - hand slightly curved on top of ball, eye on the ball, push downwards with gentle force. <input type="checkbox"/> Intercepting - awareness of ball and opponent, on balls of feet ready to move quickly. <input type="checkbox"/> Vision is vital - of players, space and then on the ball. <input type="checkbox"/> Dodge - use signalling and evade partner. Eye communication with team members is essential. <input type="checkbox"/> Passing ball with feet - foot behind the ball, keep ball on the ground, turn toe outwards, flat inside surface of foot makes contact with the ball. <input type="checkbox"/> Unihoc - hold the stick with dominant hand half way down the stick and other at the top for control, use flat side of the stick when dribbling. Stop the ball by putting stick in front of the ball or on top. <input type="checkbox"/> Rugby - when holding the ball, place thumbs on top of the ball and spread fingers around the rest of ball. Hold ball at the side of the body and pass backwards. 		speed flow technique consistency control tactic skill	bounce intercept defend awareness opponent dodge pass possession shoot score
Sticky knowledge for Bat and Ball Skills (Cricket and tennis) <ul style="list-style-type: none"> <input type="checkbox"/> Get ready to move with feet apart and eyes watching the ball. <input type="checkbox"/> Control the racket, keep it flat and move it smoothly. <input type="checkbox"/> Know the names of tennis shots. <input type="checkbox"/> Read the ball and react by turning to forehand and backhand sides. <input type="checkbox"/> Grip - hands together with right hand below left (Right handers) <input type="checkbox"/> Hit the ball hard and along the ground to avoid being out. <input type="checkbox"/> Step into the ball when hitting to create power. <input type="checkbox"/> Look for a space in the fielders to hit the ball. <input type="checkbox"/> Get behind the ball when fielding. 		contact racket face forehand backhand control react overarm	co-ordination watch the ball striking batting grip hit the gaps backing up rally serve tap ups stumps follow through underarm
Sticky knowledge for Gymnastics <ul style="list-style-type: none"> <input type="checkbox"/> Straighten and stretch body when making shapes/balances. <input type="checkbox"/> Keep bodies neat when travelling over, under and through apparatus. 		travel balance points patches	jump flight control enter straddle tuck shape twists

<ul style="list-style-type: none"> ❑ Choosing jumps and ways of travelling will help sync chosen points and patches together. ❑ Land with knees bent and head facing forwards. ❑ Use a jump to support a change in direction. ❑ Land from a jump with good control and balance. 	straighten stretch apparatus sequence exit twist shape
<p>Sticky knowledge for Basketball</p> <ul style="list-style-type: none"> ❑ Bounce the ball at correct height when dribbling. ❑ Bounce the ball with fingers wide in a pushing motion rather than slapping the ball. ❑ Bounce the ball when passing. ❑ You cannot double dribble (dribbles, stops, then starts again.) ❑ Push the ball in front when dribbling fast. ❑ Use a variety of passes when playing. ❑ Attack quickly when in possession of the ball. ❑ Get on the defensive side of the ball quickly if you lose possession. 	pass receive dribble bounce travel move space attack defend possession chest pass lofted pass fake pass bounce pass double dribble shoot match hoop
<p>Sticky knowledge for Outdoor and Adventurous</p> <ul style="list-style-type: none"> ❑ Trails - Trust your partner <ul style="list-style-type: none"> - Give clear instructions ❑ Problem solving - discuss tactics before starting the challenge <ul style="list-style-type: none"> Work co-operatively as a team and listen to each other Stay positive when working on a challenge ❑ Team Building - think about communication, co-operation and timing <ul style="list-style-type: none"> Listen to each other ❑ Orienteering - Important to keep the map orientated <ul style="list-style-type: none"> Points of the compass - N.E.S.W Become familiar with local surrounding and associated map 	negotiate obstacle confidence co-operative challenge tactics sensory communication listening timing orientated distance surroundings solve problem memory recognise intercept precision
<p>Sticky knowledge for Indoor Games</p> <ul style="list-style-type: none"> ❑ Discuss tactics as a team before starting. ❑ Communicate with others during the activity/game. ❑ Compete with each other in a controlled way. ❑ Use skills with coordination and control. ❑ Decide which skills/actions are needed for each activity/game. 	tactics communication co-ordination accuracy rules decisions teamwork spatial awareness score system strategy

PE - KS2				
Key Knowledge		Key Vocabulary		
Year 5				
Sticky knowledge about Netball <ul style="list-style-type: none"> <input type="checkbox"/> Netball is a non-contact game. <input type="checkbox"/> A pass must be made within 4 seconds <input type="checkbox"/> Moving with the ball is not allowed - you can only pivot on your landing foot <input type="checkbox"/> Goal Shooter - To score goals and to work in and around the circle with the GA <input type="checkbox"/> Goal Attack - To feed and work with GS and to score goals <input type="checkbox"/> Centre - To take the centre pass and to link the defence and the attack <input type="checkbox"/> Goal Defence - To win the ball and reduce the effectiveness of the GA <input type="checkbox"/> Goal Keeper - To work with the GD and to prevent the GA/GS from scoring goals 		jump land balance chest pass, shoulder pass, bounce pass overhead pass footwork pivot umpire	positions Centre Goal attack Goal shooter Goal defence Goal keeper attack defence shoot	
Sticky knowledge about Athletics <ul style="list-style-type: none"> <input type="checkbox"/> When sprinting, light, quick movements are used. Head is kept level and vision is to the front. <input type="checkbox"/> It is important to sustain pace over longer distances. <input type="checkbox"/> Standing long jump is a two footed and is a test of co-ordination and leg strength. <input type="checkbox"/> Standing triple jump is a hop, step and jump from a standing position. <input type="checkbox"/> Vertical jump is in a standing position in which the participant competes against their own height and weight. <input type="checkbox"/> Speed bounce - A test of speed, rhythm and coordination, Cross the wedge with both feet as any times as possible in 30 seconds. <input type="checkbox"/> Always check the area is clear before you throw. <input type="checkbox"/> Javelin - this is a pull throw. <input type="checkbox"/> Chest push - two handed push throw. 		sprint distance accelerate sustain control pull throw push throw agility endurance	standing long jump triple jump vertical jump athlete valid jump speed co-ordination rhythm	
Sticky knowledge about Hockey <ul style="list-style-type: none"> <input type="checkbox"/> The ball should be in contact with the flat side of the stick. <input type="checkbox"/> It is important to keep the stick on the floor when tackling. <input type="checkbox"/> A wide grip on the stick and a low stance will allow more strength and control. <input type="checkbox"/> When passing the ball, look up to see who you are passing to. <input type="checkbox"/> When receiving the ball and intercepting, the flatter the stick, the more of the stick surface can stop the ball. Move feet quickly to get the stick into position or turn the stick. 		control tackle dribble travel possession pass receive	defend marking shielding width space intercept	
Sticky knowledge about Handball <ul style="list-style-type: none"> <input type="checkbox"/> Handball is the fastest team game in the world. <input type="checkbox"/> Passing with a high arm (elbow above shoulder.) <input type="checkbox"/> Only 3 steps permitted before the ball must be passed <input type="checkbox"/> The ball can only be held for 3 seconds while stationary <input type="checkbox"/> Shoot with a high arm, using a full range of movement from the shoulder <input type="checkbox"/> Fluidity and constant movement is important. 		throwing catching passing shooting movement blocking intervention	attack defence fluidity passing laterally goalkeeping communication	
Sticky knowledge about Gymnastics <ul style="list-style-type: none"> <input type="checkbox"/> Four main core skills are travel, jump, turn and balance. <input type="checkbox"/> Four main principles are flow, time, space and weight. <input type="checkbox"/> A spin should be completes with a 360 degree turn on the same spot at the same speed. A spin can be created on different body parts. <input type="checkbox"/> Mirroring is copying the actions and moves of a partner. Mirroring can be completed side by side, in front of each other, towards and away from each other. <input type="checkbox"/> A sequence needs to include two or more skills which are performed together creating a different combination skill. <input type="checkbox"/> Complex sequences for a performance should include changes in level, direction and speed; choose actions, body shapes and balances. 		core skills principles jump travel turn balance flow stretch strength	weight space time spin mirroring symmetrical asymmetrical strength suppleness	sequence pike straddle tuck complex extend counter balance
Sticky knowledge about Tag Rugby <ul style="list-style-type: none"> <input type="checkbox"/> Attacking: Run at speed, use the space and aim for the gaps, side step, change direction and speed. <input type="checkbox"/> Defending: Keep your eyes on the tag, call out when you have tagged someone and hand back their tag. 		tag evade speed direction attacking defending try line	pass receive decision making tactical awareness positioning	knock on advantage

<ul style="list-style-type: none"> <input type="checkbox"/> Passing the ball: Stand sideways on to your opponent, keep your hands on the side of the ball, swing your arms like a pendulum, release towards the receiver. <input type="checkbox"/> Decision making: Always look to see where the opposition are positioned and where the best opportunity to score may lie. <input type="checkbox"/> When tagged they are allowed 3 seconds/3 strides to pass to a teammate. <input type="checkbox"/> Two hands on the ball at all times. 	communication infringement		
<p>Sticky knowledge about Football</p> <ul style="list-style-type: none"> <input type="checkbox"/> Dribbling - keep control, find a space and keep moving. <input type="checkbox"/> Passing the ball: Put weaker foot next to the ball and use inside of stronger foot to pass the ball. <input type="checkbox"/> Receiving the ball: Face the ball and use stronger foot to receive the pass with the side of the foot. <input type="checkbox"/> Shooting - Arms can act as a counterbalance swing and also help generate power. Don't be afraid to control the ball before striking. <input type="checkbox"/> To gain possession in defence it is important to win and keep the ball, spread out use the width of the pitch. <input type="checkbox"/> Make sure the through ball is ahead of the player. <input type="checkbox"/> The goalkeeper should come off their line to close down the angle that the player has to shoot at. <input type="checkbox"/> Players should run at a defender. <input type="checkbox"/> Defenders should be standing sideways on their toes. 	dribble pass receive power shot finesse shot balance control	attack defence tactics possession through ball goalkeeper	midfielder striker forward counter attack
<p>Sticky knowledge about Kwik Cricket</p> <ul style="list-style-type: none"> <input type="checkbox"/> Catching - Get hands ready to catch the ball, bend knees slightly so you can spring high or crouch low and use your feet to get into a good position to catch. <input type="checkbox"/> Bowling - Straight arm when bowling. Focus on accuracy aim at the target using non-bowling arm <input type="checkbox"/> Fielding - Watch and stop the ball, throw it back to the bowler or aim at the wickets. Quick decisions need to be made, <input type="checkbox"/> Striker - Bend knees and stand sideways on. When striking - step towards the ball and hit. <input type="checkbox"/> Game - Run between the wickets in straight lines. Slide the bat over the line. Respond to calls and make decisions. <input type="checkbox"/> There are 6 balls in an over. 	spring high crouch low stumps bail slow ball fast ball	boundary retire sweep shot stance no run spin	wickets crease wide over Yorker runs
<p>Sticky knowledge about Quadkids Athletics</p> <ul style="list-style-type: none"> <input type="checkbox"/> Vortex howler - Vortex lies flat on palm supported by fingers, body sideways to throwing direction, hand higher than elbow, elbow not lower than shoulder. Snap through with hips <input type="checkbox"/> Standing long jump - Feet slightly apart facing forwards, arms swinging from low to high for lift, knees bending to provide explosive lift, land on two feet. <input type="checkbox"/> Sprint - Head still and focussed on finish line, arms pump (but not across body) run on balls of feet, run through the finish line. <input type="checkbox"/> Distance run - Head still and focussed forward, smooth consistent pace, use balls of feet, finish fast. 	600m run 75m sprint standing long jump vortex howler maximise leverage time duration distance speed	on your marks, set, go false start track etiquette consecutive measurement	

PE - KS2				
Key Knowledge		Key Vocabulary		
Year 6				
Sticky knowledge about Netball <ul style="list-style-type: none"> <input type="checkbox"/> A player is offside if they enter an area of the court which they aren't allowed in. <input type="checkbox"/> For a penalty pass, the infringing player is required to stand out of play. <input type="checkbox"/> When defending a player with the ball, the defender must be at least 3ft away from the player with the ball. <input type="checkbox"/> Rules require players to rotate positions <input type="checkbox"/> A goal is scored when the ball passes completely through the net. <input type="checkbox"/> If two opposing players contact simultaneously a toss-up is taken between the two players concerned 		offside throw in penalty toss up rotations substitutions obstruction contact signal communicate	infringement travel opposition squad team work intercept possession simultaneous contact	
Sticky knowledge about Athletics <ul style="list-style-type: none"> <input type="checkbox"/> When sprinting, light, quick movements are used. Head is kept level and vision is to the front. <input type="checkbox"/> It is important to sustain pace over longer distances. <input type="checkbox"/> Standing long jump is a two footed jump and is a test of co-ordination and leg strength. <input type="checkbox"/> Standing triple jump is a hop, step and jump from a standing position. <input type="checkbox"/> Vertical jump is in a standing position in which the participant competes against their own height and weight. <input type="checkbox"/> Speed bounce - A test of speed, rhythm and coordination, Cross the wedge with both feet as any times as possible in 30 seconds. <input type="checkbox"/> Always check the area is clear before you throw. <input type="checkbox"/> Javelin - this is a pull throw. <input type="checkbox"/> Chest push - two handed push throw. 		sprint distance accelerate sustain control pull throw push throw agility endurance baton strength improvement	standing long jump triple jump vertical jump athlete valid jump speed co-ordination rhythm personal best power momentum	
Sticky knowledge about Stoolball <ul style="list-style-type: none"> <input type="checkbox"/> Stoolball is a wicket running game. <input type="checkbox"/> There are 8 balls in an over. <input type="checkbox"/> Runs can be scored off a no-ball if ball is hit. <input type="checkbox"/> Bat is placed on wicket (starts high) and ideally the shot should be hit hard and low to prevent being caught out. <input type="checkbox"/> Long Barrier- defensive fielding. - knee to heel and little fingers together to create a cup. <input type="checkbox"/> Short Barrier- attacking fielding - run at the ball. <input type="checkbox"/> Spin: Hold the ball with index, middle finger and thumb. As ball is released, roll wrist over the top of the ball to create side spin or under the ball to create back spin. 		runs wicket wicket keeper run out caught out bowled out opponent	speed height placement on side off side stance technique	outwit accuracy long barrier short barrier demonstrate umpire
Sticky knowledge about Team Building <ul style="list-style-type: none"> <input type="checkbox"/> Identify the key challenges. <input type="checkbox"/> Propose practical ways forward <input type="checkbox"/> Listen to others and follow instructions. <input type="checkbox"/> Work together to complete the task. <input type="checkbox"/> Provide constructive support and feedback. <input type="checkbox"/> Try a variety of solutions. <input type="checkbox"/> Trust others and accept support. 		Listening instructions communication challenge solutions plan agree	encourage achieve responsibility discuss refine evaluate collaborate	feedback organise respect consequences advice perseverance
Sticky knowledge about Gymnastics <ul style="list-style-type: none"> <input type="checkbox"/> Counter balance is attained through a pushing action. <input type="checkbox"/> Counter-tension is attained through a pulling action. <input type="checkbox"/> When taking off and landing in a jump, show good control. <input type="checkbox"/> Keep your chest up and look forward as you land. <input type="checkbox"/> Straighten your legs and arms to finish <input type="checkbox"/> Always land on two feet if jumping off apparatus. <input type="checkbox"/> Carry apparatus safely. <input type="checkbox"/> Think about aesthetic appeal: Does it look good? Toes are pointed, legs and arms are straight, there is good symmetry, angles look similar and nice straight lines are formed. <input type="checkbox"/> Watch and spot each other during movements. <input type="checkbox"/> Mats, benches and agility tables should be carried by 2/4 people. 		shape level body parts construct practice improve composition sequence	counter balance counter tension adapt transfer apparatus travel safety stretch	stag jump split jump cat leap creative enhance performance flexibility height control

<p>Sticky knowledge about Lacrosse</p> <ul style="list-style-type: none"> ❑ Players are not allowed in the goal circle, if they enter it is considered offside and possession is given to the opposition. ❑ Stick must be held vertically when not in play. ❑ A player can run with the ball in the cradle the whole length of the pitch but may be time limited to release possession. ❑ When ball is thrown out of pitch area there is a throw in by the opposite team. ❑ Fouls such as barging, hitting or obstruction mean a change in possession against the offending team. 	<p>throw in obstruction substitutions cradle stick/crosse slashing ground ball face off</p>	<p>opposition squad team work intercept possession dodge contact</p>	
<p>Sticky knowledge about Circuit Training</p> <ul style="list-style-type: none"> ❑ Stretching exercises - head to toe sequence ❑ Increase working intensity gradually and progressively. ❑ Keep movements smooth and controlled. ❑ Work within own capabilities. ❑ Maintain effective technique at each station. ❑ Avoid bouncy, jerky movements. ❑ Relaxation and recovery is important - deep breathing exercises. 	<p>stretch exercises technique movements controlled</p>	<p>gradual progression intense muscles rest</p>	
<p>Sticky knowledge about Basketball</p> <ul style="list-style-type: none"> ❑ Contact the ball with your finger pads rather than the palm of your hand. This will give you better control. ❑ Push, don't slap, the ball downwards at about hip-height. ❑ Try to anticipate the pass. ❑ Bounce pass - A pass, used over short distances, that bounces once on the ground before it reaches the receiver. ❑ Chest pass - A pass from your chest to the receiver's chest using two hands. ❑ Overhead pass - A long, high pass used to get the ball over the defenders. It is a useful pass when a player has someone closely guarding them. ❑ Good footwork is fundamental to all areas of basketball. It can give a player more space in attack and helps when defending. ❑ Pivoting involves keeping one foot on the floor, as an anchor, while the other foot moves in a circular pathway (360°), allowing you to change direction. ❑ Speed up, slow down and change direction to break up the rhythm and put the defender off balance. ❑ The crossover - Switching the ball rapidly from one hand to the other while dribbling to make a change in direction. 	<p>invasion game dribble travelling control fluency technique opponent pass defensive stance</p>	<p>intercepting anticipation chest pass bounce pass overhead pass footwork movement lay up jump shoot</p>	<p>shielding defending attacking close down denying space communication dodge</p>
<p>Sticky knowledge about Tennis</p> <ul style="list-style-type: none"> ❑ How to hold tennis racket - Shake hands grip - hold racket as if shaking hands with it. ❑ Ready position - Being in middle of court/playing area, on toes, low to ground. ❑ Forehand technique - sideways to the ball, racket strings facing forward, eyes on the ball, racket swings from low to high position to hit ball. ❑ Backhand technique - hold racket with 2 hands, bring racket across body, step dominant leg across body, swing racket away from body and step out. ❑ Serve technique - Sideways on, ball and racket move down and then up together, aim to feed ball out and above full racket reach. 	<p>racket agility balance co-ordination direction ready position shots</p>	<p>forehand backhand technique serve singles doubles court</p>	<p>scoring love advantage 15,30,45</p>
<p>Sticky knowledge about Team Games</p> <ul style="list-style-type: none"> ❑ If you lose, don't make up excuses. ❑ If you win, don't rub it in. ❑ Learn from mistakes and get back in the game. ❑ Always do your best. ❑ If someone else makes a mistake, remain encouraging and avoid criticizing. ❑ Show respect for yourself, your team, and the officials of the game. ❑ Stay focused on the game instead of giving in to anger with teammates. ❑ Play fair. 	<p>throwing catching strategy focus risk zone rules</p>	<p>defend attack skills team accuracy protect</p>	<p>playing area success communication teamwork listen fair</p>

<p>Sticky knowledge about Kwik Cricket</p> <ul style="list-style-type: none"> ❑ Catching - Get hands ready to catch the ball, bend knees slightly so you can spring high or crouch low and use your feet to get into a good position to catch. ❑ Bowling - Straight arm when bowling. Focus on accuracy aim at the target using non-bowling arm ❑ Fielding - Watch and stop the ball, throw it back to the bowler or aim at the wickets. Quick decisions need to be made, ❑ Striker - Bend knees and stand sideways on. When striking - step towards the ball and hit. ❑ Game - Run between the wickets in straight lines. Slide the bat over the line. Respond to calls and make decisions. ❑ There are 6 balls in an over. 	<p>spring high crouch low stumps bail slow ball fast ball</p>	<p>boundary retire sweep shot stance no run spin</p>	<p>wickets crease wide over Yorker runs</p>
<p>Sticky knowledge about Rounders</p> <ul style="list-style-type: none"> ❑ Batters should take the bat with them when they run. If the bat is dropped they will be out. ❑ A 'no ball' is classed as anywhere below the knee, or above the shoulder, of the batter - or wide of the box - or directly at the body. ❑ Touch and hold onto a post when reach it. ❑ 4th post must be touched by the batters hand or bat for a rounder to be awarded. ❑ If the ball is hit behind then the batter must wait at first post until the ball is thrown over the back stop line. ❑ If a ball is not hit, but the batter gets all the way round half a rounder is awarded. ❑ When the bowler has the ball, and is in the box, players must stop running and remain at a post. 	<p>throw catch accuracy batting fielding posts bases</p>	<p>tactics stumped no ball rounder obstruct backstop bowler</p>	
<p>Sticky knowledge about Dance</p> <ul style="list-style-type: none"> ❑ There were a range of different dances popular during WW2 such as Lambeth Walk, Foxtrot, Jitterbug, Lindy Hop, Boogie Woogie. Each had their own style of music and steps. ❑ WW2 Dances were couple dances danced in a ballroom /church hall with two girls or boy/ girl. Everyone did the same moves in unison. ❑ During Wartime there were different types of music - known as the Swing Era - big bands with orchestras such as Glen Miller, Tommy Dorsey, Benny Goodman were popular and each had their own unique sound and style to dance to. ❑ Lindy hop and Jitterbug steps were different in style, difficulty, energy and tempo to the Lambeth Walk and the Foxtrot. ❑ Social dances in wartime were ways of impressing and meeting people. Usually the clothes you wore and your age impact on the style you danced. ❑ Lindy steps include 'the groove walk' 'the swing out' 'the side pass' 'Lindy circle' - plus tricks and aerial movements with jumps and partner work. ❑ The Lambeth Walk is taken from the popular musical of the day - Me and My Girl. It is a set of patterns/mofits with names such as 'the Hitch Hike', 'The Slap' and 'the Walk Around'. Couples strut forward, swing the arms, walking jauntily in cockney fashion. 	<p>improvisation unison, canon, action, reaction motif, phrase, section form, eg AB, ABA, ABAC</p>	<p>artistic intention exploration dance interpret Lambeth Walk Lindy Hop Jitterbug Boogie Woogie</p>	