



2021/2022 Coverage to support Planning process

Year 3 and 4 Progression and Content

| Phase & Year groups | Learning Area | Coverage | Vocabulary | End of Term Outcome | |
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| | | | | Year 3 | Year 4 |
| Year 3 and 4 2021/22 | Tag Rugby (Invasion Games) <i>Autumn 1</i> | <ul style="list-style-type: none"> To develop fundamental movement skills and become increasingly confident and competent; Apply a broader range of skills, learning how to use them in different ways Be able to engage in competitive and cooperative physical activities in a range of increasingly challenging situations, Apply and develop a broader range of skills, using them in different ways and linking them to make actions and sequences of movement; Develop and understanding of how to improve in different physical activities and sports, and learn how to evaluate and recognise their own success; and enjoy communicating, collaborating and competing with each other; | pace, agility, balance, coordination, dodging, weaving, evading, bounce, hop, obstacle, travel, space, movement, momentum, travelling, scanning, movement, waist, tag, tag rugby, pop pass, eye contact, try, speed, agility, coordination, footwork, tagger, chase, grip, position, balance, tackle, tackle, drive | Throw and catch with control to keep possession Pass and move with control without opponent; Be able to throw the ball in the direction of a target; Know and use rules fairly to keep games going; Say when a player has moved to help others; Apply this knowledge to their own play; | Play games with some fluency and accuracy, using a range of throwing and catching techniques; Pass and travel with control under pressure; Find ways of attacking successfully when using other skills; Use a variety of simple tactics for attacking well, keeping possession of the ball as a team, and getting into positions to score; Know the rules of the games; Understand that they need to defend as well as attack; Understand how strength, stamina and speed |



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| | <p style="text-align: center;">Hockey (Invasion games) <i>Spring 2</i></p> <p style="text-align: center;">(Swimming Year 4)</p> | <ul style="list-style-type: none"> Continue to develop fundamental movement skills and become increasingly confident and competent; Apply a broader range of skills, learning how to use them in different ways Be able to engage in competitive and cooperative physical activities in a range of increasingly challenging situations, Apply and develop a broader range of skills, using them in different ways and linking them to make actions and sequences of movement; Develop and understanding of how to improve in different physical activities and sports, and learn how to evaluate and recognise their own success; and enjoy communicating, collaborating and competing with each other; | <p>Space, agility, balance, coordination, dodging, weaving, evading, obstacle, travel, space, movement , momentum, travelling, scanning, movement, eye contact, disguise, speed, agility, coordination, strike, elbow, drive, roll, bounce, bowl,</p> | <p>Pass and dribble with control without opponent; Be able to move and pass the ball in the direction of a target; Know and use rules fairly to keep games going; Say when a player has moved to help others; Apply this knowledge to their own play Suggest warm-up activities;</p> | <p>Play games with some fluency and accuracy, Pass and dribble with control under pressure; Find ways of attacking successfully when using other skills; Use a variety of simple tactics for attacking well, keeping possession of the ball as a team, and getting into positions to score; Know the rules of the games; Understand that they need to defend as well as attack; Understand how strength, stamina and speed can be improved by playing invasion games; Watch and describe others' performances, as well as their own, and suggest practices that will help them and others to play better Be able to move to the correct position in order to attempt to score; Lead a partner through short warm-up routines;</p> |
| | <p style="text-align: center;">Cricket (Striking and Fielding) <i>Summer 1</i></p> | <ul style="list-style-type: none"> Apply and develop a broader range of skills, learning how to use them in different ways; Be able to engage in competitive and cooperative physical activities in a range of increasingly challenging situations, and enjoying communicating and collaborating and competing with each other; | <p>Space, agility, balance, coordination, dodging, weaving, evading, obstacle, travel, space, movement , momentum, travelling, scanning, movement, eye contact, disguise, speed, agility, coordination, bat, strike, balance, position, follow through, accuracy, high elbow, stance, run, fielder, batter, wicket, bails</p> | <p>Use a range of skills, e.g. throwing, striking, intercepting and stopping a ball, with some control and accuracy; Continue to develop fundamental movement skills and become increasingly competent and confident; To understand the need for tactics; To be able to pass and catch within pairs; Know and understand rules of the game; Set up small games; Explain what they need to do to get ready to play</p> | <p>Use a range of skills, e.g. throwing, striking, intercepting and stopping a ball, with good control and accuracy; Choose and vary skills and tactics to suit the situation in a game; Carry out tactics successfully; To be able to pass and catch within a small team; Know rules and use them fairly to keep games going;</p> |



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| | <p>Athletics Summer 2</p> | <ul style="list-style-type: none"> Develop an understanding of how to improve in different physical activities and sports, and learn how to evaluate and recognise their own success | <p>Running, jumping, throwing, sprint start, sprint, long distance, short distance, drive, set, forward, soft knees, safely, overarm, t position, gallop, flight, follow through, land, Phases, track, high knees, baton, relay, javelin, shotput, discus, tick-tock, shoulder aim, hand over, place</p> | <ul style="list-style-type: none"> Run at fast, medium and slow speeds, changing speed and direction; Be able to run, jump and throw using a variety of techniques Know and understand how altering the movement of any parts of the body during performance affects end results Learn to use skills in different ways and link them to make actions Develop an understanding of how to improve in different physical activities Link running and jumping activities with some fluency, control and consistency; | <p>Link running and jumping activities with some fluency, control and consistency;</p> <p>Make up and repeat a short sequence of linked jumps;</p> <p>Take part in a relay activity, remembering when to run and what to do;</p> <p>Throw a variety of objects, changing their action for accuracy and distance;</p> <p>Recognize when their heart rate, temperature and breathing rate have changed</p> |
| | <p>Dance Summer 2</p> | <ul style="list-style-type: none"> Know and understand how to maximise personalities by making powerful face and body movement changes; Become increasingly competent and confident, and access a broad range of opportunities to extend agility, balance and coordination; | <p>Unison, canon, repeat, structure, motif, dance, improvisation, explore, narrative, communication</p> | <p>improvise freely, translating ideas from a stimulus into movement;</p> <p>Create dance phrases that communicate ideas;</p> <p>Share and create dance phrases with a partner and in a small group;</p> <p>Repeat, remember and perform these phrases in a dance;</p> <p>Use dynamic, rhythmic and expressive qualities clearly and with control;</p> <p>Understand the importance of warming up and cooling down;</p> | <p>Respond imaginatively to a range of stimuli related to character and narrative;</p> <p>Use simple motifs and movement patterns to structure dance phrases on their own, with a partner and in a group;</p> <p>Refine, repeat and remember dance phrases and dances;</p> <p>Perform dances clearly and fluently;</p> <p>Show sensitivity to the dance idea and the accompaniment;</p> <p>Show a clear understanding of how to warm up and cool down safely;</p> |



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