Blackmoor Park Junior School PE Long Term Plan

Year	Autumn Term				Spring Term				Summer term			
	Netball	**Gym**	**Basketball**	**Dance**	**Hockey**	**Fitness**	**Football**	**Dodgeball**	**Cricket**	**Athletics**	**OAA**	**Tennis**
Year 3	**National Curriculum** At the end of this unit, children will know:		**National Curriculum** At the end of this unit, children will know:		**National Curriculum** At the end of this unit, children will know:		**National Curriculum** At the end of this unit, children will know:		**National Curriculum** At the end of this unit, children will know:		**National Curriculum** At the end of this unit, children will know:	
	Netball: Begin to use simple tactics. Learn the rules of the game and am beginning to use them honestly. Communicate with my team and move into space to support them. Defend an opponent and try to win the ball. Pass, receive and shoot the ball with some control. Provide feedback using key words. Understand my role as an attacker and as a defender. Work cooperatively with my group to self-manage games. **Key vocab:** Passing Catching Footwork Interception Shooting Tactics Possession Conceding Attack Defence		**Basketball:** Begin to use simple tactics. Learn the rules of the game and am begin to use them honestly. Dribble, pass, receive and shoot the ball with some control. Find space away from others and near to my goal. Provide feedback using key words. Track an opponent to slow them down. Understand my role as an attacker and as a defender. Work co-operatively with my group to self-manage games. **Key vocab:** Passing Throwing Catching Dribbling Interception Shooting Attack Defend Opponent Travelling Possession Protective		**Hockey:** Begin to use simple tactics. Learn the rules of the game and am beginning to use them honestly. Dribble, pass, receive and shoot the ball with some control. Find space away from others and near to my goal. Provide feedback using key words. Track an opponent to slow them down. Understand my role as an attacker and as a defender. Work co-operatively with my group to self-manage games. **Key vocab:** Passing Dribbling Receiving Intercepting Tackling Communication Possession Opposition Reverse Attacker Defender		**Football:** Begin to use simple tactics. Learn the rules of the game and I am beginning to use them to play honestly and fairly. Dribble, pass, receive and shoot the ball with some control. Find space away from others and near to my goal. Provide feedback using key words. Track an opponent to slow them down. Understand my role as an attacker and as a defender. Work co-operatively with my group to self-manage games. **Key vocab:** Dribbling Passing Ball control Tracking Turning Receiving Tactics Interception Opponent Defend Attack Possession		**Cricket:** Able to bowl a ball towards a target. Begin to strike a bowled ball after a bounce. Develop an understanding of tactics and I am beginning to use them in game situations. Learn the rules of the game and Begin to use them honestly. Persevere when learning a new skill. Provide feedback using key words. Use overarm and underarm throwing, and catching skills. Work co-operatively with my group to self-manage games. **Key vocab:** Underarm throw Overarm throw Catching Overarm bowling Underarm bowling Fielding Tracking Batting Striking Wicket		**OAA:** Develop map reading skills. Follow and give instructions. Listen to and am accepting of others' ideas. Plan and attempt to apply strategies to solve problems. Reflect on when and why I was successful at solving challenges and am beginning to understand why. Work collaboratively with a partner and a small group. **Key vocab:** Balance Running Communication Teamwork Trust Planning Map reading Decision making Problem solving Co-operation Obstacle Reflect Navigate Course	

	Gym: Adapt sequences to suit different types of apparatus. Choose actions that flow well into one another. Choose and plan sequences of contrasting actions. Complete actions with increasing balance and control. Move in unison with a partner. Provide feedback using key words. Use a greater number of my own ideas for movements in response to a task. With help, recognise how performances could be improved. **Key Vocab:** Forward roll Backward roll Straight jump Star jump Extension Body tension Momentum Rotate	**Dance:** Respect others when watching them perform. Provide feedback using key words. Repeat, remember and perform a dance phrase. Use counts to keep in time with a partner and group. Use dynamic and expressive qualities in relation to an idea. Work with a partner and in a small group, sharing ideas. Create short dance phrases that communicate the idea. **Key Vocab:** Canon Unison Formation Dynamics Pathways Direction Copy Perform Control Balance Stimulus Dynamics Shape Relationships Rhythm Movement	**Fitness:** Collect and record my scores, recognising my strengths. Complete exercises with control. Persevere when I find a challenge hard. Provide feedback using key words. Use key points to help me to improve my sprinting technique. Work safely with others. Show balance when changing direction. Understand that there are different areas of fitness. **Key Vocab:** Strength Speed Power Agility Coordination Balance Stamina Perseverance Determination Technique Continuous Personal Exercise	**Dodgeball:** Learn the rules of the game and I am beginning to use them to play fairly. Provide feedback using key words. Throw with some accuracy and I am beginning to catch with some consistency. Understand the aim of the game. Work co-operatively with my group to self-manage games. **Key Vocab:** Throwing Catching Dodging Blocking Communication Opposition Consecutive Conceding Attacking Defending Overarm throw	**Athletics:** Develop jumping for distance. Identify when I was successful. Take part in a relay activity, remembering when to run and what to do. Throw a variety of objects, changing my action for accuracy and distance. Use different take off and landings when jumping. Use key points to help me to improve my sprinting technique. Work with a partner and in a small group, sharing ideas. Show determination to achieve my personal best. **Key Vocab:** Sprinting Jumping Distance Push Pull Throw Relay Take off Landing Officiating Power Speed Strength Vertical Progressive Recording Timing Measuring Obstacle	**Tennis:** Learn the rules of the game and Begin to use them to play fairly. Provide feedback using key words. Return a ball to a partner. Use basic racket skills. Understand the aim of the game. Understand the benefits of exercise. Work cooperatively with my group to self-manage games. **Key Vocab:** Forehand Backhand Throwing Catching Ready position Ball Control Rally Opponent Consecutive Outwit

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	Football	**Dodgeball**	**Netball**	**Gym**	**Basketball**	**Dance**	**Tag Rugby**	**Fitness**	**Tennis**	**OAA**	**Rounders**	**Athletics**
Year 4	**National Curriculum** At the end of this unit, children will know: **Football:** Delay an opponent and help to prevent the other team from scoring. Dribble, pass, receive and shoot the ball with increasing control. Move to space to help my team to keep possession and score goals. Provide feedback using key terminology and understand what I need to do to improve. Use simple tactics to help my team score or gain possession. Share ideas and work with others to manage our game. Understand the rules of the game and I can use them often and honestly. **Key vocab:** Dribbling Passing Ball control Tracking Turning Receiving Tactics Interception Opponent Defend Attack Possession		**National Curriculum** At the end of this unit, children will know: **Netball:** Defend one on one and know when to win the ball. Explain what happens to my body when I exercise and how this helps to make me healthy. Move to space to help my team to keep possession and score goals. Pass, receive and shoot the ball with increasing control. Provide feedback using key terminology and understand what I need to do to improve. Use simple tactics to help my team score or gain possession. Share ideas and work with others to manage our game. Understand the rules of the game and I can use them often and honestly. **Key Vocab:** Passing Catching Footwork Interception Shooting Tactics Possession Conceding Attack Defence		**National Curriculum** At the end of this unit, children will know: **Basketball:** Delay an opponent and help to prevent the other team from scoring. Dribble, pass, receive and shoot the ball with increasing control. Move to space to help my team to keep possession and score goals. Provide feedback using key terminology and understand what I need to do to improve. Use simple tactics to help my team score or gain possession. Share ideas and work with others to manage our game. Understand the rules of the game and I can use them often and honestly **Key vocab:** Passing Throwing Catching Dribbling Interception Shooting Attack Defend Opponent Travelling Possession Protective		**National Curriculum** At the end of this unit, children will know: **Tag Rugby:** Delay an opponent and help prevent the other team from scoring. Explain what happens to my body when I exercise and how this helps to make me healthy. Help my team keep possession and score tries when I play in attack. Pass and receive the ball with increasing control. Provide feedback using key terminology and understand what I need to do to improve. Use simple tactics to help my team score or gain possession. Share ideas and work with others to manage our game. Understand the rules of the game and I can use them often and honestly. **Key vocab:** Passing Catching Dodging Tagging Scoring Throwing Off side Attacker Defender Interception Opponent Consecutive Possession		**National Curriculum** At the end of this unit, children will know: **Tennis:** Communicate with my teammates to apply simple tactics. Explain what happens to my body when I exercise and how this helps to make me healthy. Provide feedback using key terminology and understand what I need to do to improve. Return to the ready position to defend my own court. Sometimes play a continuous game. Use a range of basic racket skills. Ideas and work with others to manage our game. Understand the rules of the game and I can use them often and honestly. **Key Vocab:** Underarm Overarm Catching Forehand Backhand Ready position Hitting Opponent Outwit Consecutive Rally		**National Curriculum** At the end of this unit, children will know: **Rounders:** Able to bowl a ball with some accuracy, and consistency. Learning the rules of the game and I am beginning to use them to play honestly and fairly. Communicate with my teammates to apply simple tactics. Explain what happens to my body when I exercise and how this helps to make me healthy. Provide feedback using key terminology and understand what I need to do to improve. Strike a bowled ball with adapted equipment (e.g. a tennis racket). Use overarm and underarm throwing and catching skills with increasing accuracy. Share ideas and work with others to manage our game. **Key Vocab:** Underarm Overarm Catching Tracking Fielding Retrieving Batting striking Bowling Base	

						Run Rounder/half rounder Short barrier consecutive
	Dodgeball: Catch with increasing consistency. Communicate with my teammates to apply simple tactics. Provide feedback using key terminology and understand what I need to do to improve. Return to the ready position to defend myself. Throw with some accuracy at a target. Share ideas and work with others to manage our game. Understand the rules of the game and I can use them often and honestly. **Key vocab:** Throwing Catching Dodging Blocking Communication Opposition Consecutive Conceding Attacking Defending Overarm throw	**Gym:** Explain what happens to my body when I exercise and how this helps to make me healthy. Identify some muscle groups used in gymnastic activities. Plan and perform sequences with a partner that include a change of level and shape. Provide feedback using appropriate language relating to the lesson. Safely perform balances individually and with a partner. Watch, describe and suggest possible improvements to others' performances and my own. Understand how body tension can improve the control and quality of my movements. **Key vocab:** Extension Body Tension Momentum Inversion Pathways Partner balance Rotation Bridge Forward roll Backward roll Straight jump Star jump	**Dance:** Choose actions and dynamics to convey a character or idea. Copy and remember set choreography. Provide feedback using appropriate language relating to the lesson. Respond imaginatively to a range of stimuli relating to character and narrative. Use changes in timing and spacing to develop a dance. Use counts to keep in time with others and the music. Use simple movement patterns to structure dance phrases on my own, with a partner and in a group. Show respect for others when working as a group and watching others perform. **Key vocab:** Canon Unison Formation Dynamics Character Structure Space Pathways Direction Perform Control Balance Stimulus Dynamics Shape Relationships Rhythm Movement	**Fitness:** Collect and record my scores and identify areas I need to improve. Use key points to help me to improve my sprinting technique. Share ideas and work with others to manage activities. Show balance when changing direction at speed. Show control when completing activities to improve balance. Show determination to continue working over a period of time. Understand there are different areas of fitness and that each area challenges my body differently. **Key vocab:** Strength Speed Power Agility Coordination Balance Stamina Perseverance Determination Technique Continuous Personal Exercise	**OAA:** Accurately follow and give instructions. Confidently communicate ideas and listen to others. Identify key symbols on a map and use a key to help navigate around a grid. Plan and apply strategies to solve problems. Reflect on when and why I was successful at solving challenges. Work collaboratively and effectively with a partner and a small group. **Key vocab:** Balance Running Communication Teamwork Trust Planning Map reading Decision making Problem solving Co-operation Obstacle Reflect Navigate Course	**Athletics:** Demonstrate the difference in sprinting and jogging techniques. Explain what happens in my body when I warm up. Identify when I was successful and what I need to do to improve. Jump for distance with balance and control. Throw with some accuracy and power to a target area. Determination to improve my personal best. Support and encourage others to work to their best. **Key vocab:** Pacing Sprinting Jumping Throwing Stamina Speed Power Pull throw Officiating Vertical Progressive Recording Timing Measuring Transferring weight

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	Netball	**Gym**	**Football**	**Dance**	**Handball**	**Fitness**	**Hockey**	**Volleyball**	**Cricket**	**Athletics**	**OAA**	**Tennis**
Year 5	**National Curriculum** At the end of this unit, children will know: **Netball:** Communicate with my team and move into space to keep possession and score. Identify when I was successful and what I need to do to improve. Pass, receive and shoot the ball with some control under pressure. Stay with an opponent and I am confident to attempt to intercept. What position I am playing in and how to contribute when attacking and defending. Understand the need for tactics and can identify when to use them in different situations. Understand the rules of the game and I can apply them honestly most of the time. Understand there are different skills for different situations and I am beginning to apply this. **Key vocab:** Chest pass Bounce Pass Position Tactics Footwork Awareness Pressure Communication Possession Interception		**National Curriculum** At the end of this unit, children will know: **Football:** Communicate with my team and move into space to keep possession and score. Dribble, pass, receive and shoot the ball with some control under pressure. Identify when I was successful and what I need to do to improve. Often make the correct decision of who to pass to and when. Use tracking and intercepting when playing in defence. Understand the need for tactics and can identify when to use them in different situations. Understand the rules of the game and I can use them most of the time to play honestly and fairly. Understand there are different skills for different situations and I am beginning to apply this. **Key vocab:** Tactics Technique Jockey Dribble Deny Delay Dictate Communication Possession Awareness		**National Curriculum** At the end of this unit, children will know: **Handball:** Lead others and contribute my ideas to group work. Feedback provided to improve my work. Apply defensive skills individually and as a team to gain possession, deny space and stop goals. Dribble, pass, receive and shoot the ball with some control under pressure. Communicate with my team and move into space to help to maintain possession. Understand the need for tactics and can identify when to use them in different situations. Understand the rules and can apply them honestly most of the time including when refereeing. **Key vocab:** Bounce pass Overarm pass Overarm jump pass Stepping Dribbling Possession Scoring opportunities Teamwork Communication Movement		**National Curriculum** At the end of this unit, children will know: **Hockey:** Communicate with my team and move into space to keep possession and score. Dribble, pass, receive and shoot the ball with some control under pressure. Identify when I was successful and what I need to do to improve. Use tracking, tackling and intercepting when playing in defence. Know what position I am playing in and how to contribute when attacking and defending. Understand the need for tactics and can identify when to use them in different situations. Understand the rules of the game and I can use them most of the time to play fairly and honestly. Understand there are different skills for different situations and I am beginning to apply this. **Key vocab:** Push Slap Block Jab Open stick Press Shadow Support Foul Receive		**National Curriculum** At the end of this unit, children will know: **Cricket:** Develop a wider range of fielding skills and I am beginning to use these under some pressure. Identify when I was successful and what I need to do to improve. Strike a bowled ball with increasing consistency. Work co-operatively with others to manage our game. Understand the need for tactics and can identify when to use them in different situations. Understand the rules of the game and I can apply them honestly most of the time. Understand there are different skills for different situations and I am beginning to use this. **Key vocab:** Outwit Tracking Position Backing up Support Aim Direction Overtake Tactics		**National Curriculum** At the end of this unit, children will know: **OAA:** Inclusive of others and can share job roles. Navigate around a course using a map. Orientate a map confidently. Reflect on when I was successful at solving challenges and alter my methods in order to improve. Use critical thinking to approach a task. Work effectively with a partner and a small group, sharing ideas and agreeing on a team strategy. **Key vocab:** Tactical Collaborate Control card Orientation Navigation Collective Direction Teamwork Key Negotiation	

	Gym: Create and perform sequences using apparatus, individually and with a partner. Lead a partner through short warm-up routines. Use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance. Use feedback provided to improve my work. Use set criteria to make simple judgments about performances and suggest ways they could be improved. Use strength and flexibility to improve the quality of a performance. Work safely when learning a new skill to keep myself and others safe. **Key vocab:** Symmetrical Asymmetrical Rotation Synchronisation Aesthetics Progression Canon Flexibility	**Dance:** Accurately copy and repeat set choreography. Choreograph phrases individually and with others considering actions and dynamics. Confidently perform different styles of dance, clearly and fluently, showing a good sense of timing. Lead a group through short warm-up routines. Refine the way I use actions, dynamics, relationships and space in my dance in response to a stimulus. Suggest ways to improve my own and other people's work using key terminology. Use counts when choreographing to stay in time with others and the music. **Key vocab:** Use feedback provided to improve my work. Formation Posture Performance Canon Relationship Rhythm	**Fitness:** Analyse my fitness scores to identify areas for improvement. Choose the best pace for a running event and maintain speed. Can encourage and motivate others to work to their personal best. Can identify how different activities can benefit my physical health. Can work with others to manage activities. Understand the different components of fitness and how to test them. Understand what my maximum effort looks and feels like and I am determined to achieve it. **Key vocab:** Technique Agility Momentum Drive Rhythm Power Speed Strength Endurance	**Volleyball:** Develop a wider range of skills and I begin to use these under some pressure. Identify when I am successful and what I need to do to improve. Use feedback provided to improve my work. Use the rules to referee a game. Work co-operatively with others to manage our game. Understand the need for tactics and identify when to use them in different situations. Understand the rules of the game and apply them honestly most of the time. Understand there are different skills for different situations and I am beginning to use these. **Key vocab:** co-operatively communicate cushion dig opposition serve set situation sportsmanship tactics volley	**Athletics:** Choose the best pace for a running event. Identify good athletic performance and explain why it is good. Perform a range of jumps showing some technique. Show control at take-off and landing in jumping activities. Take on the role of coach, official and timer when working in a group. Use feedback to improve my sprinting technique. Persevere to achieve my personal best. Show accuracy and power when throwing for distance. **Key vocab:** Technique Down sweep Upsweep Flight Rhythm Stride Speed Agility Power	**Tennis:** Develop a wider range of skills and I am beginning to use these under some pressure. Identify how different activities can benefit my physical health. Identify when I was successful and what I need to do to improve. Use feedback provided to improve my work Work cooperatively with others to manage our game. Understand the need for tactics and can identify when to use them in different situations. Understand the rules of the game and I can apply them honestly most of the time. Understand there are different skills for different situations and I am beginning to apply this. **Key vocab:** Tactics Stroke Forehand Backhand Footwork Volley Set Serve Rally

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	Football	**Volleyball**	**Hockey**	**Gym**	**Tag Rugby**	**Fitness**	**Handball**	**Dance**	**Tennis**	**OAA**	**Rounders**	**Athletics**
Year 6	**National Curriculum** At the end of this unit, children will know: **Football:** Create and use space to help my team. I can dribble, pass, receive and shoot the ball with increasing control under pressure. Select the appropriate action for the situation and make this decision quickly. Use marking, tackling and/or interception to improve my defence. Use the rules of the game consistently to play honestly and fairly. Work collaboratively to create tactics with my team and evaluate the effectiveness of these. Recognise my own and others strengths and areas for development and can suggest ways to improve. **Key vocab:** Consecutive Formation Receive Consistently Conceding Dictate Turnover Contest Shut down Dive Turn		**National Curriculum** At the end of this unit, children will know: **Hockey:** Create and use space to help my team. Dribble, pass, receive and shoot the ball with increasing control. under pressure. Select the appropriate action for the situation and make this decision quickly. Use marking, tackling and/or interception to improve my defence. Use the rules of the game consistently to play honestly and fairly. Work collaboratively to create tactics with my team and evaluate the effectiveness of these. Work in collaboration with others so that games run smoothly. Recognise my own and others strengths and areas for development and can suggest ways to improve. **Key vocab:** Pressure Possession Receive Overlap Support Score Jab Block Dictate Exploit (Space)			**National Curriculum** At the end of this unit, children will know: **Tag Rugby:** Create and use space to help my team. Pass and receive the ball with increasing control under pressure. Select the appropriate action for the situation and make this decision quickly. Tag opponents individually and when working within a unit. Use the rules of the game consistently to play honestly and fairly. Work collaboratively to create tactics with my team and evaluate the effectiveness of these. Work in collaboration with others so that games run smoothly. Recognise my own and others strengths and areas for development and can suggest ways to improve. **Key vocab:** Receive Forward pass Onside Offside Dodging Drawing Decision making Closing		**National Curriculum** At the end of this unit, children will know: **Handball:** Lead others and can contribute appropriate ideas to group work. Confidently apply defensive skills individually and as a team to gain possession, deny space and stop goals. Create and use space to help my team to maintain possession and create scoring opportunities. Perform a range of skills with control and can select the appropriate action for the situation under pressure. Work in collaboration with others to self-manage games so that they run smoothly. Recognise my own and others' strengths and areas for development and can suggest ways to improve. Use the rules of the game honestly and consistently when playing and refereeing. **Key vocab:** Exploit space Evasion Scoring opportunities Tactics Awareness Scanning Accuracy Receive		**National Curriculum** At the end of this unit, children will know: **Tennis:** Select the appropriate action for the situation and make this decision quickly. Use a wider range of skills with increasing control under pressure. Use feedback provided to improve the quality of my work. Use the rules of the game consistently to play honestly and fairly. Work collaboratively to create tactics with my team and evaluate the effectiveness of these. Work in collaboration with others so that games run smoothly. Recognise my own and others strengths and areas for development and can suggest ways to improve. Understand that there are different areas of fitness and how this helps me in different activities. **Key vocab:** Consecutive Deep Consistently Forecourt Backcourt Defensive Attacking Drop shot Lob Tactics		**National Curriculum** At the end of this unit, children will know: **Rounders:** Strike a bowled ball with increasing consistency. Use a wider range of skills with increasing control under pressure. Use the rules of the game consistently to play fairly. Work collaboratively with others to get batters out. Work in collaboration with others so that games run smoothly. Recognise my own and others strengths and areas for development and can suggest ways to improve. Understand and can apply some tactics in the game as a batter, bowler and fielder. **Key vocab:** Back stop Tactics Coordination Long barrier Short barrier Accuracy Decision making Communication Scanning Collaboration	

	Volleyball: Confident to make decisions when refereeing. Select the appropriate action for the situation and make this decision quickly. Use a wider range of skills with increasing control under pressure. Use feedback provided to improve the quality of my work. Use the rules of the game consistently to play honestly and fairly. Work collaboratively to create tactics with my team and evaluate the effectiveness of these. Work in collaboration with others so that games run smoothly. Recognise my own and others strengths and areas for development and can suggest ways to improve. **Key vocab:** Consecutive Deep Consistently Forecourt Backcourt Defensive Attacking Dig Set Volley	**Gym:** Combine and perform gymnastic actions, shapes and balances with control and fluency. Create and perform sequences using compositional devices to improve the quality. Lead a small group through a short warm-up routine. Use appropriate language to evaluate and refine my own and others' work. Work collaboratively with others to create a sequence. Understand how to work safely when learning a new skill. Understand what counter balance and counter tension is and can show examples with a partner. **Key vocab:** Formation Momentum Counter balance Fluently Counter tension Stability	**Fitness:** Change my running technique to adapt to different distances. Collect, record and analyse scores to identify areas where I have made the most improvement. Work with others to organise, manage and record information at a station. Encourage and motivate others to work to their best. Understand that there are different areas of fitness and how this helps me in different activities. Understand the different components of fitness and ways to test and develop them. Work to my maximum consistently when presented with challenges. **Key vocab:** Generate force Continuous Measure Flexibility Analyse Record Perseverance Determination Endurance	**Dance:** Choreograph a dance and work safely using a prop. Lead a small group through a short warm-up routine. Perform dances confidently and fluently with accuracy and good timing. Refine the way I use actions, dynamics and relationships to represent ideas, emotions, feelings and characters. Use appropriate language to evaluate and refine my own and others' work. Use feedback provided to improve the quality of my work. Work creatively and imaginatively on my own, with a partner and in a group to choreograph and structure dances. **Key vocab:** Choreograph Phrase Contrast Structure Fluently Connect	**OAA:** Be inclusive of others, can share job roles and lead when necessary. Orientate a map efficiently to navigate around a course. Pool ideas within a group, selecting and applying the best method to solve a problem. Use critical thinking skills to form ideas and strategies to solve challenges. Work effectively with a partner and a group to solve challenges. With increasing accuracy, reflect on when and how I successful at solving challenges and alter my methods in order to improve. **Key vocab:** Boundaries Location Critical thinking Symbol Co-operatively Strategy	**Athletics:** Compete within the rules showing fair play and honesty. Help others to improve their technique using key teaching points. Identify my own and others' strengths and areas for development and can suggest ways to improve. Perform jumps for distance using good technique. Select and apply the best pace for a running event. Show accuracy and good technique when throwing for distance. Understand that there are different areas of fitness and how this helps me in different activities. Use different strategies to persevere to achieve my personal best. **Key vocab:** Force Rotation Complete Trajectory Momentum Continuous pace Transfer of weight