



St. John's PE Whole School Curriculum - 2024-2025



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Introduction to PE: Unit 2	Fundamentals: Unit 2	Gymnastics: Unit 2	Dance: Unit 2	Games: Unit 2	Ball Skills: Unit 2
Year 1	<ul style="list-style-type: none">FundamentalsBall Skills	<ul style="list-style-type: none">Sending and receivingDance	<ul style="list-style-type: none">Target GamesGymnastics	<ul style="list-style-type: none">FitnessYoga	<ul style="list-style-type: none">Team buildingNet and Wall Games	<ul style="list-style-type: none">AthleticsStriking and Fielding Games
Year 2	<ul style="list-style-type: none">FundamentalsBall Skills	<ul style="list-style-type: none">Sending and ReceivingDance	<ul style="list-style-type: none">Target GamesGymnastics	<ul style="list-style-type: none">YogaInvasion Games	<ul style="list-style-type: none">Team BuildingNet and Wall Games	<ul style="list-style-type: none">AthleticsStriking and Fielding Games
Year 3	<ul style="list-style-type: none">FundamentalsBall Skills	<ul style="list-style-type: none">AthleticsTennis	<ul style="list-style-type: none">DanceNetball	<ul style="list-style-type: none">BasketballGymnastics	<ul style="list-style-type: none">FootballHockey	<ul style="list-style-type: none">Tag RugbyHandball
Year 4	<ul style="list-style-type: none">FitnessBall Skills	<ul style="list-style-type: none">DanceAthletics	<ul style="list-style-type: none">TennisYoga	<ul style="list-style-type: none">GymnasticsDodgeball	<ul style="list-style-type: none">RoundersGolf	<ul style="list-style-type: none">CricketOAA
Year 5	<ul style="list-style-type: none">VolleyballTennis	<ul style="list-style-type: none">AthleticsGymnastics	<ul style="list-style-type: none">DanceFitness	<ul style="list-style-type: none">BadmintonSwimming	<ul style="list-style-type: none">GolfSwimming	<ul style="list-style-type: none">OAADodgeball
Year 6	<ul style="list-style-type: none">GymnasticsAthletics	<ul style="list-style-type: none">YogaHandball	<ul style="list-style-type: none">DanceTag Rugby	<ul style="list-style-type: none">CricketNetball	<ul style="list-style-type: none">BasketballRounders	<ul style="list-style-type: none">FootballHockey

PE Curriculum Narrative

EYFS

Early Learning Goals:

Personal, Social and Emotional Development ELG:

Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly:

- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge
- Explain the reasons for rules, know right from wrong and try to behave accordingly
- Work and play co-operatively and take turns with others
- Show sensitivity to their own and to others' needs

Physical Development ELG:

- Negotiate space and obstacles safely, with consideration for themselves and others
- Demonstrate strength, balance and coordination when playing
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing

Key Stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns

Key Stage 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounder's and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best

St John's PE Medium Term Planning (using GetSet4PE resources)

Yr group, Unit Title	Previous Learning	National Curriculum - Learning Questions	Tier 2 Vocabulary	Tier 3 Vocabulary
<u>Reception</u> Introduction to PE		In this unit children will be introduced to Physical Education and structured movement through the topic of 'everyday life'. They will spend time learning basic principles of a PE lesson such as safely using space, stopping safely, using and sharing equipment and working individually, with a partner and group. They will take part in activities which will develop fundamental movement skills such as running, jumping and skipping. Children will also play simple games and begin to understand and use rules.	Catch Path Score Direction Rules Space Partner Safely Stop	
<u>Reception</u> Fundamentals		In this unit children will develop their fundamental movement skills through the topic of 'places and spaces'. Children will develop skills of balancing, running, hopping, jumping, travelling and changing direction. Children will develop fine and gross motor skills, through handling equipment. They will learn how to stay safe using space and understand and follow rules and instructions. They work independently and with a partner to complete tasks.	Balance Bend Crawl Direction Hop Fast Jump Land Rules Run Safely Slide Slow Space Stop Travel Copy	

<u>Reception</u> Gymnastics	EYFS - Fundamentals	<p>In this unit children will develop basic gymnastic skills through the topic of 'traditional tales', to include 'Jack and the Beanstalk' and 'Goldilocks and the Three Bears'. Children explore creating shapes and balances, jumps and rolls. They begin to develop an awareness of space and how to use it safely. They perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences. They begin to understand using levels and directions when travelling and balancing.</p>	Around Balance Bend Copy Hold Jump Land Over Rock Roll Roll Shape Squeeze Star Still Straight Through Travel	
<u>Reception</u> <u>Dance</u>		<p>In this unit children will develop their expressive movement through the topic of 'places'. Children explore space and how to use space safely. They explore traveling actions, shapes and balances. Children choose their own actions in response to a stimulus. They also are given the opportunity to copy, repeat and remember actions. They continue to use counting to help them keep in time with the music. They explore dance through the world around them. They perform to others and begin to provide simple feedback.</p>	Action Counts Direction Finish position High Low Move Quickly Shape Slowly Space Travel Start position	

<u>Reception Games</u>	EYFS - Fundamentals	In this unit children will practise and further develop their fundamental movement skills through the topic of 'around the world'. Children will learn and develop these skills by playing a variety of games. They will also learn how to work as a team, take turns, keep the score, play against an opponent and play by the rules.	Pass Space Catch Direction Dribble Partner Rules Team Kick Run Path Score Jump Aim Safely Throw Stop Bounce Points Land Lose Win	
<u>Reception Ball Skills</u>	EYFS - Fundamentals	In this unit children will develop their ball skills through the topic of 'weather'. Children will develop fundamental ball skills such as throwing and catching, rolling a ball, using targets, dribbling with feet, kicking a ball, bouncing and catching a ball. Children will be able to develop their fine and gross motor skills through a range of game play with balls. Children will work independently and with a partner and will develop decision making and using simple tactics	Bounce Dribbling Ball Catch Kick Hit Points Partner Roll Ready	

			Score Run Throw Target	
--	--	--	---------------------------------	--

Yr group, Unit Title	Previous Learning	National Curriculum - Learning Questions	Tier 2 Vocabulary	Tier 3 Vocabulary
<u>Year 1</u> Fundamentals	EYFS - Fundamentals: Unit 2	<p>In this unit pupils will explore the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. They will explore these skills in isolation as well as in combination. Pupils will be given opportunities to identify areas of strength and areas for improvement. Pupils will work collaboratively with others, taking turns and sharing ideas.</p> <p>This unit links to the following strands of the NC: master basic movements including running, jumping and throwing. Develop balance, agility and co-ordination, and begin to apply these in a range of activities.</p>	Dodge Jog Skip Swing Ready position	
<u>Year 1</u> Ball Skills	EYFS - Ball Skills: Unit 2	<p>In this unit pupils will explore and develop their fundamental ball skills such as throwing and catching, rolling and dribbling with both hands and feet. They will look to perform these skills with increasing control and accuracy using co-ordination and balance. Pupils will have the opportunity to work independently, and collaboratively in pairs and small groups. Pupils will be able to explore their own ideas in response to tasks.</p> <p>This unit links to the following strands of the NC:</p>	Ready position Soft Swing Track Underarm Control	

		master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.		
<u>Year 1</u> Sending and Receiving	EYFS - Ball Skills: Unit 2	<p>In this unit pupils develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. Pupils will be given opportunities to work with a range of different sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by the rules to keep themselves and others safe.</p> <p>This unit links to the following strands of the NC: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.</p>	Attacker Defender Goal Mark Track Dodge	
<u>Year 1</u> Dance	EYFS - Dance: Unit 2	<p>Each dance unit covers four different themes, with three lessons of planning for each theme. If you want to teach just 6 lessons of dance you can choose two of the four themes. Learning is progressively embedded complete within each theme so your pupils won't miss out on learning and the lessons will still flow.</p> <p>Pupils will explore travelling actions, movement skills and balancing. They will understand why it is important to count to music and use this in their dances. Pupils will copy and repeat actions linking them together to make short dance phrases. Pupils will work individually and with a partner to create</p>	Balance Beat Copy Fast Level Pathway Pose Timing	

		<p>ideas in relation to the theme. Pupils will be given the opportunity to perform and also to provide feedback, beginning to use dance terminology to do so.</p> <p>This unit links to the following strand of the NC: perform dances using simple movement patterns.</p>		
<u>Year 1</u> Target games	EYFS - Ball Skills: Unit 2	<p>Target games are games where players send an object towards a target. In this unit, pupils develop their understanding of the principles of defending and attacking for target games. Pupils use both underarm and overarm actions and are given opportunities to select and apply the appropriate action for the target considering the size and distance of the challenge. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe, learn how to score points and use simple tactics. They show respect towards others when playing competitively and develop communication skills.</p> <p>This unit links to the following strands of the NC: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.</p>	Distance Overarm Release Strike Teammate Ahead	
<u>Year 1</u> Gymnastics	EYFS - Gymnastics: Unit 2	<p>In this unit pupils explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create movement sequences. Pupils</p>	Action Control Direction Level Speed	

		<p>are given opportunities to select their own actions to build short sequences and develop their confidence in performing. Pupils begin to understand the use of levels, directions and shapes when travelling and balancing.</p> <p>If teaching only 6 lessons of this unit, teach lesson numbers 1, 3, 5, 7, 9, 11.</p> <p>This unit links to the following strands of the NC: master basic movements as well as developing balance, agility and co-ordination.</p>		
<u>Year 1</u> <u>Fitness</u>		<p>In this unit pupils develop their understanding of the benefits of exercise and a healthy lifestyle on their physical body, their mood and their overall health. They will work independently, in pairs and small groups to complete challenges in which they will sometimes need to persevere to achieve their personal best.</p> <p>This unit links to the following strands of the NC: master basic movements including running, jumping and throwing. Develop balance, agility and co-ordination, and begin to apply these in a range of activities.</p>	Active Brain Breathing Calm Exercise Healthy Heart Memory Mood Muscles Bones Quick Strong	
<u>Year 1</u> <u>Yoga</u>	EYFS - Fundamentals: Unit 2	<p>Pupils learn about mindfulness and body awareness. They begin to learn poses and techniques that will help them to connect their mind and body. The unit looks to improve well being by building strength, flexibility, co-ordination and balance. The learning includes breathing and meditation through fun and engaging activities. Pupils work independently, with a partner and small group.</p>	Feel Stretch Focus Breath Pose Listen	

		This unit links to the following strands of the NC: master basic movements as well as developing balance, agility and co-ordination.		
<u>Year 1</u> Team Building		<p>In this unit pupils develop their teamwork skills. They work individually, in pairs and in small groups, learning to take turns, work collaboratively and lead each other. They develop key skills of communication and problem solving, They are given the opportunity to discuss and plan their ideas and reflect on their success.</p> <p>This unit links to the following strands of the NC: participate in team games, developing simple tactics.</p>	Challenge Listen Co-operate Plan Instruction Share Lea Talk	
<u>Year 1</u> Net and Wall Games	EYFS - Ball Skills: Unit 2 Y1 - Ball skills Y1 - Sending and Receiving Y1 - Target Games	Net and wall games are games where either a net separates the players or a wall is used. The object of these games is to hit the ball over the net and into the court space or against a wall to make it difficult for a partner to return. Examples include tennis, badminton, volleyball, squash. In this unit, pupils develop their understanding of attacking and defending principles in net games such as using a ready position to defend their court and placement of a ball into space. They use and develop skills such as throwing, catching, tracking and hitting a ball. They learn how to score points in these types of games and how to play to the rules. They work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents.	Net Ready Position Track Racket Underarm	
<u>Year 1</u> Athletics	Y1 - Fitness	In this unit pupils will develop skills required in athletic activities such as running at different	Walk Time	

		<p>speeds, changing direction, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently.</p> <p>This unit links to the following strands of the NC: master basic movements including running, jumping and throwing. Develop balance, agility and co-ordination, and begin to apply these in a range of activities.</p>	<p>Quickly Leap Underarm Overarm Further Control</p>	
<p><u>Year 1</u> Striking and Fielding Games</p>	<p>EYFS - Ball skills Unit 2 Y1 - Ball Skills Y1 - Sending and receiving Y1 - Target Games</p>	<p>Striking and fielding games are games where there are two teams, one, the batting team, try to score points and the other, the fielding team, try to stop the batting team from scoring. Examples of striking and fielding games include cricket and rounders. In this unit, pupils develop their understanding of the principles of defending (fielding) and attacking (batting) for striking and fielding games. They use and develop skills such as throwing and catching, tracking a ball and striking a ball. They learn how to score points in these types of games, how to play to the rules and use simple tactics. They show respect towards others when playing competitively and develop communication skills to manage small sided games.</p> <p>This unit links to the following strands of the NC: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.</p>	<p>Batter Bowler Hit Ready position Batting Fielder Overarm Track Bowl Fielding Out Underarm</p>	

Yr group, Unit Title	Previous Learning	National Curriculum - Learning Questions	Tier 2 Vocabulary	Tier 3 Vocabulary
<u>Year 2</u> Fundamentals	EYFS - Fundamentals: Unit 2 Y1 - Fundamentals	<p>In this unit pupils will develop the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. Pupils will be given opportunities to work with a range of different equipment. Pupils will be asked to observe and recognise improvements for their own and others' skills and identify areas of strength. Pupils will be given the opportunity to work collaboratively with others, taking turns and sharing ideas.</p> <p>This unit links to the following strands of the NC: master basic movements including running, jumping and throwing. Develop balance, agility and co-ordination, and begin to apply these in a range of activities.</p>	Sprint Weight Take off Hurdle Speed	
<u>Year 2</u> Ball skills	EYFS - Ball Skills Unit 2 Y1 - Ball Skills	<p>In this unit pupils will develop their fundamental ball skills such as throwing, catching, rolling, hitting a target, dribbling with both hands and feet and kicking. They will look to perform these skills with increasing control and accuracy using co-ordination and balance. Pupils will have the opportunity to work independently, in pairs and small groups.</p> <p>This unit links to the following strands of the NC: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.</p>	Collect Release Receive Prepare Touch	
<u>Year 2</u> Sending and Receiving	Y1 - Sending and Receiving	In this unit pupils develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. They will also use	Catch Distance Kick	

		<p>equipment to send and receive a ball. Pupils will be given opportunities to work with a range of different sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will build on their knowledge of sending and receiving by applying their skills in different situations.</p> <p>This unit links to the following strands of the NC: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.</p>	<p>Ready position Receive Roll Send Target Throw Track</p>	
<p><u>Year 2</u> Dance</p>	Y1 - Dance	<p>Each dance unit covers four different themes, with three lessons of planning for each theme. If you want to teach just 6 lessons of dance you can choose two of the four themes. Learning is progressively embedded complete within each theme so your pupils won't miss out on learning and the lessons will still flow.</p> <p>Pupils explore space and how their body can move to express and idea, mood, character or feeling. They expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression. They will use counts of 8 consistently to keep in time with the music and a partner. Pupils will also explore pathways, levels, shapes, directions, speeds and timing. They will be given the opportunity to work independently and with others to perform and provide feedback beginning to use key terminology.</p>	<p>Dynamics Expression Matching Mirroring Perform Speed Unison Create</p>	

		This unit links to the following strand of the NC: perform dances using simple movement patterns.		
<u>Year 2</u> Target Games	Y1 - Target Games	<p>Target games are games where players send an object towards a target. In this unit, pupils develop their understanding of the principles of defending and attacking for target games. They develop the skills of throwing, rolling and striking towards a target and are given opportunities to select and apply the appropriate action for the target considering the size and distance of the challenge. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe, learn how to score points and use simple tactics.</p> <p>This unit links to the following strands of the NC: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.</p>	Accurate Release Teammate Opponent Strike Ahead	
<u>Year 2</u> Gymnastics	Y1 - Gymnastics	<p>In this unit pupils learn explore and develop basic gymnastic actions on the floor and using apparatus. They develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases. Pupils develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions. They learn to work safely with and around others and whilst using apparatus. Pupils are given opportunities to provide feedback to others and recognise elements of high quality performance.</p> <p>If teaching only 6 lessons of this unit, teach lesson</p>	Link Pathway Pike Sequence Straddle Tuck	

		<p>numbers 1, 3, 5, 7, 9, 11.</p> <p>This unit links to the following strands of the NC: master basic movements as well as developing balance, agility and co-ordination.</p>		
<u>Year 2</u> Yoga	Y1 - Yoga	<p>Pupils learn about mindfulness and body awareness. They begin to learn poses and techniques that will help them to connect their mind and body. The unit looks to improve well being by building strength, flexibility, co-ordination and balance. The learning includes breathing and meditation through fun and engaging activities. Pupils work independently, with a partner and small group.</p> <p>This unit links to the following strands of the NC: master basic movements as well as developing balance, agility and co-ordination.</p>	Strength Flexibility Choose Flow Create Perform	
<u>Year 2</u> Invasion Games	Y1 - Target Games Y1 - Net and wall games Y1 - Striking and Fielding Games	<p>Invasion games are games where there are two teams and two goals. Teams try to score in the opposition's goal. Examples include football, handball, rugby, netball, basketball, hockey. in this unit, pupils develop their understanding of the principles of defending and attacking for invasion games. They use and develop skills such as sending and receiving with both feet and hands, as well as dribbling with both feet and hands. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and learn to play to the rules.</p>	Goalkeeper Opponent Defend Attack Possession Send Shoot Teammate Tactic Receive	

		<p>This unit links to the following strands of the NC: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.</p>		
<u>Year 2</u> Team Building	Y1 - Team building	<p>In this unit pupils develop their teamwork skills. They develop key skills of communication and problem solving. They learn to discuss, plan and reflect on ideas and strategies. They lead a partner whilst considering safety. Pupils have the opportunity to show honesty and fair play. They also begin to use basic map skills.</p> <p>This unit links to the following strands of the NC: participate in team games, developing simple tactics.</p>	Communicate Include Instructions Map Plan Solve Successful Support	
<u>Year 2</u> Net and Wall Games	Y1 - Net and Wall Games	<p>Net and wall games are games where either a net separates the players or a wall is used. The object of these games is to hit the ball over the net and into the court space or against a wall to make it difficult for a partner to return. Examples include tennis, badminton, volleyball, squash. In this unit, pupils develop their understanding of attacking and defending principles in net games such as using a ready position to defend their court and placement of a ball into space. They use and develop skills such as throwing, catching, tracking and hitting a ball. They learn how to score points in these types of games and how to play to the rules. They work independently, with a partner and in a small group and begin to self-manage their own games, showing</p>	Defend Trap Return Against Quickly Receive	

		respect and kindness towards their teammates and opponents.		
<u>Year 2</u> Athletics	Y1 - Athletics	<p>In this unit pupils will develop skills required in athletic activities such as running at different speeds, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently. They learn how to improve by identifying areas of strength as well as areas to develop.</p> <p>This unit links to the following strands of the NC: master basic movements including running, jumping and throwing. Develop balance, agility and co-ordination, and begin to apply these in a range of activities.</p>	Distance Sprint Height Landing Far Aim Take off	
<u>Year 2</u> Striking and Receiving	Y1 - Striking and Fielding Games	Striking and fielding games are games where there are two teams, one, the batting team, try to score points and the other, the fielding team, try to stop the batting team from scoring. Examples of striking and fielding games include cricket and rounders. In this unit, pupils develop their understanding of the principles of defending (fielding) and attacking (batting) for striking and fielding games. They use and develop skills such as throwing and catching, tracking a ball and striking a ball. They learn how to score points in these types of games, how to play to the rules and use simple tactics. They show respect	Accuracy Grip Run out Strike Tournament Wicket Caught out No ball Short barrier Technique Umpire	

		<p>towards others when playing competitively and develop communication skills to manage small sided games.</p> <p>This unit links to the following strands of the NC: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.</p>		
--	--	---	--	--

Yr group, Unit Title	Previous Learning	National Curriculum – Learning Questions	Tier 2 Vocabulary	Tier 3 Vocabulary
<u>Year 3</u> Fundamentals	Y2 - Fundamentals	<p>In this unit pupils will develop the fundamental skills of balancing, running, jumping, hopping and skipping. Pupils will develop their ability to change direction with balance and control. They will be given the opportunity to explore how the body moves at different speeds as well as how to accelerate and decelerate.</p> <p>Pupils will be asked to observe and recognise improvements for their own and others' performances and identify areas of strength and areas for development. Pupils will be given the opportunity to work on their own and with others, taking turns and sharing ideas.</p> <p>This unit links to the following strands of the NC: use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance.</p>	agility co-ordination control rhythm technique	
<u>Year 3</u> Athletics	Y2 - Athletics	<p>In this unit, pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing.</p>	Personal best Speed Technique	

		<p>As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. Pupils are also given opportunities to measure, time and record scores.</p> <p>This unit links to the following strands of the NC: use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance.</p>	<p>Relay Power Baton Accuracy Event Strength</p>	
<p><u>Year 3</u> Ball Skills</p>	Y2 - Ball Skills	<p>In this unit pupils have opportunities to develop a variety of ball skills without the restrictions of specific rules related to well known games. They will develop their accuracy and consistency when tracking a ball, explore a variety of throwing techniques and learn to select the appropriate throw for the situation. They will develop catching with one and two hands as well as dribbling with feet and hands. These skills are applied to small group games. Pupils will have the opportunity to take on different roles and work both individually and with others.</p> <p>This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p>	<p>Power Block Opponent Personal best Possession Accurate Technique</p>	
<p><u>Year 3</u> Tennis</p>	Y2 - Net and wall games	<p>Tennis is a net and wall game. In this unit pupils develop their understanding of the principles of net and wall games. In all games activities, pupils have to think about how they use skills, strategies and</p>	<p>Backhand Competition Control Court</p>	

		<p>tactics to outwit the opposition. Pupils learn key skills such as racket control, hitting a ball and how to score points. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules.</p> <p>This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p>	<p>Face Feeder Forehand Opponent Opposition Rally React Return Tactics Track</p>	
<p><u>Year 3</u> Dance</p>	Y2 - Dance	<p>Each dance unit covers four different themes, with three lessons of planning for each theme. If you want to teach just 6 lessons of dance you can choose two of the four themes. Learning is progressively embedded complete within each theme so your pupils won't miss out on learning and the lessons will still flow.</p> <p>Pupils create dances in relation to an idea. Pupils work individually, with a partner and in small groups, sharing their ideas. Pupils develop their use of counting and rhythm. Pupils learn to use canon, unison, formation and levels in their dances. They will be given the opportunity to perform to others and provide feedback using key terminology.</p> <p>This unit links to the following strand of the NC: perform dances using a range of movement patterns.</p>	<p>Canon Explore Extend Feedback Formation Interact</p>	
<p><u>Year 3</u> Gymnastics</p>	Y2 - Gymnastics	<p>In this unit pupils develop balancing, rolling and jumping. They use these skills individually and in combination. Pupils develop their sequence work, collaborating with others to use matching and contrasting actions and shapes and develop linking</p>	<p>Body tension Contrast Flow Extend Match</p>	

		<p>sequences smoothly with actions that flow. Pupils develop their confidence to perform, considering the quality and control of their actions.</p> <p>If you are teaching only 6 lessons of this unit, teach lesson numbers 1, 3, 5, 7, 9, 11.</p> <p>This unit links to the following strands of the NC: develop flexibility, strength, technique, control and balance.</p>	<p>Landing position</p> <p>Patch Point</p> <p>Take off</p>	
<p><u>Year 3</u></p> <p>Basketball</p>	<p>Y2 - Invasion Games</p> <p>Y2 - Ball skills</p> <p>Y2 - Sending and Receiving</p>	<p>Basketball is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In basketball pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.</p> <p>This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p>	<p>Accelerate</p> <p>Accurate</p> <p>Accurately</p> <p>Attack</p> <p>Communicate</p> <p>Decision</p> <p>Deny</p> <p>Gain</p> <p>Intercept</p> <p>Invasion</p> <p>Possession</p> <p>Pressure</p> <p>Protect</p> <p>Receiver</p> <p>Referee</p> <p>Teamwork</p> <p>Tournament</p> <p>Track</p>	
<p><u>Year 3</u></p> <p>Netball</p>	<p>Y2 - Invasion Games</p> <p>Y2 - Ball skills</p>	<p>Netball is an invasion game. In this unit pupils develop their understanding of the attacking and</p>	<p>Accelerate</p> <p>Accurate</p>	

	Y2 - Sending and Receiving	<p>defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In netball pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.</p> <p>This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p>	Contact Decision Delay Deny Direction Footwork Intercept Invasion Obstruct Option Persevere Pivot Possession Technique Tournament Umpire	
<u>Year 3</u> Football	Y2 - Invasion Games Y2 - Ball skills Y2 - Sending and Receiving	<p>Football is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In football pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.</p> <p>This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p>	Accelerate Communicate Control Cushion Decision Delay Deny Invasion Opposition Option Pitch Possession Referee Tournament Track	

<u>Year 3</u> Hockey	Y2 - Invasion Games Y2 - Ball skills Y2 - Sending and Receiving	<p>Hockey is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In hockey pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.</p> <p>This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p>	Accelerate Control Cushion Decision Delay Gain Invasion Opposition Option Possession Receive Referee Tackle Tournament	
<u>Year 3</u> Tag Rugby	Y2 - Invasion Games Y2 - Ball skills Y2 - Sending and Receiving	<p>Tag rugby is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In tag rugby pupils do this by maintaining possession and moving the ball towards the try line to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.</p> <p>This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games,</p>	Accelerate Delay Dodge Forward pass Gain Invasion Limit Offside Onside Option Pitch Possession Supporting Tournament Track Try	

		modified where appropriate and apply basic principles suitable for attacking and defending.		
<u>Year 3</u> Handball	Y2 - Invasion Games Y2 - Ball skills Y2 - Sending and Receiving	<p>Handball is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In handball pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.</p> <p>This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p>	Accelerate Accuracy Accurately Decision Delay Direction Gain Intercept Invasion Momentum Opponent Opposing Option Possession Referee Speed	

Yr group, Unit Title	Previous Learning	National Curriculum - Learning Questions	Tier 2 Vocabulary	Tier 3 Vocabulary
<u>Year 4</u> Fitness	Y3 - Fundamentals Y3 - Athletics	In this unit pupils will take part in a range of activities that explore and develop different areas of their health and fitness. Pupils will be given opportunities to work at their maximum and improve their fitness levels, recognising how the activities	Record Accelerate React Decelerate Static	

		<p>make them feel. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas for improvement and suggest activities that they could do to do this. Pupils will be encouraged to work safely and with control.</p> <p>This unit links to the following strands of the NC: use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance.</p>	Dynamic	
<u>Year 4</u> Athletics	Y3 - Fundamentals Y3 - Athletics	<p>In this unit, pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best.</p> <p>This unit links to the following strands of the NC: use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance.</p>	Stamina Pace Stride Transfer of weight Measure Heave Launch Official Officiate Record	
<u>Year 4</u> Ball Skills	Y3 - Ball skills Y3 - Sending and Receiving	<p>In this unit pupils have opportunities to develop a variety of ball skills without the restrictions of specific rules related to well known games. They will develop their accuracy and consistency when tracking a ball, explore a variety of throwing techniques and learn to select the appropriate throw for the situation. They will develop catching with one and two hands as well as dribbling with feet and hands. These skills are applied to small group games. Pupils will have</p>	Decision Cushion Pressure React Momentum	

		<p>the opportunity to take on different roles and work both individually and with others.</p> <p>This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p>		
<u>Year 4</u> Tennis	Y3 - Net and Wall Games	<p>Tennis is a net and wall game. In this unit pupils develop their understanding of the principles of net and wall games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules.</p> <p>This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p>	Backhand Competition Control Court Face Feeder Forehand Opponent Opposition Rally React Return Tactics Track	
<u>Year 4</u> Dance	Y3 - Dance	<p>Each dance unit covers four different themes, with three lessons of planning for each theme. If you want to teach just 6 lessons of dance you can choose two of the four themes. Learning is progressively embedded complete within each theme so your pupils won't miss out on learning and the lessons will still flow.</p> <p>Pupils focus on creating characters and narrative through movement and gesture. They gain inspiration from a range of stimuli, working individually, in pairs</p>	Action and Reaction Flow Order Phrase Performance Relationship Represent Rhythm Structure	

		<p>and small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. Pupils will develop confidence in performing and will be given the opportunity to provide feedback and utilise feedback to improve their own work.</p> <p>This unit links to the following strand of the NC: perform dances using a range of movement patterns.</p>		
<u>Year 4</u> OAA	Y2 - Team Building	<p>OAA (outdoor adventurous activities) allows pupils to develop problem solving skills through a range of challenges. Pupils work independently, as a pair and in a small group to plan, explore, solve, reflect and improve on strategies. Pupils develop communication skills, taking on the role of a leader and working within a team. Pupils develop navigation skills including orientating a map, identifying key symbols and drawing and following a route.</p> <p>This unit links to the following strands of the NC: take part in outdoor and adventurous activity challenges both individually and within a team.</p>	Effectively Leader Role Navigate Key Reflect Orientate	
<u>Year 4</u> Gymnastics	Y3 - Gymnastics	<p>In this unit pupils develop balancing, rolling, jumping and inverted movements and use these skills to create more complex sequences. Pupils are taught to demonstrate control in their behaviour to create a safe environment for themselves and others to work in. They work independently and in collaboration with others to create and develop sequences. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In gymnastics as a whole, pupils develop performance skills considering the quality</p>	Bridge Inverted Perform Should stand Fluidly Momentum Rotation Stability Wrist grip	

		<p>and control of their actions.</p> <p>If you are teaching only 6 lessons of this unit, teach lesson numbers 1, 3, 5, 7, 9, 11.</p> <p>This unit links to the following strands of the NC: develop flexibility, strength, technique, control and balance.</p>		
<u>Year 4</u> Yoga	Y2 - Yoga Y3 - Gymnastics	<p>Pupils learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve wellbeing by building strength, flexibility and balance. The learning includes breathing and meditation. Pupils will work independently and with others to create their own yoga flows.</p> <p>This unit links to the following strands of the NC: develop flexibility, strength, technique, control and balance.</p>	Gratitude Notice Lengthen Wellbeing Stable	
<u>Year 4</u> Dodgeball	Y2 - Target Games Y3/4 - Ball Skills	<p>Dodgeball is a target game. In this unit pupils will improve on key skills used in dodgeball such as throwing, dodging and catching. They learn how to apply simple tactics to outwit their opponents. In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules.</p> <p>This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified</p>	Accuracy Agility Avoid Caught out Communicate Cushion Decide Decision Hit out Opposition Release Tactic Tournament	

		where appropriate and apply basic principles suitable for attacking and defending.		
<u>Year 4</u> Golf	Y2 - Target Games	<p>Golf is a target game. As in all target games, in this unit, pupils will explore and develop their accuracy of aiming at a target. In golf, pupils do this using a club. Pupils will develop their understanding of techniques to use over long and short distances. They will have opportunities to apply their skills and knowledge in a range of challenges working individually and with others in both co-operative and competitive environments.</p> <p>Pupils will learn how to work safely whilst playing golf and develop an awareness of how to play within the rules of the given game.</p> <p>This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p>	Accurate Chip Drive Grip Opposition Power Putt Strike Swing Technique Tournament	
<u>Year 4</u> Cricket	Y2 - Striking and Fielding Games Y3/4 - Ball Skills	<p>Cricket is a striking and fielding game. In this unit pupils explore their understanding of the principles of striking and fielding. They expand on their knowledge of the different roles of bowler, wicket keeper, fielder and batter. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to avoid fielders, so that they can run between</p>	Accuracy Bowled out Caught out Cushion Decision Grip Momentum No ball Opposition	

		<p>wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p> <p>This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p>	Pressure Retrieve Run out Short barrier Tactics Technique Tournament Two-handed pickup Wicket	
<u>Year 4</u> Rounders	Y2 - Striking and Fielding Games Y3/4 - Ball Skills	<p>Rounders is a striking and fielding game. In this unit pupils explore their understanding of the principles of striking and fielding. Pupils learn how to score points by striking a ball into space and running around cones or bases. When fielding, they learn how to play in different fielding roles. They focus on developing throwing, catching and batting skills. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p> <p>This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p>	Accuracy Batter Compete Cushion Decision Limit No ball Pressure Retrieve Short barrier Strike Stumped out Tactics Technique Tournament Two-handed pickup Umpire	

Yr group, Unit Title	Previous Learning	National Curriculum – Learning Questions	Tier 2 Vocabulary	Tier 3 Vocabulary
<u>Year 5</u> Volleyball	Y2 – Net and wall games Y3/4 Tennis	<p>Volleyball is a net and wall game. In this unit pupils develop their understanding of the principles of net and wall games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In volleyball, they do this by placing an object away from an opponent to make it difficult for them to return. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p> <p>This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p>	Co-operatively Communicate Cushion Dig Opposition Serve Set Situation Sportsmanship Tactics Volley	
<u>Year 5</u> Tennis	Y2 – Net and wall games Y3/4 Tennis	<p>Tennis is a net and wall game. In this unit pupils develop their understanding of the principles of net and wall games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to work co-operatively with others as well as independently, they are able to lead and officiate showing honesty and fair play whilst abiding by the rules. Pupils develop their tactical awareness, learning how to outwit an opponent.</p> <p>This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games,</p>	Adjust Baseline Consecutive Continuous Dominant Groundstroke Non-dominant Option Pressure Readjust Release Serve Situation Tactic Technique	

		modified where appropriate and apply basic principles suitable for attacking and defending.	Volley	
<u>Year 5</u> Badminton	Y2 - Net and wall games Y3/4/5 Tennis	<p>Badminton is a net and wall game. In this unit pupils develop their understanding of the principles of net and wall games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In badminton, they do this by placing an object away from an opponent to make it difficult for them to return. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p> <p>This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p>	Adjust Communicate Dominant Non-dominant Pressure Serve Sportsmanship Situation Tactic Technique	
<u>Year 5</u> Fitness	Y4 - Fitness Y4 - Athletics	<p>In this unit pupils will take part in a range of activities that explore and develop different areas of their health and fitness. They will learn different components of fitness including speed, stamina, strength, co-ordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve on their personal fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas in which they make the most improvement using the data they have collected.</p> <p>This unit links to the following strands of the NC:</p>	Drive Measure Consistent Motivate Persevere Power Stable	

		use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance.		
<u>Year 5</u> Dance	Y4 - Dance	<p>Each dance unit covers four different themes, with three lessons of planning for each theme. If you want to teach just 6 lessons of dance you can choose two of the four themes. Learning is progressively embedded complete within each theme so your pupils won't miss out on learning and the lessons will still flow.</p> <p>Pupils learn different styles of dance, working individually, as a pair and in small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. As they work, they develop an awareness of the historical and cultural origins of different dances. Pupils will be provided with the opportunity to create and perform their work. They will be asked to provide feedback using the correct dance terminology and will be able to use this feedback to improve their work. Pupils will work safely with each other and show respect towards others.</p>	Choreograph Collaboratively Motif Quality Choreography Genre Posture Transition	
<u>Year 5</u> Gymnastics	Y4 - Gymnastics	<p>In this unit pupils develop balancing, rolling, jumping and inverted movements. They explore partner relationships such as canon and synchronisation and matching and mirroring. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In gymnastics as a whole, pupils develop performance</p>	Decide Extension Identify Stable Canon Mirroring Performance	

		<p>skills considering the quality and control of their actions.</p> <p>If you are teaching only 6 lessons of this unit, teach lesson numbers 1, 3, 5, 7, 9, 11.</p> <p>This unit links to the following strands of the NC: develop flexibility, strength, technique, control and balance.</p>	<p>Symmetrical Cartwheel Observe Quality Synchronisation Asymmetrical Transition</p>	
<p><u>Year 5</u> Dodgeball</p>	Y4 - Dodgeball	<p>Dodgeball is a target game. In this unit pupils improve on key skills used in dodgeball such as throwing, dodging and catching. They learn how to select and apply tactics to the game to outwit their opponent. In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules. Pupils are given opportunities to evaluate and suggest improvements to their own and others' performances.</p> <p>This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p>	<p>Abide Anticipate Appropriate Assess Collaborate Cushion Fake Officiate Situation Stance Tactic Trajectory</p>	
<p><u>Year 5</u> Golf</p>	Y4 - Golf	<p>Golf is a target game. As in all target games, in this unit, pupils will explore and develop their accuracy of aiming at a target. In golf, pupils do this using a club. Pupils will develop their understanding of techniques to use over long and short distances. They will have opportunities to apply their skills and knowledge in a range of challenges working individually and with</p>	<p>Align Angle Chip Drive Force Grip Par</p>	

		<p>others in both co-operative and competitive environments. Pupils will observe and recognise improvements for their own and others' skills. They will be given opportunities to work on their own and with others. As well as design their own course.</p> <p>This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p>	Putt Shot Situation Stance	
<u>Year 5</u> Athletics	Y4 - Athletics	<p>In this unit, pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others.</p> <p>In this unit pupils learn the following athletic activities: long distance running, sprinting, relay, triple jump, shot put and javelin.</p> <p>This unit links to the following strands of the NC: use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance.</p>	Consistent Changeover Track Approach Momentum Drive Dominant Shot put Field Force Javelin	
<u>Year 5</u> Swimming		<p>This unit is aimed at intermediate swimmers. Pupils focus on swimming more fluently and with increased confidence and control. Pupils work to improve their</p>	Continuously Inhale Outstretched	

		<p>swimming strokes, learn personal survival techniques and how to stay safe around water. Pupils have to keep afloat and propel themselves through the water. Pupils are given the opportunity to be creative, designing their own personal survival course and creating a synchronised swimming sequence. Pupils take part in team games, collaborating and communicating with others.</p> <p>NC: All schools must provide swimming instruction either in key stage 1 or key stage 2.</p>	<p>Somersault Dolphin kick Exhale Personal best Endurance Flutter kick Retrieve Synchronised</p>	
<p><u>Year 5</u> OAA</p>	<p>Y4 - OAA</p>	<p>In this unit, pupils develop a skill set that is transferrable to OAA (outdoor adventurous activities). Pupils work individually, collaboratively in pairs and groups to solve problems and are encouraged to be inclusive of others, share ideas to create strategies and plans to produce the best solution to a challenge. Pupils are also given the opportunity to lead groups and utilise negotiation skills. Pupils develop map reading skills including the use of cardinal points, scale and direction to create, plan and follow routes around a course.</p> <p>This unit links to the following strands of the NC: take part in outdoor and adventurous activity challenges both individually and within a team.</p>	<p>Cardinal points Critical thinking Strategy Compromise Landmarks Verbal Concise Negotiate Visual</p>	

Yr group, Unit Title	Previous Learning	National Curriculum – Learning Questions	Tier 2 Vocabulary	Tier 3 Vocabulary
<u>Year 6</u> Tag Rugby	Y2 – Invasion Games Y3 – Tag rugby	<p>Tag rugby is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In tag rugby pupils do this by maintaining possession and moving the ball towards the try line to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.</p> <p>This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p>	Abide Ball carrier Close down Consecutive Create Decision Dictate Draw Offside Onside Sportsmanship Support Tactic Track	
<u>Year 6</u> Handball	Y2 – Invasion Games Y3 – Handball	<p>Handball is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In handball pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games</p>	Abide Angle Appropriate Close down Consistently Create Dictate Draw Maintain	

		<p>and learning and abiding by key rules, as well as evaluating their own and others' performances.</p> <p>This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p>	<p>Possession React Sportsmanship Tactics Transition</p>	
<p><u>Year 6</u> Yoga</p>	<p>Y4 - Yoga Y5 - Gymnastics</p>	<p>Pupils learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve well being by building strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will be given the opportunity to work collaboratively with others and be given the opportunity to create their own flows and lead others.</p> <p>This unit links to the following strands of the NC: develop flexibility, strength, technique, control and balance.</p>	<p>Collaborate Fluidly Expand Salutation Engage</p>	
<p><u>Year 6</u> Gymnastics</p>	<p>Y5 - Gymnastics</p>	<p>In this unit, pupils use their knowledge of compositional principles e.g. how to use variations in level, direction and pathway, how to combine and link actions, how to relate to a partner and apparatus, when developing sequences. They build trust when working collaboratively in larger groups, using formations to improve the aesthetics of their performances. Pupils are given opportunities to receive and provide feedback in order to make</p>	<p>Aesthetics Contrasting Counter tension Competent Progression Counter balance Engage</p>	

		<p>improvements on performances. In gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.</p> <p>If teaching only 6 lessons of this unit, teach lesson numbers 1, 3, 5, 7, 9, 11.</p> <p>This unit links to the following strands of the NC: develop flexibility, strength, technique, control and balance.</p>	<p>Flight Formation Structure Execution Handstand Refine Vault</p>	
<p><u>Year 6</u> Dance</p>	<p>Y5 - Dance</p>	<p>Each dance unit covers four different themes, with three lessons of planning for each theme. If you want to teach just 6 lessons of dance you can choose two of the four themes. Learning is progressively embedded complete within each theme so your pupils won't miss out on learning and the lessons will still flow.</p> <p>Pupils will focus on developing an idea or theme into dance choreography. They will work in pairs and groups using different choreographing tools to create dances e.g. formations, timing, dynamics. Pupils will have opportunities to choreograph, perform and provide feedback on dance. Pupils think about how to use movement to convey ideas, emotions, feelings and characters. Pupils will show an awareness of keeping others safe and will have the</p>	<p>Aesthetic Inspiration Express Freeze frame Style Refine Stimulus Mood Rehearse</p>	

		<p>opportunity to lead others through short warm ups.</p> <p>This unit links to the following strand of the NC: perform dances using a range of movement patterns.</p>		
<u>Year 6</u> Athletics	Y5 - Athletics Y5 - Fitness	<p>In this unit, pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others.</p> <p>In this unit pupils learn the following athletic activities: long distance running, short distance running, triple jump, discus and shot put.</p> <p>This unit links to the following strands of the NC: use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance.</p>	Maximum Strategy Rhythm Pattern Phase Grip Fling Stance Release Meet Explosive Discus	
<u>Year 6</u> Basketball	Y2 - Invasion Games Y3 - Basketball	<p>Basketball is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In basketball pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games</p>	Abid Angle Ball carrier Ball side Barrier Create Dominant Draw Maintain	

		<p>and learning and abiding by key rules, as well as evaluating their own and others' performances.</p> <p>This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p>	Rebound Sportsmanship Support Tactics Transition Turnover	
<u>Year 6</u> Netball	Y2 - Invasion Games Y3 - Netball	<p>Netball is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In netball pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.</p> <p>This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p>	Abide Angle Assess Ball carrier Close down Contest Definite Dominant Draw Drive Extend Maintain Possession Rebound Umpire	
<u>Year 6</u> Cricket	Y4 - Cricket	<p>Cricket is a striking and fielding game. In this unit pupils develop their understanding of the principles of striking and fielding. They expand on their knowledge of the different roles of bowler, wicket keeper, fielder and batter. In all games activities, pupils have to think about how they use skills,</p>	Abide Assess Collaborate Close catch Consistently Deep catch	

		<p>strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p> <p>This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p>	<p>Long barrier Momentum Short barrier Situation Stance Tactic Tournament Track</p>	
<p><u>Year 6</u> Rounders</p>	<p>Y4 - Rounders</p>	<p>Cricket is a striking and fielding game. In this unit pupils develop their understanding of the principles of striking and fielding. They expand on their knowledge of the different roles of bowler, wicket keeper, fielder and batter. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p> <p>This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p>	<p>Abide Appropriate Asses Backing up Close catch Collaborate Consecutive Consistently Deep catch Long barrier Momentum Short barrier Situation Stance Tactic Tournament Track Umpire</p>	

<u>Year 6</u> Football	Y2 - Invasion Games Y3 - Football	<p>Football is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In football pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.</p> <p>This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p>	Abide Appropriate Assess Close down Consecutive Create Draw Drive Maintain Possession Situation Sportsmanship Tactics Transition Turnover	
<u>Year 6</u> Hockey	Y2 - Invasion Games Y3 - Hockey	<p>Hockey is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In hockey pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as</p>	Abide Appropriate Barrier Close down Create Cushion Draw Pressure Situation Sportsmanship	

		<p>evaluating their own and others' performances.</p> <p>This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p>	<p>Stance Support Tactics Transition Turnover</p>	
--	--	---	---	--



PE Progress Map - Progress measures for working at the 'Expected' Level



	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>

Athletics	<p><u>Skills</u></p> <p>Running: explore running and stopping safely</p> <p>Jumping: explore jumping and hopping safely.</p> <p>Throwing: explore throwing to a target.</p> <p><u>Knowledge</u></p> <p>Running: know that I use big steps to run and small steps to stop. Know that moving into space away from others helps to keep me safe</p> <p>Jumping: know that bending my knees will help me to land safely</p> <p>Throwing: understand that bigger targets are easier to hit.</p> <p>Rules: know that</p>	<p><u>Skills</u></p> <p>Running: explore running at different speeds</p> <p>Jumping: develop balance whilst jumping and landing. Explore hopping, jumping and leaping for distance</p> <p>Throwing: explore throwing for distance and accuracy</p> <p><u>Knowledge</u></p> <p>Running: understand that if I swing my arms it will help me to run faster.</p> <p>Jumping: know that landing</p>	<p><u>Skills</u></p> <p>Running: develop the sprinting action.</p> <p>Jumping: develop jumping, hopping and skipping actions. Explore safely jumping for distance and height.</p> <p>Throwing: develop overarm throwing for distance.</p> <p><u>Knowledge</u></p> <p>Running: know that running on the balls of my feet, taking big steps and having elbows bent will help me to run faster.</p> <p>Jumping: know that swinging my arms forwards will help me to jump further.</p>	<p><u>Skills</u></p> <p>Running: develop the sprinting technique and apply it to relay events.</p> <p>Jumping: develop technique when jumping for distance in a range of approaches and take off positions.</p> <p>Throwing: explore the technique for a pull throw.</p> <p><u>Knowledge</u></p> <p>Running: understand that leaning slightly forwards helps to increase speed. Leaning my body in the opposite direction to travel helps to slow down.</p> <p>Jumping: know that if I jump and land quickly it will</p>	<p><u>Skills</u></p> <p>Running: develop an understanding of speed and pace in relation to distance. Develop power and speed in the sprinting technique.</p> <p>Jumping: develop technique when jumping for distance.</p> <p>Throwing: explore power and technique when throwing for distance in a pull and heave throw</p> <p><u>Knowledge</u></p> <p>Running: understand that I need to pace myself when running further or for a long period of</p>	<p><u>Skills</u></p> <p>Running: apply fluency and co-ordination when running for speed in relay changeovers. Effectively apply speeds appropriate for the event.</p> <p>Jumping: explore technique and rhythm in the triple jump.</p> <p>Throwing: Develop technique and power in javelin and shot put.</p> <p><u>Knowledge</u></p> <p>Running: understand that taking big consistent strides will help to create a rhythm that allows me to run faster.</p> <p>Understand that</p>	<p><u>Skills</u></p> <p>Running: demonstrate a clear understanding of pace and use it to develop their own and others sprinting technique.</p> <p>Jumping: develop power, control and technique in the triple jump.</p> <p>Throwing: develop power, control and technique when throwing discus and shot put.</p> <p><u>Knowledge</u></p> <p>Running: understand that I need to prepare my body for running and know the muscle groups I will need to use.</p> <p>Jumping: understand that a run up builds</p>

	<p>rules help us to stay safe.</p>	<p>on the balls of my feet helps me to land with control. Understand that if I bend my knees it will help me to jump further.</p> <p>Throwing: know that stepping forward with my opposite foot to hand will help me to throw further.</p> <p>Rules: know that rules help us to play fairly</p>	<p>Throwing: know that I can throw in a straight line by pointing my throwing hand at my target as I let go of the object.</p> <p>Rules: know how to follow simple rules when working with others</p>	<p>help me to jump further.</p> <p>Throwing: understand that the speed of the movement helps to create power.</p> <p>Rules: know the rules of the event and begin to apply them</p>	<p>time. Understand that a high knee drive, pumping my arms and running on the balls of my feet gives me power.</p> <p>Jumping: understand that transferring weight will help me to jump further.</p> <p>Throwing: understand that transferring weight will help me to throw further.</p> <p>Rules: know and understand the rules to be able to manage our own events</p>	<p>keeping a steady breath will help me when running longer distances.</p> <p>Jumping: know that if I drive my knees high and fast I can build power and therefore distance in my jumps.</p> <p>Throwing: know how to transfer my weight in different throws to increase the distance.</p> <p>Rules: understand and apply rules in a variety of events using official equipment.</p>	<p>speed and power and enables me to jump further.</p> <p>Throwing: understand that I need to prepare my body for throwing and know the muscle groups I will need to use.</p> <p>Rules: understand and apply rules in events that pose an increased risk.</p>
--	------------------------------------	---	---	---	---	--	---

Ball Skills	<u>Skills</u>	<u>Skills</u>	<u>Skills</u>	<u>Skills</u>	<u>Skills</u>	<u>Skills</u>	<u>Skills</u>
	Sending: explore sending an object with hands and feet.	Sending: roll and throw with some accuracy towards a target.	Sending: roll, throw and kick a ball to hit a target.	Sending: send a ball with accuracy and increasing consistency to a target.	Sending: accurately use a range of techniques to send a ball to a target.	Sending: demonstrate clear technique when sending a ball under pressure.	Sending: show good technique when sending a ball with increasing control, accuracy and consistency under pressure.
	Catching: explore catching to self and with a partner.	Catching: begin to catch with two hands. Catch after a bounce.	Catching: develop catching a range of objects with two hands. Catch with and without a bounce.	Catching: catch a range of objects with increasing consistency.	Catching: catch different sized objects with increasing consistency with one and two hands.	Catching: demonstrate good technique under pressure.	Catching: demonstrate increasing consistency of catching under pressure in a variety of game situations.
	Tracking: explore stopping a ball with hands and feet.	Tracking: track a ball being sent directly.	Tracking: consistently track and collect a ball being sent directly.	Tracking: track a ball not sent directly.	Tracking: consistently track a ball sent directly and indirectly.	Tracking: demonstrate a range of techniques when tracking and collecting a ball.	Tracking: demonstrate a wider range of techniques when tracking a ball under pressure
	Dribbling: explore dropping and catching with two hands and moving a ball with feet	Dribbling: explore dribbling with hands and feet	Dribbling: explore dribbling with hands and feet with increasing control on the move.	Dribbling: dribble a ball with hands and feet with control.	Dribbling: dribble a ball with increasing control and co-ordination.	Dribbling: dribble with some control under pressure.	Dribbling: dribble consistently using a range of techniques with increasing control under pressure.
	<u>Knowledge</u> Sending: know to look at the target when sending a ball.	<u>Knowledge</u> Sending: know to face my body towards my target when rolling and throwing underarm to	<u>Knowledge</u> Sending: know that stepping with opposite foot to throwing arm will help me to balance.	<u>Knowledge</u> Sending: know that pointing my hand/foot/stick to my target on release will help me to send a ball accurately.	<u>Knowledge</u> Sending: know that I can use a variety of ways to send the ball and it may	<u>Knowledge</u> Sending: know that controlling a ball before sending it will allow me to send it accurately.	<u>Knowledge</u>
	Catching: known to have hands out ready to catch.					Catching: understand when	
	Tracking: know to watch the ball as						

	<p>it comes towards me and scoop it with two hands.</p> <p>Dribbling: know that keeping the ball close will help with control.</p>	<p>help me to balance.</p> <p>Catching: know to watch the ball as it comes towards me.</p> <p>Tracking: know to move my feet to get in the line with the ball.</p> <p>Dribbling: know that moving with a ball is called dribbling.</p>	<p>Catching: know to use wide fingers and pull the ball in to my chest to help to securely catch.</p> <p>Tracking: know that it is easier to move towards a ball to track it than chase it.</p> <p>Dribbling: know to keep my head up when dribbling to see space/opponents</p>	<p>Catching: know to move my feet to the ball.</p> <p>Tracking: know that using a ready position will help me to react to the ball.</p> <p>Dribbling: know that dribbling is an attacking skill used in games which helps us to move towards a goal or away from defenders.</p>	<p>depend on the situation e.g. distance, speed, if there is a defender.</p> <p>Catching: know to adjust my hands to the height of the ball.</p> <p>Tracking: know that tracking a ball is an important skill used in games activities and be able to give examples of this.</p> <p>Dribbling: know that dribbling with soft hands/touches will help me to keep control.</p>	<p>to use different types of catching.</p> <p>Tracking: know that tracking a ball will help me to collect/stop/receive it quickly and successfully.</p> <p>Dribbling: know that dribbling in different directions will help me to lose a defender in game situations.</p>	<p>Sending: understand and make quick decisions about when, how and who to pass to.</p> <p>Catching: know how to catch a ball for different situations, considering trajectory, speed, height and size of the ball.</p> <p>Tracking: know how to track a ball for different situations, considering trajectory, speed, height and size of the ball.</p> <p>Dribbling: choose the appropriate skill for the situation under pressure e.g. a V dribble in basketball to keep the ball away from a defender.</p>
--	--	--	---	---	--	---	---

--	--	--	--	--	--	--	--

Dance	<p><u>Skills</u></p> <p>Actions: explore how my body moves. Copy basic body actions and rhythms.</p> <p>Dynamics: explore actions in response to music and an idea.</p> <p>Space: begin to explore pathways and the space around me and in relation to others.</p> <p>Performance: perform short phrases of movement in front of others</p> <p><u>Knowledge</u></p> <p>Actions: understand that I can move my body in different ways to create interesting actions.</p>	<p><u>Skills</u></p> <p>Actions: copy, remember and repeat actions to represent a theme. Create my own actions in relation to a theme.</p> <p>Dynamics: explore varying speeds to represent an idea.</p> <p>Space: explore pathways within my performance.</p> <p>Relationships: begin to explore actions and pathways with a partner.</p> <p>Performance: perform on my own and</p>	<p><u>Skills</u></p> <p>Actions: accurately remember, repeat and link actions to express an idea.</p> <p>Dynamics: develop an understanding of dynamics.</p> <p>Space: develop the use of pathways and travelling actions to include levels.</p> <p>Relationships: explore working with a partner using unison, matching and mirroring.</p> <p>Performance: develop the use of facial expressions in my performance.</p> <p><u>Knowledge</u></p> <p>Actions: know that sequencing actions in a particular order</p>	<p><u>Skills</u></p> <p>Actions: create actions in response to a stimulus individually and in groups.</p> <p>Dynamics: use dynamics effectively to express an idea.</p> <p>Space: use direction to transition between formations.</p> <p>Relationships: develop an understanding of formations.</p> <p>Performance: perform short, self-choreographed phrases showing an awareness of timing.</p> <p><u>Knowledge</u></p>	<p><u>Skills</u></p> <p>Actions: respond imaginatively to a range of stimuli related to character and narrative.</p> <p>Dynamics: change dynamics confidently within a performance to express changes in character.</p> <p>Space: confidently use changes in level, direction and pathway.</p> <p>Relationships: use action and reaction to represent an idea.</p> <p>Performance: perform complex dances</p>	<p><u>Skills</u></p> <p>Actions: choreograph dances by using, adapting and developing actions and steps from different dance styles.</p> <p>Dynamics: confidently use dynamics to express different dance styles.</p> <p>Space: confidently use direction and patterning to express different dance styles.</p> <p>Relationships: confidently use formations, canon and unison to express a dance idea.</p> <p>Performance: perform dances</p>	<p><u>Skills</u></p> <p>Actions: show controlled movements which express emotion and feeling.</p> <p>Dynamics: explore, improvise and combine dynamics to express ideas fluently and effectively on my own, with a partner or in a small group.</p> <p>Space and relationships: use a variety of compositional principles when creating my own dances.</p> <p>Performance: demonstrate a clear understanding of timing in relation to the music and other dancers</p>

	<p>Dynamics: understand that I can change my action to show an idea.</p> <p>Space: know that if I move into space it will help to keep me and others safe.</p> <p>Performance: know that when watching others I sit quietly and clap at the end.</p> <p>Strategy: know that if I use lots of space, it helps to make my dance look interesting.</p>	<p>with others to an audience</p> <p><u>Knowledge</u> Actions: understand that actions can be sequenced to create a dance.</p> <p>Dynamics: understand that I can create fast and slow actions to show an idea.</p> <p>Space: understand that there are different directions and pathways within space.</p> <p>Relationships: understand that when dancing with a partner it is important to</p>	<p>will help me to tell the story of my dance.</p> <p>Dynamics: understand that I can change the way I perform actions to show an idea.</p> <p>Space: know that I can use different directions, pathways and levels in my dance.</p> <p>Relationships: know that using counts of 8 will help me to stay in time with my partner and the music.</p> <p>Performance: know that using facial expressions helps to show the mood of my dance.</p> <p>Strategy: know that if I practice</p>	<p>Actions: understand that sharing ideas with others enables my group to work collaboratively and try ideas before deciding on the best actions for our dance.</p> <p>Dynamics: understand that all actions can be performed differently to help to show effect.</p> <p>Space: understand that I can use space to help my dance to flow.</p> <p>Relationships: understand that 'formation' means the same in dance as in other activities such as football, rugby and gymnastics.</p>	<p>that communicate narrative and character well, performing clearly and fluently.</p> <p><u>Knowledge</u> Actions: understand that some actions are better suited to a certain character, mood or idea than others.</p> <p>Dynamics: understand that some dynamics are better suited to a certain character, mood or idea than others.</p> <p>Space: understand that space can be used to express a</p>	<p>expressively, using a range of performance skills, showing accuracy and fluency.</p> <p><u>Knowledge</u> Actions: understand that different dance styles utilise selected actions to develop sequences in a specific style.</p> <p>Dynamics: understand that different dance styles utilise selected dynamics to express mood.</p> <p>Space: understand that space relates to where my body moves both on the floor and in the air.</p>	<p>throughout my performance.</p> <p><u>Knowledge</u> Actions: understand that actions can be improved with consideration to extension, shape and recognition of intent.</p> <p>Dynamics: understand that selecting a variety of dynamics in my performance can help to take the audience on a journey through my dance idea.</p> <p>Space and relationships: know that combining space and relationships with a prop can help me to express my dance idea.</p>
--	---	---	--	--	---	---	--

		<p>be aware of each other and keep in time.</p> <p>Performance: know that standing still at the start and at the end of the dance lets the audience know when I have started and when I have finished.</p> <p>Strategy: know that if I use exaggerated actions it helps the audience to see them clearly.</p>	<p>my dance my performance will improve.</p>	<p>Performance: understand that I can use timing techniques such as canon and unison to create effect.</p> <p>Strategy: know that if I show sensitivity to the music, my performance will look more complete.</p>	<p>certain character, mood or idea.</p> <p>Relationships: understand that some relationships are better suited to a certain character, mood or idea than others.</p> <p>Performance: know that being aware of other performers in my group will help us to move in time.</p> <p>Strategy: know that I can select from a range of dance techniques to translate my idea.</p>	<p>Relationships: understand that different dance styles utilise selected relationships to express mood.</p> <p>Performance: understand what makes a performance effective and know how to apply these principles to my own and others' work.</p> <p>Strategy: know that if I use dance principles it will help me to express an atmosphere or mood</p>	<p>Performance: understand how a leader can ensure our dance group performs together.</p> <p>Strategy: know that if I keep in character throughout, it will help me to express an atmosphere or mood that can be interpreted by the audience.</p>
--	--	---	--	---	---	---	---

Fitness	<u>Skills</u> Agility: explore changing direction safely. Balance: explore balancing whilst stationary and on the move. Co-ordination: explore moving different body parts together. Speed: explore moving and stopping with control. Strength: explore taking weight on different body parts. Stamina: explore moving for extended periods of time. <u>Knowledge</u> Agility: know that moving into space away from others	<u>Skills</u> Agility: change direction whilst running. Balance: explore balancing in more challenging activities with some success. Co-ordination: explore co-ordination when using equipment. Speed: explore running at different speeds. Strength: explore exercises using my own body weight. Stamina: explore	<u>Skills</u> Agility: demonstrate improved technique when changing direction on the move. Balance: demonstrate increased balance whilst travelling along and over equipment. Co-ordination: perform actions with increased control when co-ordinating my body with and without equipment. Speed: demonstrate running at different speeds. Strength: demonstrate increased control in body weight exercises.	<u>Skills</u> Agility: show balance when changing direction. Balance: explore more complex activities which challenge balance. Co-ordination: co-ordinate my body with increased consistency in a variety of activities. Speed: explore sprinting technique. Strength: explore building strength in different muscle groups. Stamina: explore using my breath to increase my ability to work for longer periods of time.	<u>Skills</u> Agility: show balance when changing direction at speed. Balance: show control whilst completing activities which challenge balance. Co-ordination: explore increased speed when co-ordinating my body. Speed: demonstrate improved sprinting technique. Strength: develop building strength in different muscle groups.	<u>Skills</u> Agility: demonstrate improved body posture and speed when changing direction. Balance: change my body position to maintain a controlled centre of gravity. Co-ordination: demonstrate increased speed when co-ordinating my body. Speed: apply the best pace for a set distance or time. Strength: demonstrate increased technique in body weight exercises.	<u>Skills</u> Agility: change direction with a fluent action and transition smoothly between varying speeds. Balance: show fluency and control when travelling, landing, stopping and changing direction. Co-ordination: co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge. Speed: adapt running technique to meet the needs of the distance. Strength: complete body weight exercises for increased repetitions with

<p>helps to keep me safe. Balance: know that I can hold my arms out to help me to balance.</p> <p>Co-ordination: know that moving my arms and legs at the same time helps me to walk, run and jump.</p> <p>Speed: know that I use big steps to run and small steps to stop.</p> <p>Strength: understand that I can hold my weight on different parts of my body.</p> <p>Stamina: understand that moving for a long time can make me feel tired.</p>	<p>moving for longer periods of time and identify how it makes me feel.</p> <p><u>Knowledge</u> Agility: understand that bending my knees will help me to change direction.</p> <p>Balance: know that looking ahead will help me to balance.</p> <p>Co-ordination: know that using the opposite arm to leg at the same time helps me to perform skills such as running and throwing.</p>	<p>Stamina: show an ability to work for longer periods of time</p> <p><u>Knowledge</u> Agility: know using small quick steps helps me to change direction.</p> <p>Balance: understand that I can squeeze my muscles to help me to balance.</p> <p>Co-ordination: understand that some skills require me to move body parts at different times such as skipping.</p> <p>Speed: know that I take shorter steps to jog and bigger steps to run.</p> <p>Strength: know that strength</p>	<p><u>Knowledge</u> Agility: understand how agility helps us with everyday tasks.</p> <p>Balance: understand how balance helps us with everyday tasks.</p> <p>Co-ordination: understand how co-ordination helps us with everyday tasks.</p> <p>Speed: understand that leaning slightly forwards helps to increase speed. Leaning my body in the opposite direction to travel helps to slow down.</p> <p>Strength: know that when completing strength</p>	<p>Stamina: demonstrate using my breath to maintain my work rate.</p> <p><u>Knowledge</u> Agility: know that keeping my elbows bent when changing direction will help me to stay balanced.</p> <p>Balance: understand that I need to squeeze different muscles to help me to stay balanced in different activities.</p> <p>Co-ordination: understand that if I begin in a ready position I can react quicker.</p>	<p>Stamina: use a steady pace to be able to move for sustained periods of time.</p> <p><u>Knowledge</u> Agility: understand that to change direction I push off my outside foot and turn my hips.</p> <p>Balance: understand that dynamic balances are harder than static balances as my centre of gravity changes.</p> <p>Co-ordination: understand that people will have varying levels of co-ordination and that I can get better with practice.</p> <p>Speed: understand that</p>	<p>control and fluency. Stamina: use my breath to increase my ability to move for sustained periods of time.</p> <p><u>Knowledge</u> Agility: understand that agility requires speed, strength, good balance and co-ordination.</p> <p>Balance: know where and when to apply force to maintain control and balance.</p> <p>Co-ordination: understand that co-ordination also requires good balance and know how to achieve this.</p> <p>Speed: know that speed can be improved by training and know</p>
---	---	---	---	--	--	--

		<p>Speed: understand that if I swing my arms it will help me to run faster.</p> <p>Strength: understand that exercise helps me to become stronger.</p> <p>Stamina: understand that when I move for a long time it can make me feel hot and I breathe faster</p>	<p>helps us with everyday tasks such as carrying our school bag.</p> <p>Stamina: know that I need to run slower if running for a long period of time</p>	<p>activities they need to be performed slowly and with control to help me to stay safe.</p> <p>Stamina: understand how stamina helps us in other life activities.</p>	<p>Speed: understand that a high knee drive, pumping my arms and running on the balls of my feet gives me power.</p> <p>Strength: understand that strength comes from different muscles and know how I can improve my strength.</p> <p>Stamina: understand that I need to pace myself when running further or for a long period of time.</p>	<p>taking big consistent strides will help to create a rhythm that allows me to run faster.</p> <p>Strength: know the muscles I am using by name.</p> <p>Stamina: understand that keeping a steady breath will help me to move for longer periods of time</p>	<p>which speed to select for the distance.</p> <p>Strength: understand that I can build up my strength by practicing in my own time.</p> <p>Stamina: know which exercises can develop stamina and understand that it can be improved by training over time.</p>
--	--	---	--	--	--	---	---

Fundamentals	<p><u>Skills</u></p> <p>Running: explore running and stopping. Explore changing direction safely.</p> <p>Balancing: explore balancing whilst stationary and on the move.</p> <p>Jumping: begin to explore take off and landing safely.</p> <p>Hopping: explore hopping on both feet.</p> <p>Skipping: explore skipping as a travelling action.</p> <p><u>Knowledge</u></p> <p>Running: know that I use big steps to run and small steps to stop. Know that moving into space away from others helps to keep me safe.</p>	<p><u>Skills</u></p> <p>Running: explore changing direction and dodging. Discover how the body moves at different speeds.</p> <p>Balancing: move with some control and balance. Explore stability and landing safely.</p> <p>Jumping: demonstrate control in take off and landing when jumping.</p> <p>Hopping: begin to explore hopping in different directions.</p>	<p><u>Skills</u></p> <p>Running: demonstrate balance when changing direction. Clearly show different speeds when running.</p> <p>Balancing: demonstrate balance when performing movements.</p> <p>Jumping: demonstrate jumping for distance, height and in different directions.</p> <p>Hopping: demonstrate hopping for distance, height and in different directions.</p> <p>Skipping: explore single and double bounce when jumping in a rope.</p>	<p><u>Skills</u></p> <p>Running: change direction. Show an increase and decrease in speed.</p> <p>Balancing: demonstrate balance when performing other fundamental skills.</p> <p>Jumping and hopping: link jumping and hopping actions.</p> <p>Skipping: jump and turn a skipping rope.</p> <p><u>Knowledge</u></p> <p>Running: understand that leaning slightly forwards helps to increase speed (acceleration). Leaning my body in the opposite direction to travel helps to slow down (deceleration). Understand how</p>	<p><u>Skills</u></p> <p>Running: change direction quickly under pressure. Demonstrate when and how to accelerate and decelerate.</p> <p>Balancing: demonstrate good balance and control when performing other fundamental skills.</p> <p>Jumping and hopping: link hopping and jumping actions with other fundamental skills.</p> <p>Skipping: consistently skip in a rope.</p> <p><u>Knowledge</u></p>	<p><u>Skills</u></p> <p>Running: demonstrate improved body posture and balance when changing direction. Accelerate and decelerate appropriately for the situation.</p> <p>Balancing: consistently demonstrate good balance when performing other fundamental skills.</p> <p>Jumping and hopping: demonstrate good technique and co-ordination when linking jumps.</p> <p>Skipping: show a range of skills when skipping in a rope.</p> <p><u>Knowledge</u></p>	<p><u>Skills</u></p> <p>Running: change direction with a fluent action. Transition smoothly between varying speeds.</p> <p>Balancing: show fluency and control when travelling, landing, stopping and changing direction.</p> <p>Jumping and hopping: demonstrate good technique when jumping and hopping for distance and height. Fluently link jumps together.</p> <p>Skipping: consistently show a range of skills when skipping in a rope.</p> <p><u>Knowledge</u></p>

	<p>Balancing: know that I can hold my arms out to help me to balance.</p> <p>Jumping: know that bending my knees will help me to land safely.</p> <p>Hopping: understand that I use one foot to hop.</p> <p>Skiping: know that if I hop then step that will help me to skip.</p>	<p>Skiping: show co-ordination when turning a rope. Use rhythm to jump continuously in a French rope</p> <p><u>Knowledge</u> Running: understand that bending my knees will help me to change direction. Understand that if I swing my arms it will help me to run faster.</p> <p>Balancing: know that looking ahead will help me to balance. Know that landing on my feet</p>	<p><u>Knowledge</u> Running: know that putting weight into the front of my feet helps me to stop in a balanced position. Know that running on the balls of my feet, taking big steps and having elbows bent will help me to run faster.</p> <p>Balancing: understand that squeezing my muscles helps me to balance.</p> <p>Jumping: know that swinging my arms forwards will help me to jump further.</p> <p>Hopping: know that if I look straight ahead it will stop me falling over when I land.</p>	<p>agility helps us with everyday tasks.</p> <p>Balancing: understand how balance helps us with everyday tasks.</p> <p>Jumping and hopping: know that if I jump and land in quick succession, momentum will help me to jump further.</p> <p>Skiping: understand that I should turn the rope from my wrists with wide hands to create a gap to step through.</p>	<p>Running: know that keeping my elbows bent when changing direction will help me to stay balanced.</p> <p>Balancing: understand that I need to squeeze different muscles to help me to stay balanced in different activities.</p> <p>Jumping and hopping: know that swinging my non-hopping foot helps to create momentum.</p> <p>Skiping: understand that keeping my chest up helps me to stay balanced</p>	<p>Running: understand that to change direction, I push off my outside foot and turn my hips.</p> <p>Balancing: understand that balance is a skill used in many different activities and everyday life.</p> <p>Jumping and hopping: understand that there are different techniques for different situations.</p> <p>Skiping: understand that people will have varying levels of skipping ability and that I can get better with practice</p>	<p>Running: know that running develops stamina and speed and both can be improved by training over time. Understand that agility requires speed, strength, good balance and co-ordination.</p> <p>Balancing: know that balance underpins many skills in PE and everyday life and this feels different in different situations.</p> <p>Jumping and hopping: understand when to jump for height or jump for distance in different activities and what to do to achieve this.</p>
--	--	--	--	---	---	--	--

		<p>helps me to balance.</p> <p>Jumping: know that landing on the balls of my feet helps me to land with control.</p> <p>Hopping: know that I should hop with a soft bent knee.</p> <p>Skipping: know that I should use the opposite arm to leg when I skip. Know that jumping on the balls of my feet helps me to keep a consistent rhythm.</p>	<p>Skipping: know that I should swing opposite arm to leg to help me balance when skipping without a rope.</p>				<p>Skipping: understand that skipping helps to develop co-ordination, stamina and balance</p>
--	--	---	--	--	--	--	---

Gymnastics	<p><u>Skills</u></p> <p>Shapes: show contrast with my body including wide/narrow, straight/curved.</p> <p>Balances: explore shapes in stillness using different parts of my body.</p> <p>Rolls: explore rocking and rolling.</p> <p>Jumps: explore jumping safely.</p> <p><u>Knowledge</u></p> <p>Shapes: understand that I can make different shapes with my body.</p> <p>Balances: know that I should be still when holding a balance.</p> <p>Rolls: know that I can change my</p>	<p><u>Skills</u></p> <p>Shapes: explore basic shapes straight, tuck, straddle, pike.</p> <p>Balances: perform balances making my body tense, stretched and curled.</p> <p>Rolls: explore barrel, straight and forward roll progressions.</p> <p>Jumps: explore shape jumps including jumping off low apparatus.</p> <p><u>Knowledge</u></p> <p>Shapes: understand that I can improve my shapes by</p>	<p><u>Skills</u></p> <p>Shapes: explore using shapes in different gymnastic balances.</p> <p>Balances: remember, repeat and link combinations of gymnastic balances.</p> <p>Rolls: explore barrel, straight and forward roll and put into sequence work.</p> <p>Jumps: explore shape jumps and take off combinations</p> <p><u>Knowledge</u></p> <p>Shapes: know that some shapes link well together.</p> <p>Balances: understand that squeezing my</p>	<p><u>Skills</u></p> <p>Shapes: explore matching and contrasting shapes.</p> <p>Balances: explore point and patch balances and transition smoothly into and out of them.</p> <p>Rolls: develop the straight, barrel, and forward roll.</p> <p>Jumps: develop stepping into shape jumps with control.</p> <p><u>Knowledge</u></p> <p>Shapes: understand how to use body tension to make my shapes look better.</p> <p>Balances: understand that I can make my balances look</p>	<p><u>Skills</u></p> <p>Shapes: develop the range of shapes I use in my sequences.</p> <p>Inverted movements: develop strength in bridge and shoulder stand.</p> <p>Balances: develop control and fluency in individual and partner balances.</p> <p>Rolls: develop the straight, barrel, forward and straddle roll and perform them with increased control. Jumps: develop control in performing and landing rotation jumps.</p>	<p><u>Skills</u></p> <p>Shapes: perform shapes consistently and fluently linked with other gymnastic actions.</p> <p>Inverted movements: explore progressions of a cartwheel.</p> <p>Balances: explore symmetrical and asymmetrical balances.</p> <p>Rolls: develop control in the straight, barrel, forward, straddle and backward roll.</p> <p>Jumps: select a range of jumps to include in sequence work.</p> <p><u>Knowledge</u></p>	<p><u>Skills</u></p> <p>Shapes: combine and perform gymnastic shapes more fluently and effectively.</p> <p>Inverted movements: develop control in progressions of a cartwheel bridge and shoulder stand</p> <p>Balances: explore counter balance and counter tension.</p> <p>Rolls: develop fluency and consistency in the straddle, forward and backward roll.</p> <p>Jumps: combine and perform a range of gymnastic jumps more fluently and effectively.</p> <p><u>Knowledge</u></p>

	<p>body shape to help me to roll.</p> <p>Jumps: know that bending my knees will help me to land safely.</p> <p>Strategy: know that if I hold a shape and count to five people will see it clearly.</p>	<p>extending parts of my body.</p> <p>Balances: know that balances should be held for 5 seconds.</p> <p>Rolls: know that I can use different shapes to roll.</p> <p>Jumps: know that landing on the balls of my feet helps me to land with control.</p> <p>Strategy: know that if I use a starting and finishing position, people will know when my sequence has begun and when it has ended.</p>	<p>muscles helps me to balance.</p> <p>Rolls: understand that there are different teaching points for different rolls.</p> <p>Jumps: understand that looking forward will help me to land with control.</p> <p>Strategy: know that if I use shapes that link well together it will help my sequence to flow.</p>	<p>interesting by using different levels.</p> <p>Rolls: understand the safety considerations when performing more difficult rolls.</p> <p>Jumps: understand that I can change the take off and shape of my jumps to make them look interesting.</p> <p>Strategy: know that if I use different levels it will help to make my sequence look interesting.</p>	<p><u>Knowledge</u></p> <p>Shapes: understand how shapes can be used to improve my sequence.</p> <p>Inverted movements: know that inverted movements are actions in which my hips go above my head.</p> <p>Balances: know how to keep myself and others safe when performing partner balances.</p> <p>Rolls: understand that I can keep the shape of my roll using body tension.</p> <p>Jumps: know that I can</p>	<p>Shapes: understand that shapes underpin all other skills.</p> <p>Inverted movements: understand that sometimes I need to move slowly to gain control and other times I need to move quickly to build momentum.</p> <p>Balances: understand how to use contrasting balances to make my sequences look interesting.</p> <p>Rolls: understand that I need to work within my own capabilities and this may be different to others.</p> <p>Jumps: understand that</p>	<p>Shapes: know which shapes to use for each skill.</p> <p>Inverted movements: understand that spreading my weight across a base of support will help me to balance.</p> <p>Balances: know where and when to apply force to maintain control and balance.</p> <p>Rolls: understand that I can use momentum to help me to roll and where that momentum comes from.</p> <p>Jumps: understand that taking off from two feet will give me more height and therefore</p>
--	--	---	--	---	---	---	---

					<p>control my landing by landing toes first, looking forwards and bending my knees.</p> <p>Strategy: know that if I use different directions it will help to make my sequence look interesting.</p>	<p>I can use jumps to link actions and changing the shape of these will make my sequence look interesting.</p> <p>Strategy: know that if I use different pathways it will help to make my sequence look interesting.</p>	<p>more time in the air.</p> <p>Strategy: know that if I use changes in formation it will help to make my sequence look interesting.</p>
--	--	--	--	--	---	--	--

Invasion Games	<p><u>Skills</u></p> <p>Sending & receiving: explore s&r with hands and feet using a variety of equipment.</p> <p>Dribbling: explore dropping and catching with two hands and moving a ball with their feet.</p> <p>Space: recognise their own space.</p> <p>Attacking & defending: explore changing direction and tagging games.</p>	<p><u>Skills</u></p> <p>Sending & receiving: explore s&r with hands and feet to a partner.</p> <p>Dribbling: explore dribbling with hands and feet.</p> <p>Space: recognise good space when playing games.</p> <p>Attacking: explore changing direction to move away from a partner.</p> <p>Defending: explore tracking and moving to stay with a partner.</p>	<p><u>Skills</u></p> <p>Sending & receiving: developing s&r with increased control.</p> <p>Dribbling: explore dribbling with hands and feet with increasing control on the move.</p> <p>Space: explore moving into space away from others.</p> <p>Attacking: developing moving into space away from defenders.</p> <p>Defending: explore staying close to other players to try and stop them getting the ball</p>	<p><u>Skills</u></p> <p>Sending & receiving: explore s&r abiding by the rules of the game.</p> <p>Dribbling: explore dribbling the ball abiding by the rules of the game under some pressure.</p> <p>Space: develop using space as a team.</p> <p>Attacking: develop movement skills to lose a defender. Explore shooting actions in a range of invasion games.</p> <p>Defending: develop tracking opponents to limit their scoring opportunities.</p>	<p><u>Skills</u></p> <p>Sending & receiving: develop passing techniques appropriate to the game with increasing success. Catch a ball using one and two hands and receive a ball with feet/object with increasing success.</p> <p>Dribbling: link dribbling the ball with other actions and change direction whilst dribbling with some control.</p> <p>Space: develop moving into space to help my team.</p> <p>Attacking: change direction to</p>	<p><u>Skills</u></p> <p>Sending & receiving: develop control when s&r under pressure.</p> <p>Dribbling: dribble with some control under pressure.</p> <p>Space: explore moving to create space for themselves and others in their team.</p> <p>Attacking: use a variety of techniques to lose an opponent e.g. change of direction or speed.</p> <p>Defending: develop tracking and marking with increased success. Explore intercepting a ball using one and two hands.</p>	<p><u>Skills</u></p> <p>Sending & receiving: s&r consistently using a range of techniques with increasing control under pressure.</p> <p>Dribbling: dribble consistently using a range of techniques with increasing control under pressure.</p> <p>Space: move to the correct space when transitioning from attack to defence or defence to attack and create and use space for self and others.</p> <p>Attacking: confidently change direction to lose an opponent</p> <p>Defending: use a variety of</p>
	<p><u>Knowledge</u></p> <p>Sending & receiving: know to look at the target when sending a ball and watch the ball to receive it.</p> <p>Dribbling: know that keeping the</p>		<p><u>Knowledge</u></p> <p>Sending & receiving: know to</p>	<p><u>Knowledge</u></p> <p>Sending & receiving: know that pointing my</p>			

	<p>ball close will help with control.</p> <p>Space: know that being in a space gives me room to play.</p> <p>Attacking & defending: know that there are different roles in games.</p> <p>Tactics: make simple decisions in response to a task.</p> <p>Rules: know that rules help us to stay safe.</p>	<p><u>Knowledge</u> Sending & receiving: know to look at my partner before sending the ball.</p> <p>Dribbling: know that moving with a ball is called dribbling.</p> <p>Space: understand that being in a good space helps us to pass the ball.</p> <p>Attacking: know that being able to move away from a partner helps my team to pass me the ball.</p> <p>Defending: know that</p>	<p>control the ball before sending it.</p> <p>Dribbling: know that keeping my head up will help me to know where defenders are.</p> <p>Space: know that moving into space away from defenders helps me to pass and receive a ball.</p> <p>Attacking: know that when my team is in possession of the ball, I am an attacker and we can score.</p> <p>Defending: know that when my team is not in possession of the ball, I am a defender and we need to try to get the ball. Know that standing between the ball</p>	<p>hand/foot/stick to my target on release will help me to send a ball accurately.</p> <p>Dribbling: know that dribbling is an attacking skill which helps us to move towards a goal or away from defenders.</p> <p>Space: know that by spreading out as a team we move the defenders away from each other.</p> <p>Attacking and defending: know my role as an attacker and defender.</p> <p>Tactics: know that using simple tactics will help my team to achieve an outcome e.g. we will each mark a</p>	<p>lose an opponent with some success.</p> <p>Defending: develop defending one on one and begin to intercept.</p> <p><u>Knowledge</u> Sending & receiving: know that cushioning a ball will help me to control it when receiving it.</p> <p>Dribbling: know that protecting the ball as I dribble will help me to maintain possession.</p> <p>Space: know that moving into space will help my team keep possession and score goals.</p>	<p><u>Knowledge</u> Sending & receiving: know that not having a defender between myself and a ball carrier enables me to s&r with better control.</p> <p>Dribbling: know that dribbling in different directions will help to lose a defender.</p> <p>Space: know that by moving to space even if not receiving the ball will create space for a teammate.</p> <p>Tactics: understand the need for tactics and identify when to use them in different situations.</p>	<p>defending skills (tracking, interception, jockeying) in game situations.</p> <p><u>Knowledge</u> Sending & receiving: understand and make quick decisions about when, how and who to pass to.</p> <p>Dribbling: choose the appropriate skill for the situation under pressure e.g. a V dribble in basketball to keep the ball away from a defender.</p> <p>Space: understand that transitioning quickly between attack and defence will help my team to maintain or gain possession.</p>
--	--	--	---	---	--	---	--

		<p>staying with a partner makes it more difficult for them to receive the ball.</p> <p>Tactics: know that tactics can help us when playing games.</p> <p>Rules: know that rules help us to play fairly.</p>	<p>and the attacker will help me to stop them from getting the ball.</p> <p>Tactics: understand and apply simple tactics for attack and defence.</p> <p>Rules: know how to score points and follow simple rules.</p>	<p>player to help us to gain possession.</p> <p>Rules: know the rules of the game and begin to apply them</p>	<p>Attacking: recognise when to pass and when to shoot.</p> <p>Defending: know when to mark and when to attempt to win the ball.</p> <p>Tactics: know that applying attacking tactics will help to maintain possession and score goals. Know that applying defending tactics will help to deny space, gain possession and stop goals.</p> <p>Rules: know and understand the rules to be able to manage our own game.</p>	<p>Rules: understand and apply rules in a variety of invasion games whilst playing and officiating</p>	<p>Tactics: know how to create and apply a tactic for a specific situation or outcome.</p> <p>Rules: understand, apply and use rules consistently in a variety of invasion games whilst playing and officiating.</p>
--	--	---	--	---	--	--	--

Net and Wall Games	<p><u>Skills</u> Hitting: explore hitting a ball with hands and pushing with a racket.</p> <p>Feeding and rallying: explore sending and tracking a ball with a partner.</p> <p>Footwork: explore changing direction, running and stopping.</p> <p><u>Knowledge</u> Hitting: know to point my hand/object at my target when hitting a ball.</p> <p>Feeding and rallying: know to look at the target when sending a ball and watch the ball to receive it.</p> <p>Footwork: know to use big steps to</p>	<p><u>Skills</u> Hitting: explore hitting a dropped ball with a racket.</p> <p>Feeding: throw a ball over a net to land into the court area.</p> <p>Rallying: explore sending a ball with hands and a racket.</p> <p>Footwork: use the ready position to move towards a ball.</p> <p><u>Knowledge</u> Hitting: know to use the centre of the racket for control.</p> <p>Feeding: know to use an</p>	<p><u>Skills</u> Hitting: develop hitting a dropped ball over a net.</p> <p>Feeding: accurately underarm throw over a net to a partner.</p> <p>Rallying: explore underarm rallying with a partner catching after one bounce.</p> <p>Footwork: consistently use the ready position to move towards a ball.</p> <p><u>Knowledge</u> Hitting: know to watch the ball as it comes towards me to help me to prepare to hit it.</p> <p>Feeding: know to place enough power on a ball to let it bounce once</p>	<p><u>Skills</u> Shots: explore returning a ball using shots such as the forehand and backhand.</p> <p>Rallying: explore rallying using a forehand.</p> <p>Footwork: consistently use and return to the ready position in between shots.</p> <p><u>Knowledge</u> Shots: know that pointing the racket face/my hand where I want the ball to go and turning my body will help me to hit accurately.</p> <p>Rallying: know that hitting towards my partner will help them to return the ball easier and</p>	<p><u>Skills</u> Shots: demonstrate technique when using shots playing co-operatively and beginning to execute this competitively.</p> <p>Rallying: develop rallying using both forehand and backhand with increased technique.</p> <p>Footwork: begin to use appropriate footwork patterns to move around the court.</p> <p><u>Knowledge</u> Shots: understand when to play a forehand and a backhand and why.</p>	<p><u>Skills</u> Shots: develop the range of shots used in a variety of games</p> <p>Serving: develop the range of serving techniques appropriate to the game</p> <p>Rallying: use a variety of shots to keep a continuous rally.</p> <p>Footwork: demonstrate effective footwork patterns to move around the court.</p> <p><u>Knowledge</u> Shots: know which skill to choose for the situation e.g. a volley if the ball is close to the net.</p>	<p><u>Skills</u> Shots: demonstrate increased success and technique in a variety of shots.</p> <p>Serving: serve accurately and consistently.</p> <p>Rallying: successfully apply a variety of shots to keep a continuous rally.</p> <p>Footwork: demonstrate a variety of footwork patterns relevant to the game I am playing</p> <p><u>Knowledge</u> Shots: understand the appropriate skill for the situation under pressure e.g.choosing to play the ball short over the net if I have just moved</p>

	<p>run and small steps to stop.</p> <p>Tactics: make simple decisions in response to a task.</p> <p>Rules: know that rules help us to stay safe.</p>	<p>underarm throw to feed to a partner.</p> <p>Rallying: know that throwing/hitting to my partner with not too much power will help them to return the ball.</p> <p>Footwork: know that using a ready position will help me to move in any direction.</p> <p>Tactics: know that tactics can help us to be successful when playing games.</p> <p>Rules: know that rules help us to play fairly.</p>	<p>but not too much so that my partner can't return it.</p> <p>Rallying: know that sending the ball towards my partner will help me to keep a rally going.</p> <p>Footwork: know that using a ready position helps me to react quickly and return/catch a ball.</p> <p>Tactics: understand that applying simple tactics makes it difficult for my opponent.</p> <p>Rules: know how to score points and follow simple rules.</p>	<p>keep the rally going.</p> <p>Footwork: know that moving to the middle of my court will enable me to cover the most space.</p> <p>Tactics: know that using simple tactics will help to achieve an outcome e.g. if we spread out, we can cover more space.</p> <p>Rules: know the rules of the game and begin to apply them.</p>	<p>Rallying: know that moving my feet to the ball will help me to hit in a more balanced position therefore increasing the accuracy of my shot.</p> <p>Footwork: know that getting my feet in the right position will help me to balance before playing a shot.</p> <p>Tactics: know that applying attacking tactics will help me to score points and create space. Know that applying defending tactics will help me to deny space, return a</p>	<p>Serving: know that serving is how to start a game or rally and use the rules applied to the activity for serving.</p> <p>Rallying: know that playing the appropriate shot will help to keep the rally going. Know that control is more important than power to keep a rally going.</p> <p>Footwork: know that using small, quick steps will allow me to adjust my stance to play a shot.</p> <p>Tactics: understand the need for tactics and identify when to use them in different situations.</p>	<p>my opponent to the back of the court.</p> <p>Serving: begin to apply tactics when serving e.g. aiming to serve short on the first point and then long on the second point.</p> <p>Rallying: understand how to play different shots depending on if a rally is co-operative or competitive.</p> <p>Footwork: know that using the appropriate footwork will help me to react to a ball quickly and give me time to prepare to play a shot.</p> <p>Tactics: understand when to apply some tactics for</p>
--	--	--	---	---	---	--	---

					<p>ball and limit points.</p> <p>Rules: know and understand the rules to be able to manage our own game</p>	<p>Rules: understand and apply rules in a variety of net and wall games whilst playing and officiating.</p>	<p>attacking and/or defending.</p> <p>Rules: understand, apply and use rules consistently in a variety of net and wall games whilst playing and officiating.</p>
--	--	--	--	--	---	---	--

OAA	<p><u>Skills</u> Problem solving: explore activities where I have to make my own decisions.</p> <p>Navigational skills: explore moving in space and following a path.</p> <p>Communication: develop confidence in expressing myself.</p> <p><u>Knowledge</u> Problem solving: make simple decisions in response to a task.</p> <p>Navigational skills: know that moving into space away from others will help me to stay safe. Know to leave a gap when following a path will help me to stay safe.</p>	<p><u>Skills</u> Problem solving: suggest ideas in response to a task.</p> <p>Navigational skills: follow a path and lead others.</p> <p>Communication: communicate simple instructions and listen to others.</p> <p><u>Knowledge</u> Problem solving: know that working collaboratively with others will help to solve challenges.</p> <p>Navigational skills: know that deciding which way to</p>	<p><u>Skills</u> Problem solving: begin to plan and apply strategies to overcome a challenge.</p> <p>Navigational skills: follow and create a simple diagram/map.</p> <p>Communication: work co-operatively with a partner and a small group.</p> <p><u>Knowledge</u> Problem solving: know that listening to each other's ideas might give us an idea we hadn't thought of.</p> <p>Navigational skills: understand that the map tells us what to do.</p> <p>Communication: know to use</p>	<p><u>Skills</u> Problem solving: discuss how to follow trails and solve problems. Work with others to select appropriate equipment for the task.</p> <p>Navigational skills: identify where I am on a simple map. Use and begin to create simple maps and diagrams and follow a trail.</p> <p>Communication: follow and give instructions and accept other peoples' ideas.</p> <p><u>Knowledge</u> Problem solving: know that trying ideas before deciding on a solution will help us to come up with the best idea.</p>	<p><u>Skills</u> Problem solving: plan independently and in small groups, implementing a strategy with increased success.</p> <p>Navigational skills: identify key symbols on a map and follow a route.</p> <p>Communication: confidently communicate ideas and listen to others.</p> <p><u>Knowledge</u> Problem solving: know that discussing the advantages and disadvantages of ideas will help to guide us to a conclusion</p>	<p><u>Skills</u> Problem solving: explore tactical planning within a team to overcome increasingly challenging tasks.</p> <p>Navigational skills: develop navigational skills and map reading in increasingly challenging tasks.</p> <p>Communication: explore a variety of communication methods with increasing success.</p> <p><u>Knowledge</u> Problem solving: recognise that there may be more than one way to solve a challenge and that trial and error may help to guide me to the best solution.</p>	<p><u>Skills</u> Problem solving: pool ideas within a group, selecting and applying the best method to solve a problem.</p> <p>Navigational skills: orientate a map efficiently to navigate around a course with multiple points.</p> <p>Communication: inclusively communicate with others, share job roles and lead when necessary.</p> <p><u>Knowledge</u> Problem solving: understand that being able to solve problems is an important life skill.</p> <p>Navigational skills: understand why having good</p>

	<p>Communication: know that talking with a partner will help me to solve challenges e.g. 'let's go to the green hoop next'.</p> <p>Reflection: begin to identify when I am successful.</p> <p>Rules: know that rules help us to stay safe.</p>	<p>go before starting will help me.</p> <p>Communication: know that using short instructions will help my partner e.g. start/stop.</p> <p>Reflection: identify when I am successful and make basic observations about how to improve.</p> <p>Rules: know that rules help us to play fairly.</p>	<p>encouraging words when speaking to a partner or group to help them to trust me.</p> <p>Reflection: verbalise when I am successful and areas that I could improve.</p> <p>Rules: know how to follow and apply simple rules</p>	<p>Navigational skills: know to hold the map so that the items on the map match up to the items that have been placed out.</p> <p>Communication: know to take turns when giving ideas and not to interrupt each other.</p> <p>Reflection: reflect on when and why I am successful at solving challenges.</p> <p>Rules: know that using the rules honestly will help to keep myself and others safe</p>	<p>about which idea to use.</p> <p>Navigational skills: understand how to use a key and use the cardinal points on a map to orientate it.</p> <p>Communication: understand that there are different types of communication and that I can communicate without talking.</p> <p>Reflection: with increased accuracy, critically reflect on when and why I am successful at solving challenges.</p> <p>Rules: understand the</p>	<p>Navigational skills: use a key to identify objects and locations.</p> <p>Communication: know to be descriptive but concise when giving instructions e.g. 'two steps to the left'.</p> <p>Reflection: reflect on when I am successful at solving challenges and alter my methods in order to improve.</p> <p>Rules: know that abiding by rules will enable my classmates to complete the course e.g. not moving controls.</p>	<p>navigational skills are important.</p> <p>Communication: know that good communication skills are key to solving problems and working effectively as a team.</p> <p>Reflection: with increasing accuracy, reflect on when and how I am successful at solving challenges and alter my methods in order to improve.</p> <p>Rules: understand the rules and think creatively to solve the challenge whilst abiding by the rules.</p>
--	--	---	--	--	---	---	---

					importance of working with integrity.		
--	--	--	--	--	---------------------------------------	--	--

Striking and Fielding	<p><u>Skills</u> Striking: explore sending a ball to a partner.</p> <p>Fielding: explore tracking and stopping a rolling ball.</p> <p>Throwing and catching: explore rolling, throwing and catching using a variety of equipment</p> <p><u>Knowledge</u> Striking: know to point my hand at my target when striking a ball.</p> <p>Fielding: know to scoop a ball with two hands.</p> <p>Throwing and catching: know to point my hand at my target when throwing. Know to have hands out ready to catch.</p>	<p><u>Skills</u> Striking: explore striking a ball with their hand and equipment.</p> <p>Fielding: develop tracking and retrieving a ball.</p> <p>Throwing: explore technique when throwing over and underarm.</p> <p>Catching: develop co-ordination and technique when catching.</p> <p><u>Knowledge</u> Striking: understand that the harder I strike, the</p>	<p><u>Skills</u> Striking: develop striking a ball with their hand and equipment with some consistency.</p> <p>Fielding: develop tracking a ball and decision making with the ball.</p> <p>Throwing: develop co-ordination and technique when throwing over and underarm.</p> <p>Catching: catch with two hands with some co-ordination and technique</p> <p><u>Knowledge</u> Striking: understand the role of a batter. Know that striking quickly will increase the power.</p>	<p><u>Skills</u> Striking: begin to strike a bowled ball after a bounce with different equipment.</p> <p>Fielding: explore bowling to a target and fielding skills to include a two-handed pick up.</p> <p>Throwing: use overarm and underarm throwing in game situations.</p> <p>Catching: catch with some consistency in game situations.</p> <p><u>Knowledge</u> Striking: know that striking to space away from fielders will help me to score.</p>	<p><u>Skills</u> Striking: develop batting technique with a range of equipment.</p> <p>Fielding: develop bowling with some consistency, abiding by the rules of the game.</p> <p>Throwing: use overarm and underarm throwing with increased consistency in game situations.</p> <p>Catching: begin to catch with one and two hands with some consistency in game situations.</p> <p><u>Knowledge</u></p>	<p><u>Skills</u> Striking: explore defensive and driving hitting techniques and directional batting.</p> <p>Fielding: develop over and underarm bowling technique. Develop long and short barrier and two handed pick up.</p> <p>Throwing: demonstrate good technique when using a variety of throws under pressure.</p> <p>Catching: explore catching skills (close/deep and wicket keeping) and apply these with some consistency in game situations</p> <p><u>Knowledge</u></p>	<p><u>Skills</u> Striking: strike a bowled ball with increasing accuracy and consistency.</p> <p>Fielding: use a wider range of fielding skills with increasing control under pressure.</p> <p>Throwing: consistently demonstrate good technique in throwing skills under pressure.</p> <p>Catching: consistently demonstrate good technique in catching skills under pressure</p> <p><u>Knowledge</u> Striking: understand that the momentum and power for striking a ball</p>

	<p>Tactics: make simple decisions in response to a task.</p> <p>Rules: know that rules help us to stay safe.</p>	<p>further the ball will travel.</p> <p>Fielding: know that throwing the ball back is quicker than running with it.</p> <p>Throwing: know which type of throw to use to throw over longer distances.</p> <p>Catching: know to watch the ball as it comes towards me.</p> <p>Tactics: know that tactics can help us when playing games.</p> <p>Rules: know that rules</p>	<p>Fielding: understand that there are different roles within a fielding team. Know to move towards the ball to collect it to limit a batter's points.</p> <p>Throwing: know that stepping with opposite foot to throwing arm will help me to balance.</p> <p>Catching: know to use wide fingers and pull the ball in to my chest to help me to securely catch.</p> <p>Tactics: understand and apply simple tactics for attack (batting) and defence (fielding).</p> <p>Rules: know how to score points</p>	<p>Fielding: know to look at where a batter is before deciding what to do. Know to communicate with teammates before throwing them a ball.</p> <p>Throwing: know that overarm throwing is used for long distances and underarm throwing for shorter distances.</p> <p>Catching: know to move my feet to the ball. Tactics: know that using simple tactics will help my team to achieve an outcome e.g. we will spread out to deny space.</p> <p>Rules: know the rules of the game and begin to apply them</p>	<p>Striking: know that using the centre of the bat will provide the most control and accuracy.</p> <p>Fielding: know that it easier to field a ball that is coming towards me rather than away so set up accordingly.</p> <p>Throwing: understand that being balanced before throwing will help to improve the accuracy of the throw.</p> <p>Catching: know to track the ball as it is thrown to help to improve the consistency of catching.</p>	<p>Striking: understand that stance is important to allow me to be balanced as I hit.</p> <p>Fielding: know that backing up a fielder as a ball is being thrown will help to increase the chances of fielding successfully.</p> <p>Throwing: understand where to throw the ball in relation to where a batter is.</p> <p>Catching: understand when to use a close catch technique or deep catch technique.</p> <p>Tactics: understand the need for tactics and identify when to use them in</p>	<p>comes from legs as well as arms.</p> <p>Fielding: know which fielding action to apply for the situation.</p> <p>Throwing and catching: consistently make good decisions on who to throw to and when to throw in order to get batters out. Know that accuracy, speed and consistency of throwing and catching will help to limit a batter's score.</p> <p>Tactics: understand and apply some tactics in the game as a batter, bowler and fielder.</p> <p>Rules: understand, apply and use rules consistently</p>
--	--	--	---	---	---	---	--

		help us to play fairly.	and follow simple rules.		<p>Tactics: know that applying attacking tactics will help to score points and avoid getting out. Know that applying defending tactics will help to deny space, get opponents out and limit points.</p> <p>Rules: know and understand the rules to be able to manage our own game</p>	<p>different situations.</p> <p>Rules: understand and apply rules in a variety of striking and fielding games whilst playing and officiating</p>	in a variety of striking and fielding games whilst playing and officiating
--	--	-------------------------	--------------------------	--	---	--	--

Swimming	N/A	<p><u>Skills</u> Strokes: can swim over a 10m distance with a buoyancy aid.</p> <p>Breathing: can submerge confidently in the water.</p> <p>Water safety: become aware of water safety and explore floating on my front and back</p> <p><u>Knowledge</u> Strokes: understand that using cupped hands will help me to swim as the water cannot escape between my fingers.</p>	<p><u>Skills</u> Strokes: begin to use arms and legs together, more effectively across the water unaided.</p> <p>Breathing: begin to explore breathing in sync with my kicking action.</p> <p>Water safety: demonstrate an awareness of water safety and float on my front and on my back.</p> <p><u>Knowledge</u> Strokes: understand that moving my arms quickly will help me to pass through the water.</p> <p>Breathing: know that when I swim, I inhale through my mouth when</p>	<p><u>Skills</u> Strokes: explore technique for specific strokes to include head above water breaststroke, backstroke and front crawl.</p> <p>Breathing: begin to explore front crawl breathing technique.</p> <p>Water safety: explore techniques for personal survival to include survival strokes such as sculling and treading water.</p> <p><u>Knowledge</u> Strokes: know that lifting my hips will help me to stay afloat whilst swimming.</p> <p>Breathing: know that turning my head to the side</p>	<p><u>Skills</u> Strokes: develop technique for specific strokes to include head above water breaststroke, backstroke and front crawl.</p> <p>Breathing: demonstrate improved breathing technique in front crawl.</p> <p>Water safety: are comfortable with some personal survival techniques to include survival strokes such as sculling and treading water.</p> <p><u>Knowledge</u> Strokes: understand</p>	<p><u>Skills</u> Strokes: demonstrate increased technique in a range of strokes, swimming over a distance of 25m.</p> <p>Breathing: explore underwater breaststroke breathing technique over a distance of 25m.</p> <p>Water safety: explore safety techniques to include the H.E.L.P and huddle positions</p> <p><u>Knowledge</u> Strokes: understand that pulling harder through the water will enable me to travel the distance in fewer strokes and travel faster.</p>	<p><u>Skills</u> Strokes: identify my personal best in a range of strokes. Successfully select and apply my fastest stroke over a distance of 25m.</p> <p>Breathing: demonstrate a smooth and consistent breathing technique in a range of strokes over a distance of 25m.</p> <p>Water safety: perform a variety of survival techniques</p> <p><u>Knowledge</u> Strokes: understand that making my body streamlined helps me to glide through the water.</p>
----------	-----	--	--	---	--	--	---

		<p>Breathing: know that I need to take a big breath before submerging.</p> <p>Water safety: understand that floating can help me to stay safe.</p> <p>Rules: know that walking on poolside helps to keep me safe</p>	<p>my face is above water and exhale through my mouth or nose when my face is underwater.</p> <p>Water safety: understand that floating uses less energy than swimming.</p> <p>Rules: know how to safely enter and exit the pool.</p>	<p>to breathe will allow me to swim with good technique.</p> <p>Water safety: know that treading water enables me to keep upright and in the same space.</p> <p>Rules: know that the water should be clear of swimmers before entering</p>	<p>that keeping my legs together for crawl helps me to stay straight in the water.</p> <p>Breathing: know that breathing out with a slow consistent breath enables me to swim for longer before needing another breath.</p> <p>Water safety: know what to do if I fall in the water.</p> <p>Rules: understand the water safety rules.</p>	<p>Breathing: know that breathing every three strokes helps to balance my stroke and allows me to practise breathing on both sides.</p> <p>Water safety: know that a group of people can huddle together to conserve body heat, support each other and provide a larger target for rescuers.</p> <p>Rules: understand rules in and around water</p>	<p>Breathing: understand that the more I practice my breathing in the water, the more my heart and lungs can work effectively and aid my muscles with the ability to utilise oxygen when swimming.</p> <p>Water safety: know which survival technique to use for the situation.</p> <p>Rules: understand that different environments have different rules to keep us safe around water.</p>
--	--	--	---	--	---	---	---

Target Games	<p><u>Skills</u> Throwing: explore throwing using a variety of equipment.</p> <p>Catching: explore catching using a variety of equipment</p> <p><u>Knowledge</u> Throwing: know to point my hand at my target when throwing.</p> <p>Catching: know to have hands out ready to catch.</p> <p>Tactics: make simple decisions in response to a task.</p> <p>Rules: know that rules help us to stay safe</p>	<p><u>Skills</u> Throwing overarm: explore technique when throwing overarm towards a target.</p> <p>Throwing underarm: explore technique when throwing underarm towards a target</p> <p><u>Knowledge</u> Throwing: know which type of throw to use for distance and accuracy. Know that my body position will affect the accuracy of my throw.</p> <p>Tactics: know that tactics</p>	<p><u>Skills</u> Throwing overarm: develop co-ordination and technique when throwing overarm towards a target.</p> <p>Throwing underarm: develop co-ordination and technique when throwing underarm towards a target.</p> <p>Striking: develop striking a ball with equipment with some consistency.</p> <p><u>Knowledge</u> Throwing: know that stepping with opposite foot to throwing arm will help you to balance. Know that moving my arm quicker will give me more power.</p>	<p><u>Skills</u> Throwing: explore throwing at a moving target.</p> <p>Catching (dodgeball): begin to catch whilst on the move.</p> <p>Striking: begin to strike a ball with accuracy and balance</p> <p><u>Knowledge</u> Throwing: know to throw slightly ahead of a moving target.</p> <p>Catching (dodgeball): know that beginning in a ready position will help me to react to the ball.</p> <p>Striking: know that using a bigger swing will give me more power.</p>	<p><u>Skills</u> Throwing: throw with increasing accuracy at a target.</p> <p>Catching (dodgeball): catch with increasing consistency.</p> <p>Striking: strike a ball with increasing consistency.</p> <p><u>Knowledge</u> Throwing: know that one handed throws are used for speed and accuracy. Know that keeping my elbow high and stepping with my opposite foot will help to increase the power.</p>	<p><u>Skills</u> Throwing: demonstrate clear technique and accuracy when throwing at a target.</p> <p>Catching (dodgeball): demonstrate good technique and consistency in catching skills.</p> <p>Striking: develop a wider range of striking techniques and begin to use them under pressure</p> <p><u>Knowledge</u> Throwing: know to aim low to make it difficult for an opponent to catch.</p> <p>Catching (dodgeball): know to stay towards the back of the court area to give</p>	<p><u>Skills</u> Throwing: throw with increasing control under pressure.</p> <p>Catching (dodgeball): catch with increasing control under pressure.</p> <p>Striking: use a variety of striking techniques with control and under pressure.</p> <p><u>Knowledge</u> Throwing: know who to throw at and when to throw in order to get opponents out.</p> <p>Catching (dodgeball): know that I need to make quick decisions on if to catch or if to dodge the ball.</p>
---------------------	--	--	---	---	---	---	--

		<p>can help us when playing games.</p> <p>Rules: know that rules help us to play fairly.</p>	<p>Striking: know to finish with my object/hand pointing at my target.</p> <p>Tactics: understand and apply simple tactics.</p> <p>Rules: know how to score points and follow simple rules.</p>	<p>Tactics: know that using simple tactics will help my team to achieve an outcome e.g. spread out so that we are harder to aim for.</p> <p>Rules: know the rules of the game and begin to apply them.</p>	<p>Catching (dodgeball): know that moving my feet to a ball and pulling it in to my chest will help me to catch more consistently.</p> <p>Striking: know that using a smooth action will help to increase accuracy.</p> <p>Tactics: know that applying attacking tactics will help me to score points and get opponents out. Know that applying defending tactics will help me to stay in the game.</p> <p>Rules: know and understand the</p>	<p>me more time to catch.</p> <p>Striking: know that aligning my body and equipment before striking will help me to be balanced.</p> <p>Tactics: understand the need for tactics and identify when to use them in different situations.</p> <p>Rules: understand and apply rules in a variety of target games whilst playing and officiating.</p>	<p>Striking: know which skill to select for the situation.</p> <p>Tactics: know how to create and apply a tactic for a specific situation or outcome.</p> <p>Rules: understand, apply and use rules consistently in a variety of target games whilst playing and officiating.</p>
--	--	--	---	--	---	---	---

					rules to be able to manage our own game.		
--	--	--	--	--	--	--	--

Yoga	<p><u>Skills</u></p> <p>Balance: explore shapes in stillness using different parts of my body.</p> <p>Flexibility: explore shapes and actions to stretch my body.</p> <p>Strength: explore taking weight on different body parts.</p> <p>Strategy: explore my own feelings in response to an activity or task.</p> <p><u>Knowledge</u></p> <p>Balance: know that it is easier to balance using more parts of my body than fewer parts.</p> <p>Flexibility: know that I can make my body longer by reaching out with my arms and legs.</p>	<p><u>Skills</u></p> <p>Balance: perform balances and poses making my body tense, stretched and curled.</p> <p>Flexibility: explore poses and movements that challenge my flexibility.</p> <p>Strength: explore strength whilst transitioning from one pose to another.</p> <p>Strategy: recognise my own feelings in response to a task or activity.</p> <p><u>Knowledge</u></p>	<p><u>Skills</u></p> <p>Balance: remember, copy, and repeat sequences of linked poses.</p> <p>Flexibility: show increased awareness of extension in poses.</p> <p>Strength: demonstrate increased control in performing poses.</p> <p>Strategy: explore controlling my focus and sense of calm.</p> <p><u>Knowledge</u></p> <p>Balance: understand that I can squeeze my muscles to help me to balance.</p> <p>Flexibility: know that flexibility helps us to</p>	<p><u>Skills</u></p> <p>Balance: demonstrate increased control when in poses.</p> <p>Flexibility: explore poses and movement in relation to my breath.</p> <p>Strength: explore balances showing some stability.</p> <p>Strategy: develop my ability to stay still and keep my focus.</p> <p><u>Knowledge</u></p> <p>Balance: understand that if I use the whole of the body part in contact with the floor, it will help me to balance.</p> <p>Flexibility: know that if I move as I breathe out I</p>	<p><u>Skills</u></p> <p>Balance: explore using my breath to maintain balance within a pose.</p> <p>Flexibility: demonstrate increased extension in poses.</p> <p>Strength: demonstrate increased control and strength when in a pose.</p> <p>Strategy: engage with mindfulness activities with increased focus.</p> <p><u>Knowledge</u></p> <p>Balance: understand that if I move with my breath</p>	<p><u>Skills</u></p> <p>Balance: use my breath to maintain balance within a pose and when transitioning from one pose to another.</p> <p>Flexibility: develop flexibility by connecting movement with breath.</p> <p>Strength: demonstrate increased control and strength when holding and transitioning between poses.</p> <p>Strategy: explore methods I can use to control how I feel.</p> <p><u>Knowledge</u></p> <p>Balance: understand that I need to ground</p>	<p><u>Skills</u></p> <p>Balance: link combinations of poses for balance with increased control in transition.</p> <p>Flexibility: confidently transition from one pose to another showing extension connected to breath.</p> <p>Strength: explore poses that challenge my strength and work to maintain increased control and strength when in and transitioning between poses.</p> <p>Strategy: explore methods to control how I feel with some success.</p>
------	---	---	---	---	--	--	--

	<p>Strength: understand that I can hold my weight on different parts of my body.</p> <p>Strategy: understand how movement makes me feel.</p>	<p>Balance: know that if I focus on something still it will help me to balance.</p> <p>Flexibility: know that yoga helps to improve flexibility which we need in everyday tasks.</p> <p>Strength: know that I can use my strength to move slowly and with control.</p> <p>Strategy: understand that yoga can make me feel happy</p>	<p>stretch our muscles and increase the movement in our joints.</p> <p>Strength: know that strength helps us with everyday tasks such as carrying our school bag.</p> <p>Strategy: understand that I can use yoga to make me feel calm.</p>	<p>can stretch a little bit further.</p> <p>Strength: understand that I need to use different body parts and muscles for different poses.</p> <p>Strategy: know that I can use my breath to focus.</p>	<p>it will help me to balance.</p> <p>Flexibility: understand which body parts I am trying to extend in different poses.</p> <p>Strength: understand that people have different levels of strength.</p> <p>Strategy: understand that mindfulness is a personal journey.</p>	<p>contact points and spread weight evenly across them to maintain balance.</p> <p>Flexibility: understand that I can improve my flexibility when moving with my breath.</p> <p>Strength: know that different poses will use different muscles to hold them and begin to know names of some muscle groups.</p> <p>Strategy: understand that there are different techniques I can use to control how I feel.</p>	<p><u>Knowledge</u></p> <p>Balance: know where and when to apply force to maintain control and balance.</p> <p>Flexibility: know which of my muscles require more practice to increase my flexibility.</p> <p>Strength: understand that I can build up my strength by practicing in my own time.</p> <p>Strategy: identify times in my everyday life when mindfulness activities would be helpful for my wellbeing</p>
--	--	---	---	--	---	---	---