

Comberton Primary School PE Curriculum

Our Vision

Our role at Comberton is to spark curiosity, creating a world of opportunity, awe and wonder for our children and staff. We aim to equip our children with the knowledge, skills and values to lead productive, healthy and inspired lives in modern day Britain.

Subject Intent

Our role at Comberton is to develop our children to have the motivation, confidence, physical competence, knowledge, and understanding to value and take responsibility for engagement in physical activities for life.

Children should leave our school with:

- A keen interest in physical activity and school sport demonstrated by a willingness to participate in every lesson, showing a positive attitude and the ability to make informed choices about engaging fully in extra-curricular sport.
- An understanding that a healthy lifestyle is achieved by eating sensibly, exercising regularly and avoiding smoking, drugs and alcohol.
- The aspiration to be physically active for sustained periods of time and an understanding of the importance of this in promoting long-term health and well-being.
- A mastery of movement that includes balance, flexibility, strength, technique, agility, control and co-ordination.
- The skills to play competitive games applying basic principles suitable for attacking and defending.
- Experiences of applying their skills in a wide range of different activities and situations, alone, in small groups and in competitions.
- Leadership skills - organising and officiating as well as motivating and instilling excellent sporting attitudes in others.
- An understanding of how to improve in different physical activities and sports, learning how to evaluate and recognise their own success.
- The ability to swim at least 25 metres and the knowledge of how to remain safe in and around water.

Curriculum Overviews

EYFS

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives⁷. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

ELG: Gross Motor Skills

Children at the expected level of development will:

- 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.

Introduction to PE	Fundamentals	Gymnastics	Ball skills	Dance	Games
<p>Problem solving: explore activities to make decisions. Navigational skills: explore moving in space and following a path. Communication: develop confidence in expressing myself.</p>	<p>Running: explore running and stopping safely. Jumping: explore jumping and hopping safely. Throwing: explore throwing to a target</p> <p>Running: explore running and stopping. Explore changing direction safely. Balancing: explore balancing whilst stationary and on the move. Jumping: begin to explore take off and landing safely. Hopping: explore hopping on both feet.</p> <p>Balance: explore shapes in stillness using different parts of my body. Flexibility: explore shapes and actions to stretch my body. Strength: explore taking weight on different body parts.</p> <p>Throwing: explore throwing using a variety of equipment. Catching: explore catching using a variety of equipment.</p>	<p>Shapes: show contrast with my body including wide/narrow, straight/curved. Balances: explore shapes in stillness using different parts of my body. Rolls: explore rocking and rolling.</p> <p>Balance: explore shapes in stillness using different parts of my body. Flexibility: explore shapes and actions to stretch my body. Strength: explore taking weight on different body parts</p>	<p>Running: explore running and stopping safely. Jumping: explore jumping and hopping safely. Throwing: explore throwing to a target</p> <p>Sending: explore sending an object with hands and feet. Catching: explore catching to self and with a partner. Tracking: explore stopping a ball with hands and feet. Dribbling: explore dropping and catching with two hands and moving a ball with feet.</p> <p>Throwing: explore throwing using a variety of equipment. Catching : explore catching using a variety of equipment.</p> <p>Striking: explore sending a ball to a partner. Fielding: explore tracking and stopping a rolling ball. Throwing and catching: explore rolling, throwing and catching using a variety of equipment.</p> <p>Hitting: explore hitting a ball with hands and pushing with a racket. Feeding and rallying: explore sending and tracking a ball with a partner. Footwork: explore changing direction, running and stopping.</p> <p>Sending & receiving: explore s&r with hands and feet using a</p>	<p>Actions: explore how my body moves. Copy basic body actions and rhythms. Dynamics: explore actions in response to music and an idea. Space: begin to explore pathways and the space around me and in relation to others. Performance: perform short phrases of movement in front of others</p>	<p>Running: explore running and stopping safely. Jumping: explore jumping and hopping safely. Throwing: explore throwing to a target</p> <p>Throwing: explore throwing using a variety of equipment. Catching: explore catching using a variety of equipment.</p> <p>Striking: explore sending a ball to a partner. Fielding: explore tracking and stopping a rolling ball. Throwing and catching: explore rolling, throwing and catching using a variety of equipment.</p> <p>Problem solving: explore activities where I have to make my own decisions. Navigational skills: explore moving in space and following a path. Communication: develop confidence in expressing myself.</p> <p>Hitting: explore hitting a ball with hands and pushing with a racket. Feeding and rallying: explore sending and tracking a ball with a partner. Footwork: explore changing direction, running and stopping.</p> <p>Sending & receiving: explore s&r with hands and feet using a variety of equipment. Dribbling:</p>

			variety of equipment. Dribbling: explore dropping and catching with two hands and moving a ball with their feet. Space: recognise their own space. Attacking & defending: explore changing direction and tagging games	explore dropping and catching with two hands and moving a ball with their feet. Space: recognise their own space. Attacking & defending: explore changing direction and tagging games
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EYFS PE Knowledge

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Nursery = Introduction to PE (Unit 1) In this unit children will be introduced to Physical Education and structured movement through the topic of 'fantasy and adventure'. They will spend time learning basic principles of a PE lesson such as finding space, freezing on command, 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, skipping.</p> <p>Reception = Introduction to PE (unit 2) 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</p>	<p>Nursery = Fundamentals (Unit 1) In this unit children will develop their fundamental movement skills through the topic of 'all about me'. Fundamental skills will include balancing, running, changing direction, jumping, hopping and travelling. Children will develop gross motor skills through a range of activities. They will learn how to stay safe using space, follow rules and instructions and work independently and with a partner.</p> <p>Reception = Fundamentals (Unit 2) 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</p>	<p>Nursery = Gymnastics (Unit 1) In this unit children will develop their basic gymnastic skills through the topic of 'animals and their habitats'. Children explore creating shapes, balances, and jumps and begin to develop rocking and rolling. They show an awareness of space and how to use it safely and 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 traveling and balancing.</p> <p>Reception = Gymnastics (Unit 2) 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</p>	<p>Nursery = Ball Skills (Unit 1) In this unit children will develop their ball skills through the topic of 'minibeasts'. Children will develop fundamental ball skills such as rolling and receiving a ball, throwing to a target, bouncing and catching, dribbling with feet and kicking a ball. Children will be able to develop their fine and gross motor skills through a range of game play using a variety of equipment. Children will be given opportunities to work independently and with a partner</p> <p>Reception = Ball Skills (Unit 2) 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.</p>	<p>Nursery = Dance (Unit 1) In this unit children will develop their expressive movement through the topic of 'everyday life'. Children explore space and how to use space safely. They explore travelling movements, shapes and balances. Children choose their own actions in response to a stimulus. They are given the opportunity to copy, repeat and remember actions. They are introduced to counting to help them keep in time with the music. They perform to others and begin to provide simple feedback.</p> <p>Reception = Dance (Unit 2) 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</p>	<p>Nursery = Games (Unit 1) In this unit children will develop their understanding of playing games through the topic of 'transport'. Children will practise and further develop fundamental movement skills through games. They will also learn how to score and play by the rules, how to work with a partner and begin to understand what a team is, as well as learning how to behave when winning and losing.</p> <p>Reception = Games (Unit 2) 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.</p>

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.	tasks.	sequences. They begin to understand using levels and directions when travelling and balancing.		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.	
Essential Vocabulary					
Balance, bend, copy, hold, fast, safely, slow, space, shape, still, squeeze, straight, stop, aim, ball, bounce, catch, dribble, hit, jog, jump, lose, partner, points, ready, rules, run, score, target, team, throw, win, pass, direction, land, aim, backwards, forwards, path, sideways, kick, bounce, around, over, rock, roll, star, through, travel, crawl, hop, slide, action, finish position, high, low, quickly, start position.					

National Curriculum Overview

Key Stage 1	Key Stage 2
<p>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.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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. 	<p>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.</p> <p>They should enjoy communicating, collaborating and competing with each other.</p> <p>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.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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, rounders 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

Unit Overview

Red text shows units that are not from Get Set 4 PE

	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
Autumn 1	Gymnastics (lessons 1 - 6)	Fundamentals	Gymnastics (lessons 1 - 6)	Fundamentals Link to WFSSP Family Multiskills festival	Dance (Machines and A trip to...)	OAA	Dance (The Carnival and The Twist)	Invasion (specific): tag rugby	Swimming		Dance (Stamp, Clap and 70s Disco)	Health Kick Harriers – including football Link to WFSSP YR5/6 football festival
Autumn 2	Dance (Weather and Pirates)	Invasion games	Invasion games		Gymnastics (lessons 1 – 6)	Invasion skills (generic) Link to WFSSP YR3/4 Hockey	Gymnastics (lessons 1 – 12 amalgamated as needed)	Target: (specific) golf			Gymnastics (lessons 1 – 6)	OAA
Spring 1	Gymnastics (lessons 7 - 12)	Target games	Gymnastics (lessons 7 – 12)	Target games	Dance (Country and Western and Superpowers)	Net and wall skills (generic)	Swimming		Dance (Rock 'n'; Roll and Chinese Dance)	Net and wall (specific) – tennis	Yoga	Target (specific) – dodgeball Link to WFSSP PP Dodgeball
Spring 2	Dance (The Lost Toy and On Safari)	Team Building	Yoga	Team Building	Gymnastics (lessons 7 – 12)	Striking and field skills (generic)			Gymnastics (lessons 1 – 6)	OAA	Dance Link to WFSSP dance festival	Invasion (specific): tag rugby Link to West Mercia YR6 tag rugby
Summer 1	Net and wall games	Athletics	Dance (The Circus and The Rainforest)	Net and wall games	Swimming Fitness		Net and wall (specific): tennis Link to WFSSP tennis	Striking and fielding (specific): cricket	Invasion: basketball	Striking and fielding (specific) – rounders	Net and wall (specific) – volleyball	Striking and fielding (specific) – cricket
Summer 2	Fitness	Striking and fielding games	Athletics	Striking and fielding games			Athletics	OAA	Gymnastics (lessons 7 – 12)	Athletics	Gymnastics (lessons 7 – 12)	Athletics

Progression of Knowledge and Skills

Concept/ Area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Yoga</p> <p>KS1 This unit links to the following strands of the NC: master basic movements as well as developing balance, agility and co-ordination.</p> <p>KS2 This unit links to the following strands of the NC: develop flexibility, strength, technique, control and balance.</p>	X	<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 wellbeing 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>Balance: remember, copy, and repeat sequences of linked poses. Flexibility: show increased awareness of extension in poses. Strength: demonstrate</p>	X	X	X	<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 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>Balance: link combinations of poses for balance with increased control in transition. Flexibility: confidently transition from one pose to another showing extension connected to breath.</p>

		increased control in performing poses. Strategy: explore controlling my focus and sense of calm.				Strength: explore poses that challenge my strength and work to maintain increased control and strength when in and transitioning between poses. Strategy: explore methods to control how I feel with some success.
<p>Fundamentals</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>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>Running: explore changing direction and dodging. Discover how the body moves at</p>	<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>	X	X	X	X

	<p>different speeds. Balancing: move with some control and balance. Explore stability and landing safely. Jumping: demonstrate control in take off and landing when jumping. Hopping: begin to explore hopping in different directions. Skipping: show co-ordination when turning a rope. Use rhythm to jump continuously in a French rope.</p>	<p>Running: demonstrate balance when changing direction. Clearly show different speeds when running. Balancing: demonstrate balance when performing movements. Jumping: demonstrate jumping for distance, height and in different directions. Hopping: demonstrate hopping for distance, height and in different directions. Skipping: explore single and double bounce when jumping in a rope.</p>				
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<p>Fitness</p>	<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>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</p>	<p>X</p>	<p>Pupils will take part in a range of fitness challenges testing and record their scores. They will learn about different components of fitness; speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their 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 for improvement and suggest activities that they could do to do this. Pupils will be encouraged to work safely and with control.</p> <p>Agility: show balance when changing direction. Balance: explore more complex activities which challenge balance.</p>	<p>X</p>	<p>X</p>	<p>X</p>
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	own body weight. Stamina: explore moving for longer periods of time and identify how it makes me feel.		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			
Games: Invasion KS1 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. KS2	Skill development In this unit, pupils develop their understanding of attacking and defending and what being 'in possession' means. 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	Skill development 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. They have the opportunity to play uneven and even sided games. They learn how to score points in these	Generic (including hockey). 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	Specific (tag rugby) 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	Specific (basketball) 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	Specific (tag rugby) 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

<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>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.</p> <p>Sending & receiving explore s&r with hands and feet to a partner. Dribbling: explore dribbling with hands and feet. Space: recognise good space when playing games. Attacking: explore changing direction to move away from a partner. Defending: explore tracking and moving to stay with a partner.</p>	<p>types of games and learn to play to the rules.</p> <p>Sending & receiving developing s&r with increased control. Dribbling: explore dribbling with hands and feet with increasing control on the move. Space: explore moving into space away from others. Attacking: developing moving into space away from defenders. Defending: explore staying close to other players to try and stop them getting the ball.</p>	<p>their own and others' performances.</p> <p>Sending & receiving explore s&r abiding by the rules of the game. Dribbling: explore dribbling the ball abiding by the rules of the game under some pressure. Space: develop using space as a team. Attacking: develop movement skills to lose a defender. Explore shooting actions in a range of invasion games. Defending: develop tracking opponents to limit their scoring opportunities</p>	<p>and others' performances.</p> <p>Sending & receiving develop passing techniques appropriate to the game with increasing success. Catch a ball using one and two hands. Moving the ball: link moving the ball with other actions and change direction with some control. Space: develop moving into space to help my team. Attacking: change direction to lose an opponent with some success. Defending: develop defending one on one and begin to intercept.</p>	<p>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>Sending & receiving: develop control when s&r under pressure. Dribbling: dribble with some control under pressure. Space: explore moving to create space for themselves and others in their team. Attacking: use a variety of techniques to lose an opponent e.g. change of direction or speed. Defending: develop tracking and marking with increased success. Explore intercepting a ball using one and two hands.</p>	<p>self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.</p> <p>Sending & receiving: s&r consistently using a range of techniques with increasing control under pressure. Moving the ball: move the ball consistently using a range of techniques with increasing control under pressure. 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. Attacking: confidently change direction to lose an opponent. Defending: use a variety of defending skills (tracking, interception, jockeying) in game situations.</p>
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<p>Games: Striking and fielding</p> <p>KS1 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>KS2 This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, m</p>	<p>Skill development</p> <p>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>Striking: explore striking a ball with their hand and equipment. Fielding: develop</p>	<p>Skill development</p> <p>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>Striking: develop striking a ball with their hand and equipment with some consistency. Fielding: develop</p>	<p>Generic</p> <p>Striking: begin to strike a bowled ball after a bounce with different equipment. Fielding: explore bowling to a target and fielding skills to include a two-handed pick up and long barrier. Throwing: use overarm and underarm throwing in game situations. Catching: catch with some consistency in game/ challenge situations.</p>	<p>Specific (cricket)</p> <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 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>Specific (rounders)</p> <p>Rounders is a striking and fielding game. In this unit pupils develop their understanding of the principles of striking and fielding. Pupils develop the quality and consistency of their fielding skills and understanding of when to use them such as throwing underarm and overarm, catching and retrieving a ball. They expand on their knowledge of how to play the different roles of bowler, backstop, fielder and batter and to apply tactics in these positions. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils work with a partner and group to organise and self-manage their own</p>	<p>Specific (cricket)</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>Striking: strike a bowled ball with increasing</p>
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	<p>tracking and retrieving a ball. Throwing: explore technique when throwing over and underarm. Catching: develop co-ordination and technique when catching.</p>	<p>tracking a ball and decision making with the ball. Throwing: develop co-ordination and technique when throwing over and underarm. Catching: catch with two hands with some co-ordination and technique.</p>		<p>Striking: develop batting technique with a range of equipment. Fielding: develop bowling with some consistency, abiding by the rules of the game. Throwing: use overarm and underarm throwing with increased consistency in game situations. Catching: begin to catch with one and two hands with some consistency in game situations.</p>	<p>games. Pupils play with honesty and fair play when playing competitively. Striking: explore defensive and driving hitting techniques and directional batting. Fielding: develop over and underarm bowling technique. Develop long and short barrier and two handed pick up. Throwing: demonstrate good technique when using a variety of throws under pressure. Catching: explore catching skills (close/deep and wicket keeping) and apply these with some consistency in game situations.</p>	<p>accuracy and consistency. Fielding: use a wider range of fielding skills with increasing control under pressure. Throwing: consistently demonstrate good technique in throwing skills under pressure. Catching: consistently demonstrate good technique in catching skills under pressure.</p>
<p>Games: Net/wall KS1 This unit links to the following strands of the</p>	<p>Skill development In this unit, pupils develop their understanding of attacking and defending</p>	<p>Skill development In this unit, pupils develop their understanding of attacking and defending principles</p>	<p>Generic In this unit pupils develop their understanding of the principles of net and wall games. In all</p>	<p>Specific (tennis) Tennis is a net and wall game. In this unit pupils develop their understanding of the principles of net and</p>	<p>Specific (tennis) Tennis is a net and wall game. In this unit pupils develop their understanding of the principles of</p>	<p>Specific (volleyball) Volleyball is a net and wall game. In this unit pupils develop their understanding of the principles of net and</p>

<p>NC: KS1: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.</p> <p>KS2 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>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.</p> <p>Hitting: explore hitting a dropped ball with a racket. Feeding: throw a ball over a net to land into the court area. Rallying: explore sending a ball with</p>	<p>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.</p> <p>Hitting: develop hitting a dropped ball over a net. Feeding: accurately underarm throw over a net to a partner. Rallying: explore underarm rallying with a partner</p>	<p>games activities, pupils have to think about how they use skills, strategies and 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>Shots: explore returning a ball using shots such as the forehand and backhand. Rallying: explore rallying using a forehand. Footwork: consistently use and return to the ready position in between shots.</p>	<p>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>Shots: demonstrate technique when using shots playing co-operatively and beginning to execute this competitively. Rallying: develop rallying using both forehand and backhand with increased technique. Footwork: begin to use appropriate footwork patterns to move around the court.</p>	<p>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>Shots: develop the range of shots used in a variety of games. Serving: develop the range of serving techniques appropriate to the game. Rallying: use a variety of shots to keep a continuous rally. Footwork: demonstrate</p>	<p>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>Shots: demonstrate increased success and technique in a variety of shots. Serving: serve accurately and consistently. Rallying: successfully apply a variety of shots to keep a continuous rally. Footwork: demonstrate a variety of footwork patterns relevant to the game I am playing.</p>
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	hands and a racket. Footwork: use the ready position to move towards a ball.	catching after one bounce. Footwork: consistently use the ready position to move towards a ball.			effective footwork patterns to move around the court.	
<p>Games: Target</p> <p>KS1 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>KS2 This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play</p>	<p>Skill development</p> <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</p>	<p>Skill development</p> <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</p>	X	<p>Specific (golf)</p> <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. 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>	X	<p>Specific (dodgeball)</p> <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>Throwing: throw with increasing control under pressure. Catching</p>

<p>competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p>	<p>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>Throwing overarm: explore technique when throwing overarm towards a target. Throwing underarm: explore technique when throwing underarm towards a target.</p>	<p>understand the importance of abiding by rules to keep themselves and others safe, learn how to score points and use simple tactics.</p> <p>Throwing overarm: develop co-ordination and technique when throwing overarm towards a target. Throwing underarm: develop co-ordination and technique when throwing underarm towards a target. Striking: develop striking a ball with equipment with some consistency.</p>		<p>Throwing overarm: develop co-ordination and technique when throwing overarm towards a target. Throwing underarm: develop co-ordination and technique when throwing underarm towards a target. Striking: develop striking a ball with equipment with some consistency.</p>		<p>(dodgeball): catch with increasing control under pressure. Striking: use a variety of striking techniques with control and under pressure.</p>
<p>Gymnastics KS1 his unit links to the following strands of the NC: master basic movements as</p>	<p>In this unit pupils explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing</p>	<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,</p>	<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</p>	<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</p>	<p>In this unit pupils develop balancing, rolling, jumping and inverted movements. They explore partner relationships such as canon and synchronisation and</p>	<p>n 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,</p>

<p>well as developing balance, agility and co-ordination</p> <p>KS2 This unit links to the following strands of the NC: develop flexibility, strength, technique, control and balance.</p>	<p>and travelling are used individually and in combination to create movement sequences. Pupils 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>Shapes: explore basic shapes straight, tuck, straddle, pike. Balances: perform balances making my body tense, stretched and curled. Rolls: explore barrel, straight and forward roll progressions. Jumps: explore shape jumps</p>	<p>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>Shapes: explore using shapes in different gymnastic balances. Balances: remember, repeat and link combinations of gymnastic balances. Rolls: explore barrel,</p>	<p>others to use matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow. Pupils develop their confidence to perform, considering the quality and control of their actions.</p> <p>Shapes: explore matching and contrasting shapes. Balances: explore point and patch balances and transition smoothly into and out of them. Rolls: develop the straight, barrel, and forward roll. Jumps: develop stepping into shape jumps with control.</p>	<p>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 and control of their actions.</p> <p>Shapes: develop the range of shapes I use in my sequences. Inverted movements: develop strength in bridge and shoulder stand. Balances: develop control and fluency in individual and partner balances. Rolls: develop the straight, barrel, forward and straddle roll and perform them with increased</p>	<p>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 skills considering the quality and control of their actions.</p> <p>Shapes: perform shapes consistently and fluently linked with other gymnastic actions. Inverted movements: explore progressions of a cartwheel. Balances: explore symmetrical and asymmetrical balances. Rolls: develop control in the straight, barrel, forward, straddle and backward roll. Jumps: select a range of jumps to include in sequence work.</p>	<p>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 improvements on performances. In gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.</p> <p>Shapes: combine and perform gymnastic shapes more fluently and effectively. Inverted movements: develop control in progressions of a cartwheel bridge and shoulder stand Balances: explore counter balance and counter tension. Rolls: develop fluency and consistency in the straddle, forward and backward roll. Jumps: combine and perform a range of</p>
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	including jumping off low apparatus.	straight and forward roll and put into sequence work. Jumps: explore shape jumps and take off combinations.		control. Jumps: develop control in performing and landing rotation jumps.		gymnastic jumps more fluently and effectively
<p>Dance</p> <p>KS1 This unit links to the following strand of the NC: perform dances using simple movement patterns.</p> <p>KS2 This unit links to the following strand of the NC: perform dances using a range of movement patterns.</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 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>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</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>Actions: create actions in response to a stimulus individually and in groups. Dynamics: use dynamics effectively to express an idea. Space: use direction to transition between formations. Relationships: develop an understanding of</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 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>Actions: respond imaginatively to a range of stimuli related to character and narrative.</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</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 opportunity to lead others through short warm ups.</p> <p>Actions: show controlled movements which express emotion and feeling. Dynamics: explore, improvise and combine dynamics to</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 with others to an audience.</p>	<p>to use key terminology.</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>formations.</p> <p>Performance: perform short, self-choreographed phrases showing an awareness of timing</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 that communicate narrative and character well, performing clearly and fluently.</p>	<p>will work safely with each other and show respect towards others.</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 expressively, using a range of performance skills, showing accuracy and fluency.</p>	<p>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 throughout my performance.</p>
<p>Athletics</p> <p>KS1</p> <p>This unit links to the following</p>	<p>In this unit pupils will develop skills required in athletic activities such as running at different</p>	<p>In this unit pupils will develop skills required in athletic activities such as running at different</p>	<p>In this unit, pupils will develop basic running, jumping and throwing techniques. They are set challenges for</p>	<p>In this unit, pupils will develop basic running, jumping and throwing techniques. They are set challenges for</p>	<p>In this unit, pupils are set challenges for distance and time that involve using different styles and</p>	<p>In this unit, pupils are set challenges for distance and time that involve using different styles and combinations</p>

<p>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>KS2 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>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>Running: explore running at different speeds. Jumping: develop balance whilst jumping and landing. Explore hopping, jumping and leaping for distance. Throwing: explore throwing for distance and accuracy.</p>	<p>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.</p> <p>Running: develop the sprinting action. Jumping: develop jumping, hopping and skipping actions. Explore safely jumping for distance and height. Throwing: develop overarm throwing for distance</p>	<p>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. Pupils are also given opportunities to measure, time and record scores.</p> <p>Running: develop the sprinting technique and apply it to relay events. Jumping: develop technique when jumping for distance in a range of approaches and take off positions. Throwing: explore the technique for a pull throw.</p>	<p>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>Running: develop an understanding of speed and pace in relation to distance. Develop power and speed in the sprinting technique. Jumping: develop technique when jumping for distance. Throwing: explore power and technique when throwing for distance in a pull and heave throw.</p>	<p>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. In this unit pupils learn the following athletic activities: long distance running, sprinting, relay, triple jump, shot put and javelin.</p> <p>Running: apply fluency and co-ordination when running for speed in relay changeovers. Effectively apply</p>	<p>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. In this unit pupils learn the following athletic activities: long distance running, short distance running, triple jump, discus and shot put.</p> <p>Running: demonstrate a clear understanding of pace and use it to develop their own and others sprinting technique. Jumping: develop power, control and technique in the triple jump. Throwing: develop power, control and</p>
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					speeds appropriate for the event. Jumping: explore technique and rhythm in the triple jump. Throwing: Develop technique and power in javelin and shot put.	technique when throwing discus and shot put
<p>Outdoor Adventurous Activity (OAA)</p> <p>KS1 (team building) This unit links to the following strands of the NC: participate in team games, developing simple tactics.</p> <p>KS2 (OAA) 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>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>Problem solving: suggest ideas in response to a task. Navigational skills: follow a path and lead others. Communication:</p>	<p>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>Problem solving: begin to plan and apply strategies to overcome a challenge. Navigational skills: follow and create a simple diagram/map.</p>	<p>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 learn what makes a good team and explore key skills such as inclusion and trust. Pupils begin to learn to orientate a map, identify key symbols and draw and follow routes.</p> <p>Problem solving: discuss how to follow trails and solve problems. Work with others to select appropriate</p>	<p>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>Problem solving: plan independently and in small groups, implementing a strategy with increased success.</p>	<p>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 learn what makes a good team and explore key skills such as inclusion and trust. Pupils begin to learn to orientate a map, identify key symbols and draw and follow routes.</p> <p>Problem solving: explore tactical planning within a team to overcome increasingly challenging tasks. Navigational skills:</p>	<p>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, learning how to follow a more complex map including the use of controls.</p> <p>Problem solving: pool ideas within a group, selecting and applying the best method to</p>

	communicate simple instructions and listen to others.	Communication: work co-operatively with a partner and a small group	equipment for the task. Navigational skills: identify where I am on a simple map. Use and begin to create simple maps and diagrams and follow a trail. Communication: follow and give instructions and accept other peoples' ideas.	Navigational skills: identify key symbols on a map and follow a route. Communication: confidently communicate ideas and listen to others.	develop navigational skills and map reading in increasingly challenging tasks. Communication: explore a variety of communication methods with increasing success.	solve a problem. Navigational skills: orientate a map efficiently to navigate around a course with multiple points. Communication: inclusively communicate with others, share job roles and lead when necessary.
Swimming	X	X	Beginners Pupils will learn about water safety and enjoyment of being in the water. They will learn how to travel, float and submerge with increasing confidence. Pupils will begin to learn to use legs and arms to propel them through the water. Pupils will be given the opportunity to work independently and with others. They will develop confidence to persevere with new and challenging situations.	Developers Pupils will be introduced to specific swimming strokes on their front and on their back. They will learn how to travel, float and submerge with increasing confidence. They will learn and use different kicking and arm actions. Pupils will be given opportunities to observe others and provide feedback. They will also be introduced to some personal survival skills and how to stay safe around water.	Intermediate Pupils focus on swimming more fluently and with increased confidence and control. Pupils work to improve their 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	X

					synchronised swimming sequence. Pupils take part in team games, collaborating and communicating with others.	
Essential vocabulary	See below	See below	See below	See below	See below	See below

At the End of the EYFS

ELG: Gross Motor Skills

Children at the expected level of development will:

- 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.

At the End of Year One

Fundamentals	Invasion games: skill development	Striking and fielding: skill development	Net and wall: skill development	Target: skill development	Gymnastics	Dance	Athletics	Team building	Fitness
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.	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.	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	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	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	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 are given opportunities to select their own actions to build short sequences and develop their	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 ideas in relation to the theme. Pupils will be	In this unit pupils will develop skills required in athletic activities such as running at different 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	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. Problem solving: suggest ideas in response to a task. Navigational skills: follow a path and lead others.	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. Agility: change direction whilst running. Balance: explore

<p>Running: explore changing direction and dodging. Discover how the body moves at different speeds. Balancing: move with some control and balance. Explore stability and landing safely. Jumping: demonstrate control in take off and landing when jumping. Hopping: begin to explore hopping in different directions. Skipping: show co-ordination when turning a rope. Use rhythm to jump continuously in a French rope.</p>	<p>Sending & receiving: developing s&r with increased control. Dribbling: explore dribbling with hands and feet with increasing control on the move. Space: explore moving into space away from others. Attacking: developing moving into space away from defenders. Defending: explore staying close to other players to try and stop them getting the ball.</p>	<p>communication skills to manage small sided games. Striking: explore striking a ball with their hand and equipment. Fielding: develop tracking and retrieving a ball. Throwing: explore technique when throwing over and underarm. Catching: develop co-ordination and technique when catching.</p>	<p>partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents. Hitting: explore hitting a dropped ball with a racket. Feeding: throw a ball over a net to land into the court area. Rallying: explore sending a ball with hands and a racket. Footwork: use the ready position to move towards a ball.</p>	<p>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. Throwing overarm: explore technique when throwing overarm towards a target. Throwing underarm: explore technique when throwing</p>	<p>confidence in performing. Pupils begin to understand the use of levels, directions and shapes when travelling and balancing. Shapes: explore basic shapes straight, tuck, straddle, pike. Balances: perform balances making my body tense, stretched and curled. Rolls: explore barrel, straight and forward roll progressions. Jumps: explore</p>	<p>given the opportunity to perform and also to provide feedback, beginning to use dance terminology to do so. Actions: copy, remember and repeat actions to represent a theme. Create my own actions in relation to a theme. Dynamics: explore varying speeds to represent an idea. Space: explore pathways within my performance. Relationships: begin to explore actions and pathways</p>	<p>independently. Running: explore running at different speeds. Jumping: develop balance whilst jumping and landing. Explore hopping, jumping and leaping for distance. Throwing: explore throwing for distance and accuracy.</p>	<p>Communication: communicate simple instructions and listen to others.</p>	<p>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 moving for longer periods of time and identify how it makes me feel.</p>
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				underarm towards a target.	shape jumps including jumping off low apparatus.	with a partner. Performance: perform on my own and with others to an audience.			
Essential vocabulary Dodge, jog, skip, swing, ready position	Attacker, defender, goal, track, mark, dodge,	Batter, bowler, hit, ready position, batting, fielder, overarm, track, bowl, fielding, out, underarm	Net, ready position, track, racket, underarm	distance, overarm, underarm, swing, balance, further	Action, control, direction, level, speed	Timing, pose, pathway, level, fast, copy, beat, balance	Walk, time, quickly, leap, underarm, overarm, further, control	Co-operate, share, instructions, lead, listen, plan, challenge, talk	Active, brain, breathing, calm, exercise, healthy, heart, memory, mood, muscles, bones, quick, strong

At the End of Year Two

Yoga	Fundamentals	Invasion games: skill development	Striking and fielding: skill development	Net and wall: skill development	Target: skill development	Gymnastics	Dance	Athletics	Team building
<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 wellbeing by building strength, flexibility, co-ordination and balance. The learning includes breathing and meditation through fun and engaging activities. Pupils work independently, with a</p>	<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</p>	<p>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>	<p>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</p>	<p>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</p>	<p>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</p>	<p>In this unit pupils learn to 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</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,</p>	<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.</p>	<p>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>Problem solving: begin to plan and apply strategies to overcome a challenge.</p> <p>Navigational skills: follow and create a</p>

<p>partner and small group.</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>collaboratively with others, taking turns and sharing ideas.</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</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>communication skills to manage small sided games.</p> <p>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>partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents.</p> <p>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</p>	<p>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>Throwing overarm: develop co-ordination and technique when throwing overarm towards a target.</p> <p>Throwing underarm: develop co-ordination and technique</p>	<p>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>Shapes: explore using shapes in different gymnastic balances.</p> <p>Balances: remember, repeat and link combinations of gymnastic balances.</p> <p>Rolls: explore</p>	<p>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>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>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>simple diagram/map. Communication : work cooperatively with a partner and a small group</p>
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	bounce when jumping in a rope.			move towards a ball.	when throwing underarm towards a target. Striking: develop striking a ball with equipment with some consistency.	barrel, straight and forward roll and put into sequence work. Jumps: explore shape jumps and take off combinations .	Relationships: explore working with a partner using unison, matching and mirroring. Performance: develop the use of facial expressions in my performance.		
Essential vocabulary Strength, flow, flexibility, create, choose, perform	Sprint, weight, take off, hurdle, speed	Goalkeeper, defend, possession, tactic, opponent, send, receive shoot, teammate, attack	Stump, tactics, teammate, runs, collect, backstop	Against, defend, quickly, trap, receive, return,	Accurate, opponent, release, strike, teammate, ahead,	Tuck, straddle, sequence, pike, pathway, link	Dynamics, expression, matching, mirroring, perform, speed, unison, create	Distance, sprint, height, landing, far, aim, take off	Include, communicate, solve, support, map, successful

At the End of Year Three

Invasion games: generic (including hockey)	Striking and fielding: generic	Net and wall: generic	Gymnastics	Dance	Athletics	OAA	Swimming: beginners	Fitness
<p>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>Sending & receiving:</p>	<p>Striking: begin to strike a bowled ball after a bounce with different equipment. Fielding: explore bowling to a target and fielding skills to include a two-handed pick up. Throwing: use overarm and underarm throwing in game situations. Catching: catch with some consistency in game situations.</p>	<p>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 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>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 sequences smoothly with actions that flow. Pupils develop their confidence to perform, considering</p>	<p>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>Actions: create actions in response to a stimulus individually and in groups. Dynamics: use dynamics</p>	<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>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 learn what makes a good team and explore key skills such as inclusion and trust. Pupils begin to learn to orientate a map, identify key symbols and draw and follow routes.</p> <p>Problem solving: discuss how to follow trails and solve</p>	<p>Pupils will learn about water safety and enjoyment of being in the water. They will learn how to travel, float and submerge with increasing confidence. Pupils will begin to learn to use legs and arms to propel them through the water. Pupils will be given the opportunity to work independently and with others. They will develop confidence to persevere with new and</p>	<p>Pupils will take part in a range of fitness challenges testing and record their scores. They will learn about different components of fitness; speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their 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 for improvement and suggest activities that they could do to do this. Pupils will be encouraged to work safely and with control.</p> <p>Agility: show balance when changing direction. Balance: explore more</p>

<p>explore s&r abiding by the rules of the game. Dribbling: explore dribbling the ball abiding by the rules of the game under some pressure. Space: develop using space as a team. Attacking: develop movement skills to lose a defender. Explore shooting actions in a range of invasion games. Defending: develop tracking opponents to limit their scoring opportunities</p>		<p>Shots: explore returning a ball using shots such as the forehand and backhand. Rallying: explore rallying using a forehand. Footwork: consistently use and return to the ready position in between shots.</p>	<p>the quality and control of their actions. Shapes: explore matching and contrasting shapes. Balances: explore point and patch balances and transition smoothly into and out of them. Rolls: develop the straight, barrel, and forward roll. Jumps: develop stepping into shape jumps with control.</p>	<p>effectively to express an idea. Space: use direction to transition between formations. Relationships: develop an understanding of formations. Performance: perform short, self-choreographed phrases showing an awareness of timing</p>	<p>Pupils are also given opportunities to measure, time and record scores. Running: develop the sprinting technique and apply it to relay events. Jumping: develop technique when jumping for distance in a range of approaches and take off positions. Throwing: explore the technique for a pull throw.</p>	<p>problems. Work with others to select appropriate equipment for the task. Navigational skills: identify where I am on a simple map. Use and begin to create simple maps and diagrams and follow a trail. Communication: follow and give instructions and accept other peoples' ideas.</p>	<p>challenging situations.</p>	<p>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</p>
<p>Essential vocabulary Accurate, communicate, intercept, invasion, opposition, court, pitch, receiver,</p>	<p>Accuracy, grip, no ball, long barrier, strike, wicket keeper, backstop, collect, return</p>	<p>Forehand, backhand, face, court, control, tactic, rally, react, game, shuttlecock</p>	<p>Body tension, contrast, extend, flow, landing position, match, patch, point, take off</p>	<p>Canon, explore, extend, feedback, formation, interact</p>	<p>Personal best, speed, technique, relay, power, baton, accuracy, event, strength</p>	<p>Collaborate, compass, discuss, honest, interrupt, course, route, symbol, tactics, trust, teamwork</p>	<p>Back, blow, breath, bubbles, front, kick, rules, safety, splash, travel, pull, glide, float, enter, exit</p>	<p>Agility, coordination, control, progress, stamina, strength, technique</p>

referee, teamwork, control, umpire, technique.								
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At the End of Year Four

Invasion games: specific (tag rugby)	Striking and fielding: specific (cricket)	Net and wall: specific (tennis)	Target: specific (golf)	Gymnastics	Dance	Athletics	OAA	Swimming: developers
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	Specific (cricket) 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 wickets to score runs.	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. Shots: demonstrate technique	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. Pupils will learn	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	Pupils focus on creating characters and narrative through movement and gesture. They gain inspiration from a range of stimuli, working individually, in pairs 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	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. Running: develop an understanding of speed and pace in relation to distance. Develop power and speed in the sprinting technique.	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. Problem solving: plan independently and in small groups, implementing a strategy with increased success.	Pupils will be introduced to specific swimming strokes on their front and on their back. They will learn how to travel, float and submerge with increasing confidence. They will learn and use different kicking and arm actions. Pupils will be given opportunities to observe others and provide feedback. They will also be introduced to some

<p>others' performances.</p> <p>Sending & receiving develop passing techniques appropriate to the game with increasing success. Catch a ball using one and two hands. Moving the ball: link moving the ball with other actions and change direction with some control. Space: develop moving into space to help my team. Attacking: change direction to lose an opponent with some success. Defending: develop defending one</p>	<p>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>Striking: develop batting technique with a range of equipment. Fielding: develop bowling with some consistency, abiding by the rules of the game. Throwing: use overarm and underarm throwing with increased consistency in game situations. Catching: begin to catch with one and two hands with some consistency in game situations.</p>	<p>when using shots playing co-operatively and beginning to execute this competitively. Rallying: develop rallying using both forehand and backhand with increased technique. Footwork: begin to use appropriate footwork patterns to move around the court.</p>	<p>how to work safely whilst playing golf and develop an awareness of how to play within the rules of the given game.</p> <p>Throwing overarm: develop co-ordination and technique when throwing overarm towards a target. Throwing underarm: develop co-ordination and technique when throwing underarm towards a target. Striking: develop striking a ball with equipment with some consistency.</p>	<p>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 and control of their actions.</p> <p>Shapes: develop the range of shapes I use in my sequences. Inverted movements: develop strength in bridge and shoulder stand. Balances: develop control and fluency in individual and partner balances.</p>	<p>to improve their own work.</p> <p>Actions: respond imaginatively to a range of stimuli related to character and narrative. Dynamics: change dynamics confidently within a performance to express changes in character. Space: confidently use changes in level, direction and pathway. Relationships: use action and reaction to represent an idea. Performance: perform complex dances that communicate narrative and character well, performing</p>	<p>Jumping: develop technique when jumping for distance. Throwing: explore power and technique when throwing for distance in a pull and heave throw.</p>	<p>Navigational skills: identify key symbols on a map and follow a route. Communication: confidently communicate ideas and listen to others.</p>	<p>personal survival skills and how to stay safe around water.</p>
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<p>on one and begin to intercept.</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>clearly and fluently.</p>			
<p>Essential vocabulary Decision, limit, deny, pressure, delay, gain, protect, obstruct, opinion, cushion, opposing, momentum, supporting, accelerate</p>	<p>Decision, momentum, pressure, retrieve, limit, compete, cushion</p>	<p>Alternate, extend, contact, receiver, continuous, co-operative, deny, reflect, swing, compete, forehand, backhand</p>	<p>Wrist grip, shoulder stand, stability, rotation, perform, momentum, inverted, fluidly, bridge</p>	<p>Action and reaction, flow, order, phrase, performance, relationship, represent, rhythm, structure</p>	<p>Stamina, pace, stride, transfer of weight, measure, heave, launch, official, officiate, record</p>	<p>Effectively, key, leader, reflect, role, orientate, navigate</p>	<p>Backstroke, breaststroke, floating, front crawl, H.E.L.P position, handstand, huddle, stroke, sidestroke, sinking, tactics, surface, surface dive, technique, treading water, water safety, submerge, survival, sculling, rotation, buoyancy, alternate</p>	

At the End of Year Five

Invasion: basketball	Striking and fielding: rounders	Net and wall: tennis	Gymnastics	Dance	Athletics	OAA	Swimming: Intermediate
<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</p>	<p>In this unit pupils develop their understanding of the principles of striking and fielding. Pupils develop the quality and consistency of their fielding skills and understanding of when to use them such as throwing underarm and overarm, catching and retrieving a ball. They expand on their knowledge of how to play the different roles of bowler, backstop, fielder and batter and to apply tactics in these positions. In all games activities, pupils have to think about how they</p>	<p>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>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 skills considering the quality and control of their actions.</p> <p>Shapes: perform shapes consistently and fluently linked with other gymnastic</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</p>	<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</p>	<p>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 learn what makes a good team and explore key skills such as inclusion and trust. Pupils begin to learn to orientate a map, identify key symbols and draw and follow routes.</p> <p>Problem solving: explore tactical planning within a team to overcome increasingly challenging tasks.</p>	<p>Pupils focus on swimming more fluently and with increased confidence and control. Pupils work to improve their 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>honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.</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</p>	<p>use skills, strategies and tactics to outwit the opposition. Pupils work with a partner and group to organise and self-manage their own games. Pupils play with honesty and fair play when playing competitively.</p> <p>Striking: explore defensive and driving hitting techniques and directional batting. Fielding: develop over and underarm bowling technique. Develop long and short barrier and two handed pick up. Throwing: demonstrate good technique when using a variety of throws under pressure.</p> <p>Catching: explore catching skills (close/deep and</p>	<p>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>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>this feedback to improve their work. Pupils will work safely with each other and show respect towards others.</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 expressively, using a range of performance</p>	<p>lead when officiating as well as observe and provide feedback to others. In this unit pupils learn the following athletic activities: long distance running, sprinting, relay, triple jump, shot put and javelin.</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>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>	
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marking with increased success. Explore intercepting a ball using one and two hands.	wicket keeping) and apply these with some consistency in game situations.			skills, showing accuracy and fluency.			
Essential vocabulary Angle, create, situation, stance, rebound, support, maintain, sportsmanship	Close catch, deep catch, long barrier, situation, stance, backing up, dominant	Pressure, dominant, grip, serve, adjust, baseline, situation, readjust, release, option, cushion, create, technique, consecutive, communicate, sportsmanship, non-dominant, groundstroke	Decide, canon, cartwheel, asymmetrical, extension, mirroring, observe, identity, performance, quality, transition, stable, symmetrical, synchronisation	Choreograph, choreography, collaboratively, genre, posture, motif, transition, quality	Consistent, changeover, track, approach, momentum, drive, dominant, shot put, field, force, javelin	Cardinal points, compromise, concise, critical thinking, landmark, negotiate, strategy, verbal, visual	Continuously, dolphin kick, endurance, inhale, exhale, flutter kick, outstretched, personal best, retrieve, somersault, synchronised

At the End of Year Six

Yoga	Invasion games: tag rugby	Striking and fielding: cricket	Net and wall: volleyball	Target: dodgeball	Gymnastics	Dance	Athletics	OAA
<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 taught through fun and engaging activities. Pupils will be given the opportunity to work collaboratively</p>	<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>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</p>	<p>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</p>	<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</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 improvements on performances. In gymnastics as a whole, pupils</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>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</p>	<p>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, learning how to follow a more complex map</p>

<p>with others and be given the opportunity to create their own flows and lead others.</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>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 defending skills (tracking, interception, jockeying) in game situations.</p>	<p>understanding of the rules, as well as being respectful of the people they play with and against.</p> <p>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>demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p> <p>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>to the rules. Pupils are given opportunities to evaluate and suggest improvements to their own and others' performances.</p> <p>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>develop performance skills considering the quality and control of their actions.</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>opportunity to lead others through short warm ups.</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>to lead when officiating as well as observe and provide feedback to others. In this unit pupils learn the following athletic activities: long distance running, short distance running, triple jump, discus and shot put.</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</p>	<p>including the use of controls.</p> <p>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>
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Strategy: explore methods to control how I feel with some success.						throughout my performance.	discus and shot put	
Essential Vocabulary Collaborate, salutation, fluidly, engage, extend	Consecutive, ball side, consistently, dictate, turnover, contest, appropriate, transition, draw, abide, assess	Abide, assess, consistently, consecutive, appropriate, collaborate	Prepare, placement, stance, recover, direct, limit, opposing, service, appropriate, abide	Abide, assess, trajectory, anticipate, collaborate, appropriate	Aesthetics, competent, engage, execution, contrasting, progression, flight, handstand, counter tension, counter balance, structure, vault	Aesthetics, inspiration, express, freeze frame, style, refine, stimulus, mood, rehearse	Maximum, strategy, rhythm, pattern, grip, fling, stance, release, meet, explosive, discus	Adhere, contribute, approach, determine, evaluate, inclusive, location