

# **PE Progression Overview**

	Term 1	Term 2	Term 3
		EYFS	1
Unit Overviews	Fundamental Movement Skills	Dance	Ball Skills
	Pupils will start to learn and develop core fundamental	Pupils will continue to develop and refine core fundamental	Pupils will develop bas
	movement skills. They will have opportunity in throwing,	movement skills (see dev. physical skills). They will start to link	motor skills through u
	jumping and running specific activities and challenges.	different actions together to create short sequences of movement and will explore travel and balance actions using different body	kick, throw and catch. follow instructions an
	They will have the opportunity to explore setting and	parts.	
	beating a personal best in different activities.	They will start to explore different themes and ideas in dance, and link them to different areas of the curriculum e.g., literacy. They	We will also start to e communication aspec
	Pupils will explore working collaboratively and	will start to explore expressing different emotions and feelings.	
	competitively with a partner.		Athletics
		Yoga	Pupils will continue to
	Gymnastics (Floor-Based)	We will start to develop basic fundamental movement skills of	movement skills. They
	Pupils will continue to develop and refine core	balance and movement. We will start to explore linking these	and running specific a
	fundamental movement skills (see dev. physical skills).	together through song and story-based activities and apply into	They will have the opp
	They will start to link different actions together to create	games.	personal best in differ
	short sequences of movement and will explore travel	Pupils will start to work cooperatively with others and develop	Pupils will explore wo
	and balance actions using different body parts.	Pupils will start to work cooperatively with others and develop resilience and patience.	partner.
Substantive Knowledge	Fundamental Movement Skills	Dance	Ball Skills
	Gymnastics (Floor-Based)	Yoga	Athletics
Example Vocabulary	Fundamental Movement Skills	Dance	Ball Skills
vocabulary	Run	Space	Space
	Jump	Safely	Throwing
	Throw	Turning	Catching
	Catch	Travel	Rolling
	Skip	Story	Kicking
	Нор	Balance	Moving
	Balance		
	Space	Yoga	Athletics
	Safe		
		Pose	Space

basic object control skills. They will develop gross n using a range of equipment to strike, dribble, ch. Pupils will also start to develop their ability to and complete tasks based on those instructions.

explore very basic teamwork and ects including taking turns and sharing

- to develop and refine core fundamental
- ey will have opportunity into throwing, jumping cactivities and challenges.
- opportunity to explore setting and beating a ferent activities.
- vorking collaboratively and competitively with a

	Gymnastics (Floor-Based)	Breathing	Throwing
		Link/sequence	Rolling
	Balance	Balance	Hopping
	Jumping	Kindness	Jumping
	Space	Friendship	Running
	Safety	Teamwork	
	Travelling	Resilience	
	Link	Reflect	
	Shapes		
Significant Sports Stars	David Belle (Parkour pioneer)	Fred Astaire (dancer/actor)	Linford Christie (Jam
	Lewis Smith (British Gymnast)	Jaime Amor (founder of 'Cosmic Kids Yoga')	
Additional	Circus Skills		
Experiences	Street Dance		
	Scooter Skills with Modeshift Stars		
	Cycling Skills with Modeshift Stars		
	Fitness Fortnight		
	EYFS Sports Day		
		Year 1	
National	Fundamental Movement Skills	Dance	Striking, Fielding and
Curriculum Link	• Develop competence to excel in a broad range of	<ul> <li>Develop fundamental movement skills</li> </ul>	Develop com
	physical activities	<ul> <li>Become increasingly competent and confident</li> </ul>	activities
	<ul> <li>Are physically active for sustained periods of</li> </ul>	<ul> <li>Access a broad range of opportunities to extend agility,</li> </ul>	Are physically
	time	balance and coordination, individually and with others	Pupils should
	<ul> <li>Pupils should continue to apply and develop a</li> </ul>	<ul> <li>Engage in co-operative physical activities</li> </ul>	of skills, learr
	broader range of skills, learning how to use them	• Developing balance, agility and co-ordination, and begin to	link them to
	in different ways and to link them to make	apply these in a range of activities	They should e
	actions	<ul> <li>Perform dances using simple movement patterns</li> </ul>	competing w
	• They should enjoy communicating, collaborating		They should a
	and competing with each other.		different phy
	• They should develop an understanding of how to	Target Games	evaluate and
	improve in different physical activities and sports	<ul> <li>Develop competence to excel in a broad range of physical</li> </ul>	• Use running,
	and learn how to evaluate and recognise their	activities	in combinatio
	own success	<ul> <li>Are physically active for sustained periods of time</li> </ul>	
	• Use running, jumping, throwing and catching in	<ul> <li>Pupils should continue to apply and develop a broader</li> </ul>	
	isolation and in combination	range of skills, learning how to use them in different ways	Net/Wall (hand-bas
		and to link them to make actions	Develop com
			activities
	Ball Skills	<ul> <li>They should enjoy communicating, collaborating and compating with each other</li> </ul>	
	Develop competence to excel in a broad range of	competing with each other.	Are physically     Bupils should
	<ul> <li>Develop competence to excer in a broad range of physical activities</li> </ul>	<ul> <li>They should develop an understanding of how to improve in different abusical activities and enants and leave bounts</li> </ul>	Pupils should     of skills, loars
		in different physical activities and sports and learn how to	of skills, learn
	<ul> <li>Are physically active for sustained periods of time</li> </ul>	evaluate and recognize their own success	link them to
	time	<ul> <li>Use running, jumping, throwing and catching in isolation</li> </ul>	They should e
	Pupils should continue to apply and develop a	and in combination	competing w
	broader range of skills, learning how to use them		

#### maican-British 100m Sprinter)

# nd Catching

mpetence to excel in a broad range of physical

- ally active for sustained periods of time
- Id continue to apply and develop a broader range rning how to use them in different ways and to
- make actions
- l enjoy communicating, collaborating and with each other.
- d develop an understanding of how to improve in hysical activities and sports and learn how to
- d recognise their own success
- g, jumping, throwing and catching in isolation and tion

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- They should enjoy communicating, collaborating and competing with each other.
- They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success
- Use running, jumping, throwing and catching in isolation and in combination

#### **Problem Solving and Team Building**

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- 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
- They should enjoy communicating, collaborating and competing with each other.
- They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success
- Use running, jumping, throwing and catching in isolation and in combination

#### **Gymnastics (Floor-Based)**

Unit Over

- Develop fundamental movement skills
- Become increasingly competent and confident
- Access a broad range of opportunities to extend agility, balance and coordination, individually and with others
- Engage in co-operative physical activities
- Developing balance, agility and co-ordination,

#### Develop competence to excel in a broad range of physical activities

**Invasion Games** 

- Are physically active for sustained periods of time
- 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
- They should enjoy communicating, collaborating and competing with each other.
- They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognize their own success
- Use running, jumping, throwing and catching in isolation and in combination

#### Yoga

- Develop fundamental movement skills
- Become increasingly competent and confident ٠
- Access a broad range of opportunities to extend agility, balance and coordination, individually and with others
- Engage in co-operative physical activities
- Developing balance, agility and co-ordination, and begin to apply these in a range of activities

- in combination

#### Athletics

- activities
- - 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
  - They should enjoy communicating, collaborating and competing with each other.
  - They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success
  - Use running, jumping, throwing and catching in isolation and in combination

#### Net/Wall (racket-based)

- activities
- 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
- 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
- Use running, jumping, throwing and catching in isolation and in combination

	and begin to apply these in a range of activities		
rviews	Fundamental Movement Skills	Dance	Striking, Fielding and C
	Children will explore a range of activities that develop the fundamental movement skills of running, jumping	Pupils will explore different body actions, e.g.: jumping, galloping and turning. They will explore the use of balancing and start to link	Develop basic game-ba and catching. Pupils wi
	and throwing. They will experiment with different ways	skills together using different parts of their body to create short	range of games. Pupils
		sequences.	field, invasion and targ

• 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

Use running, jumping, throwing and catching in isolation and

Develop competence to excel in a broad range of physical

Are physically active for sustained periods of time

• Develop competence to excel in a broad range of physical

• Are physically active for sustained periods of time

• They should enjoy communicating, collaborating and competing with each other.

# Catching

based skills, particularly the FMS of throwing will develop resilience and teamwork through a Is will play games based on net/wall, strike & rget type games. Pupils will have the

	of travelling, throwing and jumping, developing		opportunity to apply ph
	awareness of speed, distance and coordination.	Pupils can respond to different stimuli and themes to create and repeat short dances.	range of cooperative ga
		Pupils will start to explore using their actions to communicate	
	Ball Skills Develop basic game-based skills, particularly the FMS of	feelings and emotion through dance.	Net/Wall (hand-based) Develop basic game-basic
	throwing and catching. Pupils will develop resilience and teamwork through a range of games. Pupils will play	Target Games	and catching. Pupils will range of games. Pupils
	games based on net/wall, strike & field, invasion and	Develop basic game-based skills, particularly the FMS of throwing	field, invasion and targe
	target type games. Pupils will have the opportunity to	and catching. Pupils will develop resilience and teamwork through	opportunity to apply ph
	apply physical, emotional and tactical skills through a range of cooperative games and 1v1, 1v2 competitive games.	a range of games. Pupils will play games based on net/wall, strike & field, invasion and target type games. Pupils will have the opportunity to apply physical, emotional and tactical skills through	range of cooperative ga
		a range of cooperative games and 1v1, 1v2 competitive games.	Athletics
	Problem Solving and Team Building		Children will explore a r
	Pupils will explore a variety of tasks and challenges to	Invasion Games	fundamental movemen
	practice their fundamental movement skills of throwing, running, jumping, hopping and balancing. Pupils will be encouraged to work collaboratively with	Develop basic game-based skills, particularly the FMS of throwing and catching. Pupils will develop resilience and teamwork through a range of games. Pupils will play games based on net/wall, strike	They will experiment w jumping, developing aw
	others to complete tasks and challenges, demonstrating	& field, invasion and target type games. Pupils will have the	
	teamwork, sharing and helping others.	opportunity to apply physical, emotional and tactical skills through	
		a range of cooperative games and 1v1, 1v2 competitive games.	Net/Wall (racket-based Develop basic game-based
	Gymnastics (Floor-Based)		and catching. Pupils wil
	Pupils will develop balance, stillness and basic jumping actions on the floor and using apparatus. They will start	Yoga	range of games. Pupils field, invasion and targe
	to explore different travelling actions, negotiating space	Pupils will explore a variety of poses using different body parts.	opportunity to apply ph
	and equipment safely.	We will explore linking poses together and creating flows through	range of cooperative ga
	They can copy or create short sequences, linking together different actions e.g., jump, jump or balance and a travel action.	active stories. We can start to show more confidence in our actions.	
Declarative (knowing what) Knowledge	Fundamental Movement Skills	Dance	Striking, Fielding and C
	Ball Skills	Target Games	Net/Wall (hand-based)
	Problem Solving and Team Building	Invasion Games	Athletics
	Gymnastics (Floor-Based)	Yoga	Net/Wall (racket-based
			1

v physical, emotional and tactical skills through a games and 1v1, 1v2 competitive games.

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-based skills, particularly the FMS of throwing will develop resilience and teamwork through a bils will play games based on net/wall, strike & arget type games. Pupils will have the y physical, emotional and tactical skills through a e games and 1v1, 1v2 competitive games.

e a range of activities that develop the nent skills of running, jumping and throwing. t with different ways of travelling, throwing and g awareness of speed, distance and coordination.

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-based skills, particularly the FMS of throwing will develop resilience and teamwork through a bils will play games based on net/wall, strike & arget type games. Pupils will have the y physical, emotional and tactical skills through a e games and 1v1, 1v2 competitive games.

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Procedural (knowing how) Knowledge	Fundamental Movement Skills	Dance	Striking, Fielding and
	Ball Skills	Target Games	Net/Wall (hand-base
	Problem Solving and Team Building	Invasion Games	Athletics
	Gymnastics (Floor-Based)	Yoga	Net/Wall (racket-bas
Example Vocabulary	Fundamental Movement Skills	Dance	Striking, Fielding and
v ocabular y	Run	Balance	Receiving
	Jump	Stillness	Underarm
	Throw	Movement	Scoring
	Catch	Link	Striking
	Skip	Levels	Bowling
	Нор	Travelling	5
	Balance	Direction	Net/Wall (hand-base
	Space	Gestures	
	Safe		Space
		Target Games	Throwing
	Ball Skills		Catching
		Aim	Moving
	Pass	Target	Rolling
	Throw	Roll	Kicking
	Roll	Throw	Receiving
	Control	Score	Underarm
	Catch	Bat	Scoring
	Kick		Striking
	Dribble	Invasion Games	
			Athletics
	Problem Solving and Team Building	Pass	
		Throw	Throw
	Creative	Roll	Jump
	Teamwork	Control	Run
	Communication	Catch	Skip
	Trusting	Kick	Target
	Guiding	Dribble	Sprint

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nd Catching

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	Cooperative	Yoga	Hop Coordination
	Gymnastics (Floor-Based)		Takeoff
		Pose	Landing
	Balance	Breathing	Push
	Jump	Link/sequence	Pull
	Roll	Balance	Underarm
	Link	Kindness	Relay
	Control	Friendship	Personal best
	Travelling	Teamwork	
	Direction	Resilience	Net/Wall (racket-bas
	Pencil	Reflect	
	Tuck		Space
	Star		Racket
	Straddle		Moving
	Pike		Target
			Net
			Receiving
			Underarm
			Scoring Striking
Significant Sports Stars	Simone Biles (American Gymnast)	Adriene Mishler (internationally-renowned yoga instructor)	Jessica Ennis-Hill (Brit
Experiences	Multi Skills afterschool clubs Various Intraschool Competitions Boxing w/a professional boxer Circus Skills Street Dance Scooter Skills with Modeshift Stars Cycling Skills with Modeshift Stars Fitness Fortnight KS1 Sports Day		
		Year 2	
National	Fundamental Movement Skills	Dance	Striking, Fielding and
Curriculum Link	<ul> <li>Develop competence to excel in a broad range of</li> </ul>	Develop fundamental movement skills	Develop comp
	physical activities	<ul> <li>Become increasingly competent and confident</li> </ul>	activities
	<ul> <li>Are physically active for sustained periods of</li> </ul>	<ul> <li>Access a broad range of opportunities to extend agility,</li> </ul>	Are physically
	time	balance and coordination, individually and with others	Pupils should
	<ul> <li>Pupils should continue to apply and develop a</li> </ul>	Engage in co-operative physical activities	of skills, learni
	broader range of skills, learning how to use them	• Developing balance, agility and co-ordination, and begin to	link them to m
	in different ways and to link them to make	apply these in a range of activities	They should e
	actions	<ul> <li>Perform dances using simple movement patterns</li> </ul>	competing wit
	<ul> <li>They should enjoy communicating, collaborating and competing with each other.</li> </ul>		

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ritish Track and Field Athlete)

r Cisek (#1 world ranked Spike Ball duo)

#### nd Catching

npetence to excel in a broad range of physical

- ly active for sustained periods of time
- ld continue to apply and develop a broader range rning how to use them in different ways and to make actions
- l enjoy communicating, collaborating and with each other.

- They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success
- Use running, jumping, throwing and catching in isolation and in combination

#### **Ball Skills**

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- 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
- They should enjoy communicating, collaborating and competing with each other.
- They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success
- Use running, jumping, throwing and catching in isolation and in combination

#### **Problem Solving and Team Building**

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- 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
- They should enjoy communicating, collaborating and competing with each other.
- They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success
- Use running, jumping, throwing and catching in isolation and in combination

#### Target Games

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- 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
- They should enjoy communicating, collaborating and competing with each other.
- They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success
- Use running, jumping, throwing and catching in isolation and in combination

#### **Invasion Games**

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- 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
- They should enjoy communicating, collaborating and competing with each other.
- They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success
- Use running, jumping, throwing and catching in isolation and in combination

# Yoga

- Develop fundamental movement skills
- Become increasingly competent and confident
- Access a broad range of opportunities to extend agility, • balance and coordination, individually and with others
- Engage in co-operative physical activities
- Developing balance, agility and co-ordination, and begin to apply these in a range of activities

# Net/Wall (racket-based)

- activities

- in combination

# Net/Wall (hand-based)

- activities
- Are physically active for sustained periods of time
  - 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
  - They should enjoy communicating, collaborating and competing with each other.
  - They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success
  - Use running, jumping, throwing and catching in isolation and in combination

# Athletics

- activities
- 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
- 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
- Use running, jumping, throwing and catching in isolation and in combination

• 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 • Use running, jumping, throwing and catching in isolation and

• Develop competence to excel in a broad range of physical

Develop competence to excel in a broad range of physical

- Are physically active for sustained periods of time
- They should enjoy communicating, collaborating and competing with each other.

• Develop competence to excel in a broad range of physical

• Are physically active for sustained periods of time

	<ul> <li>Become increasingly competent and confident</li> <li>Access a broad range of opportunities to extend agility, balance and coordination, individually and with others</li> <li>Engage in co-operative physical activities</li> <li>Developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> </ul>		of skills, learni link them to m They should er competing wit They should de different physi evaluate and r Use running, ju in combination
Jnit Overviews	<b>Fundamental Movement Skills</b> Children will continue to explore a range of activities that develop the fundamental movement skills of running, jumping and throwing. They will further develop different ways of travelling, throwing and jumping, exploring cooperative and competitive tasks. They will further develop their understanding of speed, distance and coordination and setting a 'personal best'	Dance Pupils will focus on creating and developing short routines based on different stimuli including different ideas, music and themes. They can start to display different emotions, moods and ideas through their actions. Pupils will learn how to use different body parts to create and develop movements, and sequences of movement. Pupils will start to create short dances both individually and with a	Striking, Fielding and Further develop basic fundamental moveme develop resilience and will have the opportun emotional and tactica 1v2 competitive game
	<b>Ball Skills</b> Further develop basic game-based skills, start to display mastery in fundamental movement skills (see physical skills below). Pupils will develop resilience and teamwork through a range of games. Pupils will play games based on net/wall, strike & field, invasion and target type games. Pupils will have the opportunity to further develop and apply physical, emotional and tactical skills through a range of cooperative and 1v1,	partner. <b>Target Games</b> Further develop basic game-based skills, start to display mastery in fundamental movement skills (see physical skills below). Pupils will develop resilience and teamwork through a range of games. Pupils will have the opportunity to further develop and apply physical, emotional and tactical skills through a range of cooperative and 1v1, 1v2 competitive games.	Net/Wall (hand-based Further develop basic fundamental moveme develop resilience and will have the opportun emotional and tactica 1v2 competitive game
	1v2 competitive games. <b>Problem Solving and Team Building</b> Pupils will continue explore a variety of tasks and challenges to practice their fundamental movement skills of throwing, running, jumping, hopping and	Invasion Games Further develop basic game-based skills, start to display mastery in fundamental movement skills (see physical skills below). Pupils will develop resilience and teamwork through a range of games. Pupils will have the opportunity to further develop and apply physical,	Athletics Children will continue the fundamental mov They will further deve jumping, exploring co They will further deve coordination and setti
	balancing. Pupils will be encouraged to work collaboratively with others to create and complete tasks and challenges, demonstrating teamwork, sharing and helping others.	emotional and tactical skills through a range of cooperative and 1v1, 1v2 competitive games.	Net/Wall (racket-base Further develop basic fundamental moveme develop resilience and will have the opportun emotional and tactica 1v2 competitive game

- d continue to apply and develop a broader range ming how to use them in different ways and to make actions
- enjoy communicating, collaborating and vith each other.
- develop an understanding of how to improve in sical activities and sports and learn how to
- recognise their own success
- , jumping, throwing and catching in isolation and ion

# d Catching

tic game-based skills, start to display mastery in nent skills (see physical skills below). Pupils will nd teamwork through a range of games. Pupils cunity to further develop and apply physical, cal skills through a range of cooperative and 1v1, nes.

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sic game-based skills, start to display mastery in ment skills (see physical skills below). Pupils will and teamwork through a range of games. Pupils tunity to further develop and apply physical, cal skills through a range of cooperative and 1v1, mes.

ue to explore a range of activities that develop ovement skills of running, jumping and throwing. velop different ways of travelling, throwing and cooperative and competitive tasks.

velop their understanding of speed, distance and tting a 'personal best'

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sic game-based skills, start to display mastery in ment skills (see physical skills below). Pupils will and teamwork through a range of games. Pupils tunity to further develop and apply physical, cal skills through a range of cooperative and 1v1, mes.

	Pupils can build on and expand their basic gymnastics skills. They will start to link together different balances, shapes and travel actions to create short sequences. We will start to explore basic compositional ideas including tempo, direction and levels, and adapt actions	Pupils will continue to develop a variety of poses using different body parts. We will explore linking poses together and creating flows through active stories. We can start to show more confidence in our actions.	
Paula sella	to transfer from floor to apparatus.		
Declarative (knowing what) Knowledge	Fundamental Movement Skills	Dance	Striking, Fielding and Catching
	Ball Skills	Target Games	Net/Wall (hand-based)
	Problem Solving and Team Building	Invasion Games	Athletics
	Gymnastics (Floor-Based)	Yoga	Net/Wall (racket-based)
Procedural (knowing how) Knowledge	Fundamental Movement Skills	Dance	Striking, Fielding and Catching
Knowledge	Ball Skills	Target Games	Net/Wall (hand-based)
	Problem Solving and Team Building	Invasion Games	Athletics
	Gymnastics (Floor-Based)	Yoga	Net/Wall (racket-based)
Example	Fundamental Movement Skills	Dance	Striking, Fielding and Catching
Vocabulary	Run Jump Throw Catch Skip Hop	Stillness Control Timing Sequence 4-count Feelings	Running Communicate Teamwork Batting Fielding
	Balance	Expression	Net/Wall (hand-based)

king, Fielding and Catching
ting, Fleiding and Catching
/Wall (hand-based)
letics
/Wall (racket-based)
king, Fielding and Catching
/Wall (hand-based)
letics
/Wall (racket-based)
king, Fielding and Catching
nning nmunicate mwork
mwork ting ding
/Wall (hand-based)

	Space	Gestures	
	Safe		Agility
	Master	Target Games	Balance
			Coordination
	Ball Skills	Aim	Reacting
		Target	Tracking
	Aim	Accurate	Space
	Target	Roll	Target
	Shoot		Return
	Score	Throw	Keturn
	Striking	Strike	Athletics
	-	Score	Adhetics
	Accuracy	Bat	<b>T</b> 1
		Hole	Throw
	Problem Solving and Team Building		Jump
		Invasion Games	Run
	Support		Skip
	Direct	Teamwork	Target
	Resilience	Attacking	Sprint
	Solve	Defending	Нор
	Communicate	Detending	Coordination
		Yoga	Takeoff
	Gymnastics (Floor-Based)	loga	
	, , ,	Dece	Landing
	Point	Pose	Push
	Patch	Breathing	Pull
	Pathway	Link/sequence	Underarm
	Mirroring	Balance	Relay
	Push	Kindness	Personal best
		Friendship	
	Pull	Teamwork	Net/Wall (racket-ł
	Leap	Resilience	
	Levels	Reflect	Agility
	Sequence		Balance
	Tempo		Coordination
	Coordination		
			Reacting
			Tracking
			Space
			Target
			Return
Significant Sports	Rebecca Downie (British Gymnast)	Michael Jackson (dancer, King of Pop)	Dame Kelly Holmes,
<b>Stars</b>			
	Jill Scott (British footballer)	Lydia Ko (New Zealand golfer)	Andy Murray (British
Additional	Key Stage 1 Multi Skills		
Experience	Multi Skills afterschool clubs		
LAPCHCICC	Various Intraschool Competitions		
	Boxing w/a professional boxer		
	Circus Skills		
	Street Dance		
	Scooter Skills with Modeshift Stars		

t-based)

s, OBE (retired British Athlete)

sh Tennis player)

	Cycling Skills with Modeshift Stars Fitness Fortnight KS1 Sports Day		
		Year 3	
National Curriculum Link	<ul> <li>Football</li> <li>Develop competence to excel in a broad range of physical activities</li> <li>Are physically active for sustained periods of time</li> <li>Engage in competitive sports and activities</li> <li>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</li> <li>They should enjoy communicating, collaborating</li> </ul>	<ul> <li>Dance</li> <li>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.</li> <li>They should enjoy communicating, collaborating and competing with each other.</li> <li>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</li> <li>Develop flexibility, strength, technique, control and</li> </ul>	<ul> <li>Health and Fitness</li> <li>Develop compet activities</li> <li>Are physically ac</li> <li>Engage in competing They should devised different physical evaluate and rec</li> <li>Compare their p demonstrate imposed</li> </ul>
	<ul> <li>and competing with each other.</li> <li>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.</li> <li>Use running, jumping, throwing and catching in isolation and in combination</li> <li>Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</li> <li>OAA</li> <li>Develop competence to excel in a broad range of physical activities</li> <li>Are physically active for sustained periods of time</li> <li>Engage in competitive sports and activities</li> <li>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</li> <li>They should enjoy communicating, collaborating and competing with each other.</li> <li>They should develop an understanding of how to improve in different physical activities and sports</li> </ul>	<ul> <li>balance</li> <li>Perform dances using a range of movement patterns</li> <li>Compare their performances with previous ones and demonstrate improvement</li> <li>Volleyball <ul> <li>Develop competence to excel in a broad range of physical activities</li> <li>Are physically active for sustained periods of time</li> <li>Engage in competitive sports and activities</li> <li>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</li> <li>They should enjoy communicating, collaborating and competing with each other.</li> <li>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.</li> <li>Use running, jumping, throwing and catching in isolation and in combination</li> <li>Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</li> </ul> </li> </ul>	<ul> <li>Rounders</li> <li>Develop compet activities</li> <li>Are physically activities</li> <li>Are physically activities</li> <li>Pupils should composition of skills, learning link them to make</li> <li>They should enjoin competing with activities</li> <li>They should develop different physication</li> <li>Play competitive apply basic prince</li> </ul> Athletics <ul> <li>Develop competities</li> <li>Are physically activities</li> <li>Are physically activities</li> <li>Pupils chould competitive</li> </ul>
	<ul> <li>and learn how to evaluate and recognise their own success.</li> <li>Take part in outdoor and adventurous activity challenges both individually and within a team</li> </ul>	<ul> <li>Develop competence to excel in a broad range of physical activities</li> <li>Are physically active for sustained periods of time</li> </ul>	<ul> <li>Pupils should constrained of skills, learning link them to make</li> <li>They should enjoin competing with</li> </ul>

petence to excel in a broad range of physical

- y active for sustained periods of time
- mpetitive sports and activities
- develop an understanding of how to improve in
- vsical activities and sports and learn how to
- I recognise their own success
- eir performances with previous ones and
- improvement to achieve their personal best

petence to excel in a broad range of physical

- y active for sustained periods of time mpetitive sports and activities
- d continue to apply and develop a broader range ning how to use them in different ways and to make actions
- enjoy communicating, collaborating and vith each other.
- develop an understanding of how to improve in vsical activities and sports and learn how to I recognise their own success.
- jumping, throwing and catching in isolation and on
- itive games, modified where appropriate and principles suitable for attacking and defending

petence to excel in a broad range of physical

- y active for sustained periods of time mpetitive sports and activities
- I continue to apply and develop a broader range ning how to use them in different ways and to make actions
- enjoy communicating, collaborating and vith each other.

#### Dodgeball

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- Engage in competitive sports and activities
- 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
- They should enjoy communicating, collaborating and competing with each other.
- They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
- 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

# **Floor-based Gymnastics**

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- 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

- 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
- Develop flexibility, strength, technique, control and balance
- 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

# **Basketball**

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- Engage in competitive sports and activities
- 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
- They should enjoy communicating, collaborating and competing with each other.
- They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
- 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

- 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
- Use running, jumping, throwing and catching in isolation and in combination
- Compare their performances with previous ones and ٠ demonstrate improvement to achieve their personal best

# Tennis

- activities
- Are physically active for sustained periods of time • Engage in competitive sports and activities
- 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
- 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.
- 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

	<ul> <li>Develop flexibility, strength, technique, control and balance</li> <li>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</li> </ul>		
Unit Overviews	<b>Football</b> Further develop basic game-based skills, displaying mastery in fundamental movement skills of throwing and catching. Pupils will develop resilience and teamwork through a range of games. Pupils will have the	Dance Pupils will perform dances, focusing on creating, adapting and linking a range of dance actions. They will be inspired by a range of stimuli, including different styles of music, cultures and backgrounds including historical dances such as the haka.	Health and Fitness Rounders

Develop competence to excel in a broad range of physical

• They should enjoy communicating, collaborating and competing with each other.

	opportunity to apply physical, emotional and tactical skills through a range of even and uneven games. OAA Pupils will explore more complex teamwork and problem solving tasks. They will develop their communication skills and start to show an understanding of why communication is important in a team. Pupils will be encouraged to work collaboratively with others to create and complete tasks and challenges, demonstrating teamwork, sharing and helping others. Pupils will start to explore basic map reading and orientating, and use these skills to navigate themselves and others. Dodgeball Floor-based Gymnastics Pupils will focus on improving their actions through greater body tension, and pointing our fingers and toes when completing actions. Pupils will continue to plan and perform actions using a greater number of their own ideas to create sequences that link together more	They will work in partners and small groups to develop their ability to create, perform and appreciate dance. Volleyball Further develop basic game-based skills, displaying mastery in fundamental movement skills of throwing and catching. Pupils will develop resilience and teamwork through a range of games. Pupils will have the opportunity to apply physical, emotional and tactical skills through a range of even and uneven games. Apparatus-based Gymnastics Pupils will focus on improving their actions through greater body tension, and pointing our fingers and toes when completing actions. Pupils will continue to plan and perform actions using a greater number of their own ideas to create sequences that link together more smoothly. Pupils will start to observe and provide simple feedback identifying areas we like and constructive feedback. Basketball Further develop basic game-based skills, displaying mastery in fundamental movement skills of throwing and catching. Pupils will develop resilience and teamwork through a range of games. Pupils will have the opportunity to apply physical, emotional and tactical skills through a range of even and uneven games.	Further develop basic fundamental moveme develop resilience and will have the opportur skills through a range of <b>Athletics</b> Children will develop a techniques. Children w and competitive tasks, understanding across a They will be encourage unit: athlete, coach, ti officiate different task <b>Tennis</b> Further develop basic fundamental moveme Pupils will develop resigames. Pupils will have the op tactical skills through a
	smoothly. Pupils will start to observe and provide simple feedback identifying areas we like and constructive feedback.		
Declarative (knowing what) Knowledge	<ul> <li>Football</li> <li>Have a basic understanding of attacking principles e.g., using space and moving off the ball</li> <li>Pupils have a basic understanding of isolated techniques; dribbling, passing, shooting etc.</li> <li>Pupils have a basic understanding of rules and safety</li> </ul>	<ul> <li>Dance         <ul> <li>Pupils have a developing understanding of dance principles</li> <li>Pupils will develop their understanding of expression and emotion in dance</li> </ul> </li> <li>Volleyball         <ul> <li>Have a basic understanding of isolated techniques e.g., serving and returning</li> <li>Pupils will start to explore different shots</li> <li>Pupils have a basic understanding of rules and safety</li> </ul> </li> </ul>	<ul> <li>Health and Fitness</li> <li>Rounders <ul> <li>Pupils have a batting, throwid</li> <li>Pupils have a batting, throwid</li> </ul> </li> </ul>
	<ul> <li>OAA</li> <li>Pupils understand what a key is</li> <li>Pupils understand how to orientate a map</li> </ul> Dodgeball	<ul> <li>Pupils have a basic understanding of rules and safety</li> <li>Apparatus-based Gymnastics         <ul> <li>Pupils have a basic understanding of compositional ideas</li> <li>Pupils will develop their understanding of individual balances and how they link in relationship with others:</li> </ul> </li> </ul>	<ul> <li>Athletics</li> <li>Pupils have a better throwing techn</li> <li>Pupils have a better variety of event</li> </ul>

ic game-based skills, displaying mastery in nent skills of throwing and catching. Pupils will nd teamwork through a range of games. Pupils sunity to apply physical, emotional and tactical se of small sided games.

p good running, jumping and throwing n will explore a range of cooperative ks, and will develop their technical as a range of athletic events. aged to take on different roles in the timer to design, complete and sks/events.

ic game-based skills, displaying mastery in nent skills of throwing and catching. esilience and teamwork through a range of

opportunity to apply physical, emotional and h a range of even and uneven games.

a basic understanding of isolated techniques e.g., wing and catching

basic understanding of rules and safety

a basic understanding of running, jumping and hniques a basic understanding of rules and scoring for a ents

	<ul> <li>Pupils have a basic understanding of isolated techniques e.g., batting, throwing, catching and blocking</li> <li>Pupils have a basic understanding of rules and safety</li> </ul> Floor-based Gymnastics <ul> <li>Pupils have a basic understanding of compositional ideas</li> <li>Pupils will develop their understanding of individual balances and how they link in relationship with others:</li> <li>Point balances</li> <li>Match</li> <li>Mirror</li> <li>Pupils will start to explore basic partner balances:</li> <li>Pupils have a good understanding of basic floor movements</li> </ul>	<ul> <li>Point balances</li> <li>Match</li> <li>Mirror</li> <li>Pupils will start to explore basic partner balances:</li> <li>Pull, push and touching</li> <li>Pupils have a good understanding of basic floor movements</li> <li>Pupils have a good understanding of basic jump techniques</li> </ul> <b>Basketball</b> <ul> <li>Have a basic understanding of attacking principles e.g., using space and moving off the ball</li> <li>Pupils have a basic understanding of isolated techniques; dribbling, passing, shooting etc.</li> <li>Pupils have a basic understanding of rules and safety</li> </ul>	<ul> <li>Pupils have a baserving and ret</li> <li>Pupils will start</li> <li>Pupils have a baserving have base</li></ul>
Procedural (knowing how) Knowledge	Football	Dance	Health and Fitness
		Volleyball	Rounders
	Dodgeball	Apparatus-based Gymnastics	Athletics
	Floor-based Gymnastics	Basketball	Tennis
Example Vocabulary	Football	Dance	Health and Fitness
	Possession	Stillness	
	Interception	Transition	
	Touch line	Unison	Rounders
	Resilience	Communication	
	Communication	Culture	Wicket
	Pass & move	Expression	Out
	Pass back/1-2	Emotion	Base

a basic understanding of isolated techniques e.g., returning

art to explore different tennis shots

a basic understanding of rules and safety

		Perform	Long barrier
	ΟΑΑ		Bowler
		Volleyball	Positioning
	Trust		Rounder
	Discuss	Space	Stumped
	Decide	Reactions	
	Plan	Serving	Athletics
	Create	Return	
	Кеу	Rally	Sprint
	Navigate	Court	Relay
		Net	Broad jump
	Dodgeball	Accuracy	Hips to lips
			Technique
	Overarm	Apparatus-based Gymnastics	Push
	Accuracy		Pull
	Targets	Mirror	Underarm
	Dodging	Match	Overarm
	Reactions	Timing	Distance
	Space	Levels	Fling
	Catch	Counter tension	Hurdle
	In/Out	Counter balance	Lead leg
	Teamwork	Collaborate	Transition
	Communication	Sequence	Stride
		Communication	Competition
	Floor-based Gymnastics	Canon	Sportsmanship
	-	Unison	
	Mirror		Tennis
	Match	Basketball	
	Timing		Space
	Levels	Possession	Reactions
	Counter tension	Interception	Serving
	Counter balance	Touch line	Return
	Collaborate	Resilience	Rally
	Sequence	Communication	Court
	Communication	Pass & move	Net
	Canon	Pass back/1-2	Accuracy
	Unison		
Significant Sports	Robert Baden-Powell (founder of boy scouts)	New Zealand All Blacks (men and women's Rugby teams)	Joe Wicks (Health a
Stars	Pele (Brazilian footballer)		
	Beth Tweddle (Yorkshire Gymnast)		James Anderson (Br
Additional	Year 3/4 External Dodgeball Competition		
Experiences	Year 3/4 External Boccia Competition		
	'The Biggest Girls' Football Event' National Girls Foot	tball Tournament	
	Various Intraschool Competitions		
	Multi Skills afterschool club		
	Danum Eagles Basketball Afterschool Club		

and Fitness advocate)

(British Cricketer)

	Boxing w/a professional boxer Circus Skills Street Dance Scooter Skills with Modeshift Stars Cycling Skills with Modeshift Stars Fitness Fortnight Exceed Trust Games KS2 Sports Day		
		Year 4	
National Curriculum Link	<ul> <li>Football <ul> <li>Develop competence to excel in a broad range of physical activities</li> <li>Are physically active for sustained periods of time</li> <li>Engage in competitive sports and activities</li> <li>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</li> <li>They should enjoy communicating, collaborating and competing with each other.</li> <li>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.</li> <li>Use running, jumping, throwing and catching in isolation and in combination</li> <li>Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</li> </ul> </li> <li>OAA <ul> <li>Develop competence to excel in a broad range of physical activities</li> <li>Are physically active for sustained periods of time</li> <li>Engage in competitive sports and activities</li> <li>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</li> <li>They should enjoy communicating, collaborating and competing with each other.</li> </ul></li></ul>	<ul> <li>Dance</li> <li>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.</li> <li>They should enjoy communicating, collaborating and competing with each other.</li> <li>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</li> <li>Develop flexibility, strength, technique, control and balance</li> <li>Perform dances using a range of movement patterns</li> <li>Compare their performances with previous ones and demonstrate improvement</li> </ul> <b>Volleyball</b> <ul> <li>Develop competence to excel in a broad range of physical activities</li> <li>Are physically active for sustained periods of time</li> <li>Engage in competitive sports and activities</li> <li>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</li> <li>They should enjoy communicating, collaborating and competing with each other.</li> <li>They should enjoy communicating of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</li> <li>Use running, jumping, throwing and catching in isolation and in combination</li> <li>Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</li> </ul>	<ul> <li>Health and Fitness</li> <li>Rounders         <ul> <li>Develop compactivities</li> <li>Are physically</li> <li>Engage in com</li> <li>Pupils should of skills, learning link them to m</li> <li>They should errompeting witt</li> <li>They should der different physice valuate and r</li> <li>Use running, juin combination</li> <li>Play competitia apply basic priving basic prive basic</li></ul></li></ul>

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mpetitive sports and activities

d continue to apply and develop a broader range ning how to use them in different ways and to make actions

enjoy communicating, collaborating and vith each other.

- They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
- Take part in outdoor and adventurous activity challenges both individually and within a team

#### Dodgeball

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- Engage in competitive sports and activities
- 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
- They should enjoy communicating, collaborating and competing with each other.
- They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
- 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

# **Floor-based Gymnastics**

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- 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
- Develop flexibility, strength, technique, control and balance
- 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

#### **Apparatus-based Gymnastics**

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- 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
- Develop flexibility, strength, technique, control and • balance
- 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

# **Basketball**

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- Engage in competitive sports and activities
- 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
- They should enjoy communicating, collaborating and competing with each other.
- They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
- 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

- 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
- Use running, jumping, throwing and catching in isolation and in combination
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best

#### Tennis

- activities

- in combination
- Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending

- Develop competence to excel in a broad range of physical
- Are physically active for sustained periods of time • Engage in competitive sports and activities
- 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
- They should enjoy communicating, collaborating and competing with each other.
- They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
- Use running, jumping, throwing and catching in isolation and

#### Unit Overviews

Further develop basic team game-based skills, pupils will explore and further develop dribbling, passing and receiving skills. Pupils will develop resilience and teamwork through a range of games. Pupils will start to develop simple tactics and strategies for attacking. Pupils will have the opportunity to apply physical, emotional and tactical skills through a range of even and uneven small sided games.

#### OAA

Football

Pupils will explore more complex teamwork and problem solving tasks. They will develop their communication skills and start to show an understanding of why communication is important in a team.

Pupils will encouraged to work collaboratively with others to create and complete tasks and challenges, demonstrating teamwork, sharing and helping others. Pupils will start to explore basic map reading and orientating and use these skills to navigate themselves and others.

#### Dodgeball

#### **Floor-based Gymnastics**

Pupils will develop their actions to link and perform with greater precision and fluency. Pupils can create longer, more complex routines individually and with a partner. They will start to explore compositional ideas further and can start to apply them into their routines, for example contrast, unison and canon.

Pupils can start to reflect on their own performance and the performances of others to evaluate and refine routines.

# Dance

Children will further develop their expressive qualities, and will do so by developing character and feelings into our dances. They will explore different styles of dance from different cultures around the world, and will start to explore how they can adapt and develop dances further. Children will place a further focus on linking phrases of

children will place a further focus on linking phrases of movement with increased fluency and control.

#### Volleyball

Further develop basic net/wall game-based skills, pupils will explore and further develop striking, throwing and catching skills.

Pupils will develop resilience and teamwork through a range of games and tasks.

Pupils will start to develop basic tactics and strategies to target space.

Pupils will have the opportunity to apply physical, emotional and tactical skills through a range of small sided games.

#### Apparatus-based Gymnastics

Pupils will develop their actions to link and perform with greater precision and fluency. Pupils can create longer, more complex routines individually and with a partner.

They will start to explore compositional ideas further and can start to apply them into their routines, for example contrast, unison and canon.

Pupils can start to reflect on their own performance and the performances of others to evaluate and refine routines.

#### Basketball

Further develop basic team game-based skills, pupils will explore and further develop dribbling, passing and receiving skills. Pupils will develop resilience and teamwork through a range of games. Pupils will start to develop simple tactics and strategies for attacking. Pupils will have the opportunity to apply physical, emotional and tactical skills through a range of even and uneven small sided games.

#### **Health and Fitness**

#### Rounders

Further develop bas explore and further Pupils will develop r games and tasks. Pupils will start to de space. Pupils will have the o

Pupils will have the opportunity to apply physical, emotional and tactical skills through a range of small sided games.

#### Athletics

Children will continue to de throwing techniques. Child further by helping and enco explore competitive tasks. They will further develop the range of athletic events. They will be encouraged to athlete, coach, timer to des different tasks/events.

#### Tennis

Further develop basic net/wall game-based skills, pupils will explore and further develop striking, throwing and catching skills.

Pupils will develop r games and tasks. Pupils will start to d space.

Pupils will have the opportunity to apply physical, emotional and tactical skills through a range of small sided games.

Further develop basic strike/field game-based skills, pupils will explore and further develop striking, throwing and catching skills. Pupils will develop resilience and teamwork through a range of

Pupils will start to develop basic tactics and strategies to target

Children will continue to develop good running, jumping and throwing techniques. Children can demonstrate their knowledge further by helping and encouraging other and will continue to explore competitive tasks.

They will further develop their technical understanding across a range of athletic events.

They will be encouraged to take on different roles in the unit: athlete, coach, timer to design, complete and officiate different tasks/events.

Pupils will develop resilience and teamwork through a range of

Pupils will start to develop basic tactics and strategies to target

Declarative	Football	Dance	Health and Fitness
(knowing what) Knowledge	<ul> <li>Have are developing their understanding of simple tactics, strategies and rules</li> <li>Pupils have a good understanding of isolated techniques, dribbling</li> </ul>	Volleyball	Rounders
	ΟΑΑ		
		Apparatus-based Gymnastics	Athletics
	Dedgeball		
	Dodgeball		
		Basketball	Tennis
	Floor-based Gymnastics		
Procedural	Football	Dance	Health and Fitness
(knowing how)			
Knowledge			
	OAA	Valley hall	Devendent
		Volleyball	Rounders
	Dodgeball		
		Apparatus-based Gymnastics	Athletics
	Floor-based Gymnastics		
		Basketball	Tennis
Example Vocabulary	Football	Dance	Health and Fitness
Vocabulary	Decision making	Emotion	
	Pivot	Culture	
	Dodging	Unison	Rounders
	Pass selection	Passion	
	Space	Creativity	Flick
	Width	Routine	Backstop
	Block	Perform	Positioning
	Support	Reflect	Wicket keeper
	OAA	Evaluate	Bowler Retrieve
	UAA	Volleyball	
		voiicyball	Relay

			<b>.</b>
	Lead		Decision making
	Include	Forehand	Flick
	Strategy	Backhand	
	Trail	Serve	Athletics
	Orientate	Communication	
	Focal point	Space	Sprint
	Plot	Teamwork	Relay
		Compete	Broad jump
	Dodgeball		Hips to lips
		Apparatus-based Gymnastics	Technique
	Overarm		Push
	Blocking	Contrast	Pull
	Reactions	Supporting	Underarm
	Catch	Flow	Overarm
	Coordination	Tension	Distance
	Target	Confidence	Fling
	In/Out	Routine	Hurdle
	Teamwork	Perform	Lead leg
	Awareness	Evaluate	Transition
	Communication		Stride
		Basketball	Competition
	Floor-based Gymnastics		Sportsmanship
		Decision making	
	Contrast	Pivot	Tennis
	Supporting	Dodging	
	Flow	Pass selection	Forehand
	Tension	Space	Backhand
	Confidence	Width	Serve
	Routine	Block	Communication
	Perform	Support	Space
	Evaluate		Teamwork
			Compete
Significant Sports Stars	James Coppinger (footballer)	Patrick Anderson (Canadian wheelchair basketball player)	Tia-Clair Toomey (A
	Bear Grylls (British Adventurer)	Lebron James (American basketball player)	Sir Alastair Cook (Br
	Max Whitlock (British gymnast)	Kim Yeon-Koung (Korean volleyball player)	
Additional	Year 3/4 External Dodgeball Competition		
Experiences	Year 3/4 External Boccia Competition		
	'The Biggest Girls' Football Event' National Girls Foot	ball lournament	
	Various Intraschool Competitions		
	Multi Skills afterschool club		
	Danum Eagles Basketball Afterschool Club		
	Boxing w/a professional boxer		
	Circus Skills		
	Street Dance		
	Scooter Skills with Modeshift Stars		

(Australian weightlifter)

(British Cricketer)

	Cycling Skills with Modeshift Stars Fitness Fortnight Exceed Trust Games KS2 Sports Day		
		Year 5	
National Curriculum Link	<ul> <li>Tag Rugby <ul> <li>Develop competence to excel in a broad range of physical activities</li> <li>Are physically active for sustained periods of time</li> <li>Engage in competitive sports and activities</li> <li>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</li> <li>They should enjoy communicating, collaborating and competing with each other.</li> <li>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.</li> <li>Use running, jumping, throwing and catching in isolation and in combination</li> <li>Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</li> </ul> </li> <li>OAA <ul> <li>Develop competence to excel in a broad range of physical activities</li> <li>Are physically active for sustained periods of time</li> <li>Engage in competitive sports and activities</li> <li>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</li> <li>They should enjoy communicating, collaborating and competing with each other.</li> <li>They should enjoy communicating of how to improve in different physical activities and activities</li> </ul> </li> </ul>	<ul> <li>Dance <ul> <li>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.</li> <li>They should enjoy communicating, collaborating and competing with each other.</li> <li>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</li> <li>Develop flexibility, strength, technique, control and balance</li> <li>Perform dances using a range of movement patterns</li> <li>Compare their performances with previous ones and demonstrate improvement</li> </ul> </li> <li>Volleyball <ul> <li>Develop competence to excel in a broad range of physical activities</li> <li>Are physically active for sustained periods of time</li> <li>Engage in competitive sports and activities</li> <li>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</li> <li>They should enjoy communicating, collaborating and competing with each other.</li> <li>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.</li> <li>Use running, jumping, throwing and catching in isolation and in combination</li> <li>Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</li> </ul> </li> <li>Apparatus-Based Gymnastics <ul> <li>Develop competence to excel in a broad range of physical activities</li> <li>Are physically active for sustained periods of time</li> </ul> </li> </ul>	Cricket      Develop compactivities     Are physically     Engage in com     Pupils should of skills, learning link them to m     They should end competing wite     They should dedifferent physic evaluate and m     Use running, juin combination     Play competities     Play competities     Are physically     Engage in compactivities     Compare their demonstrate in

#### petence to excel in a broad range of physical

- y active for sustained periods of time mpetitive sports and activities
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- jumping, throwing and catching in isolation and on
- eir performances with previous ones and eimprovement to achieve their personal best

• Take part in outdoor and adventurous activity challenges both individually and within a team

#### Netball

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- Engage in competitive sports and activities
- 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
- They should enjoy communicating, collaborating and competing with each other.
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- 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

#### Floor-Based Gymnastics

Unit Overviews

Tag Rugby

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- 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
- Develop flexibility, strength, technique, control and balance
- They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success

 Pupils should 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

#### Swimming

- Develop flexibility, strength, technique, control and balance
- 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

#### Hockey

Dance

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- Engage in competitive sports and activities
- 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
- They should enjoy communicating, collaborating and competing with each other.
- They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
- 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

Cricket

	Pupils will further explore tactics and strategies relating to invasion games including the use of space both in attack and defence and different marking and evasion tactics. Pupils will start to play larger group games and can contribute towards officiating their own games, and evaluating their own performance and that of others.	Children will take inspiration from different dances, cultures and themes. They will use this to create further stimuli and inspiration for dances. They will create, perform and observe dances and are encouraged to become more adventurous when improvising and creating dances, developing their understanding of how props, music and emotion can enrich dance.	Pupils will further expression of the second strike
	ΟΑΑ	Volleyball	
	Pupils will complete communication and trust-based activities in pairs/small groups. They will further develop their understanding of map reading through navigating and creating increasingly longer and more complex courses. Pupils have good understanding of how orientation, a key and coordinates are used to navigate. Pupils will start to develop their understanding of compass points.	Pupils will further explore tactics and strategies relating to net/wall games including the use of different shots, formations and targeting space. Pupils will start to play group games and can contribute towards officiating their own games, and evaluating their own performance and that of others. Apparatus-Based Gymnastics	Athletics Children will focus or athletic events. They across a range of run Pupils can start to ob others and provide m
	Netball Pupils will further explore tactics and strategies relating to invasion games including the use of space both in attack and defence and different marking and evasion tactics. Pupils will start to play larger group games and can contribute towards officiating their own games, and evaluating their own performance and that of others.	Pupils will develop their actions to link and perform with greater precision and fluency. Pupils can develop and refine longer, more complex routines with greater complexities individually and within a small group. Children will create more complex routines, displaying a range of compositional techniques. They are starting to display greater control, confidence and consistency in their actions. Pupils can observe and evaluate the performances of others and provide meaningful feedback with context.	Swimming
	Floor-Based Gymnastics Pupils will develop their actions to link and perform with greater precision and fluency. Pupils can develop and refine longer, more complex routines with greater complexities individually and within a small group. Children will create more complex routines, displaying a range of compositional techniques. They are starting to display greater control, confidence and consistency in their actions. Pupils can observe and evaluate the performances of others and provide meaningful feedback with context.	Tennis Pupils will further explore tactics and strategies relating to net/wall games including the use of different shots, formations and targeting space. Pupils will start to play group games and can contribute towards officiating their own games, and evaluating their own performance and that of others.	
Declarative (knowing what) Knowledge	<ul> <li>Tag Rugby</li> <li>Have a good understanding of tactics, strategies and rules</li> <li>Pupils will understand key vocabulary and start to communicate in context more fluently</li> </ul>	<ul> <li>Dance</li> <li>Pupils have a good understanding of dance principles, and can start to communicate these with context:</li> <li>Stillness/Balance</li> <li>Jumping/Leaping</li> </ul>	Cricket Have a good u Pupils will un communicate

xplore tactics and strategies eld games including the use of nations and targeting space lay group games and can officiating their own games, and n performance and that of others.

on developing their technical understanding of y can set and compete against personal bests nning, throwing and jumping activities. bserve and evaluate the performances of meaningful feedback with context.

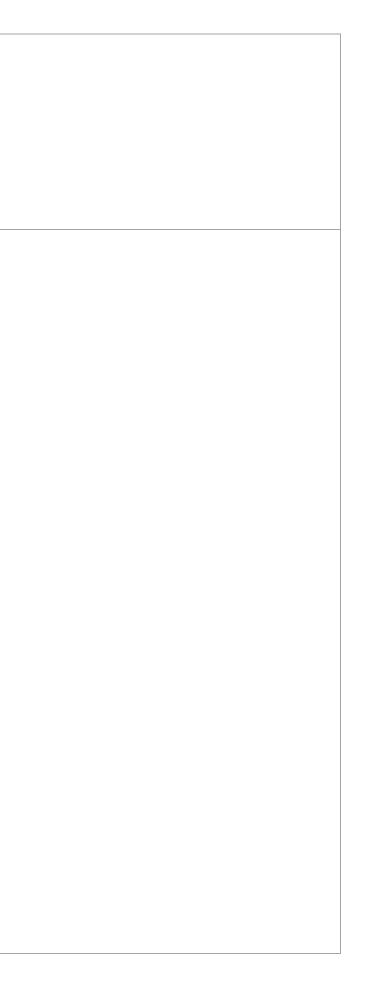
understanding of tactics, strategies and rules nderstand key vocabulary and start to se in context more fluently

•	Pupils understand how to create, plot and navigate using basic coordinates-based maps Pupils have a better understand transferrable life skills contained within OAA I Have a good understanding of tactics, strategies and rules Pupils will understand key vocabulary and start to communicate in context more fluently Pupils will have a good understanding of positioning both in attack and defence Based Gymnastics Pupils have a good understanding of all compositional ideas Pupils will develop their understanding of individual and partner/group balances: Supporting (individual) Supporting (partner) Counter balance Counter tension Pupils will learn a variety of new individual balances and terminology: Inverted Symmetrical Asymmetrical	<ul> <li>Pupils have a developing understanding of formation and timing in larger groups</li> <li>Volleyball         <ul> <li>Have a good understanding of tactics, strategies and rules</li> <li>Pupils will understand key vocabulary and start to communicate in context more fluently</li> <li>Pupils will have a good understanding of positioning both in 'attack' and 'defence'</li> </ul> </li> <li>Apparatus-Based Gymnastics         <ul> <li>Pupils have a good understanding of all compositional ideas</li> <li>Pupils have a good understanding of individual and partner/group balances:             <ul> <li>Supporting (individual)</li> <li>Supporting (partner)</li> <li>Counter balance</li> <li>Counter tension</li> <li>Pupils will learn a variety of new individual balances and terminology:                  <ul> <li>Inverted</li> <li>Symmetrical</li> </ul> </li> </ul> </li> <li>Have a good understanding of tactics, strategies and rules</li> </ul> </li> </ul>	Swimming Athletics Pupils will demonactivities and through the second feedback, and will technique further Pupils can convert terminology and princreasing fluency Swimming
Procedural Tag Ri (knowing how) Knowledge OAA	ugby	Dance	Cricket

ive a good understanding of positioning both in ielding

- emonstrate their knowledge through isolated I through applying into competition
- ave continuous opportunities to give and receive d will then act on this feedback to refine rther
- nverse both with teachers and others using key and providing reason for their answer with Jency

	Netball	Apparatus-Based Gymnastics	Athletics
	Floor-Based Gymnastics	Hockey	Swimming
Example Vocabulary	Tag Rugby	Dance	Cricket
Vocabulary	Marking Evasion Tactics Foul Intercept Communicate/Direct Space Movement Offside <b>OAA</b> Key Course Control Strategy Navigate Orienteering Coordinates	Unison Canon Improvisation Relationship Formation Fluency Evaluate Refine Volleyball Forehand Backhand Drop serve Dig Set Formation Tactics Compete	Flick Drive Strike Tracking Overarm Formation Tactics Communication Swimming Athletics Power Speed Endurance Pace
	Netball         Marking         Evasion         Tactics         Foul         Intercept         Communicate/Direct         Space         Movement         Offside	Compete Apparatus-Based Gymnastics Stag leap Split Leap Cat leap Formation Timing Fluency Evaluate Refine Reasoning Hockey	Distance Improve Measure Time Push Pull Fling Hips to Lips Technique Transition Personal best Triple jump Compete Sportsmanship
	Stag leap	Marking	Swimming



	Split Leap Cat leap Formation Timing Fluency Evaluate Refine Reasoning	Evasion Tactics Foul Intercept Communicate/Direct Space Movement Offside	
Significant People and places Additional experiences	Year 5/6 Tag Rugby Competition Year 5/6 (boys, girls and mixed) Football Competitions EFL Kids Cup Tournament Various Intraschool Competitions <i>'The Biggest Girls' Football Event'</i> National Girls Football T Multi Skills afterschool club Danum Eagles Basketball Afterschool Club Boxing w/a professional boxer Circus Skills Street Dance Scooter Skills with Modeshift Stars Cycling Skills with Modeshift Stars 'Bikeability' with Modeshift Stars Fitness Fortnight Exceed Trust Games	ournament	Rebecca Adlington (Br Ellie Simmons (paralyr
	KS2 Sports Day	Year 6	
National Curriculum Link	<ul> <li>Tag Rugby <ul> <li>Develop competence to excel in a broad range of physical activities</li> <li>Are physically active for sustained periods of time</li> <li>Engage in competitive sports and activities</li> <li>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</li> <li>They should enjoy communicating, collaborating and competing with each other.</li> <li>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.</li> </ul> </li> </ul>	<ul> <li>Dance</li> <li>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.</li> <li>They should enjoy communicating, collaborating and competing with each other.</li> <li>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</li> <li>Develop flexibility, strength, technique, control and balance</li> <li>Perform dances using a range of movement patterns</li> <li>Compare their performances with previous ones and demonstrate improvement</li> </ul>	<ul> <li>Volleyball         <ul> <li>Develop compactivities</li> <li>Are physically</li> <li>Engage in com</li> <li>Pupils should confskills, learninglink them to m</li> <li>They should er competing wit</li> <li>They should de different physice valuate and r</li> <li>Use running, juin combination</li> <li>Play competition apply basic privative composition</li> </ul> </li> </ul>

# British swimmer)

lympic swimmer)

npetence to excel in a broad range of physical

- y active for sustained periods of time
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- itive games, modified where appropriate and principles suitable for attacking and defending

- Use running, jumping, throwing and catching in isolation and in combination
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#### OAA

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- Take part in outdoor and adventurous activity challenges both individually and within a team

#### Netball

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#### Apparatus-Based Gymnastics

- Develop competence to excel in a broad range of physical activities
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#### Hockey

- Develop competence to excel in a broad range of physical activities
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- 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.
- Use running, jumping, throwing and catching in isolation and in combination

#### Cricket

- activities
- Are physically active for sustained periods of time ٠ Engage in competitive sports and activities •
- 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

- 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.
- in combination

#### Athletics

- activities

- 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
- 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
- in combination
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best

#### Tennis

activities

Develop competence to excel in a broad range of physical

- They should enjoy communicating, collaborating and competing with each other.
- Use running, jumping, throwing and catching in isolation and
  - Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending

Develop competence to excel in a broad range of physical

- Are physically active for sustained periods of time
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Develop competence to excel in a broad range of physical

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	<ul> <li>Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</li> <li>Floor-Based Gymnastics         <ul> <li>Develop competence to excel in a broad range of physical activities</li> <li>Are physically active for sustained periods of time</li> <li>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</li> <li>Develop flexibility, strength, technique, control and balance</li> <li>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</li> </ul> </li> </ul>	Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending	<ul> <li>Engage in comp</li> <li>Pupils should conf skills, learning link them to ma</li> <li>They should end competing with</li> <li>They should dered different physice evaluate and research use running, jugin combination</li> <li>Play competitive apply basic print</li> </ul>
Unit Overviews	Tag Rugby	Dance	Volleyball
	<ul> <li>Pupils will apply a range of tactics, strategies and skills into different invasion games.</li> <li>They will develop a greater understanding of rules, and when/why we use certain skills and strategies in a game. they will then apply this into games-based activities.</li> <li><b>OAA</b></li> <li>Pupils will complete communication and trust-based activities in pairs/small groups.</li> <li>They will further develop their understanding of map reading through navigating and creating increasingly longer and more complex courses.</li> <li>Pupils have good understanding of how orientation, a key and coordinates are used to navigate.</li> <li>Pupils will continue to develop their understanding of compass points and pacing.</li> <li><b>Netball</b></li> <li>Pupils will apply a range of tactics, strategies and skills into different invasion games.</li> </ul>	<ul> <li>Pupils will take inspiration from video, image and music to create their own stimuli as the base for developing and refining group dances.</li> <li>Pupils will explore and apply the use of formation, and will link and apply a range of dance principles, travelling actions and balancing actions to create flowing, controlled routines.</li> <li>Escape Rooms</li> <li>Pupils will complete communication and trust-based activities in pairs/small groups.</li> <li>They will complete challenges linked to the lesson theme.</li> <li>All lessons are linked throughout the unit with the overall objective of solving the team clues to reveal the 'secret' Each lesson pupils have to complete a code breaker, teamwork challenge, physical challenge and knowledge challenge with a deliberate focus of developing the whole child (head, hand and heart).</li> <li>Apparatus-Based Gymnastics</li> <li>Pupils will demonstrate their knowledge of compositional ideas, and use these techniques to develop, refine and perform a</li> </ul>	<ul> <li>Pupils will apply a range into different net/wall They will develop a gree we use certain skills and this into games-based</li> <li>Cricket</li> <li>Pupils will apply a range into different strike/fiee They will develop a gree and when/why we use game. they will then a activities.</li> <li>Athletics</li> <li>Children will further de of athletic events. The personal bests across a jumping activities.</li> <li>They may start to use (dependent on ability a start to use into a start on a start on</li></ul>

mpetitive sports and activities

- d continue to apply and develop a broader range ning how to use them in different ways and to make actions
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greater understanding of rules, and when/why and strategies in a game. they will then apply ed activities.

ange of tactics, strategies and skills /field games.

greater understanding of rules,

se certain skills and strategies in a

apply this into games based

developing their technical understanding hey can set and compete against ss a range of running, throwing and

se heavier equipment to throw ty and equipment availability)

	They will develop a greater understanding of rules, and when/why we use certain skills and strategies in a game. they will then apply this into games-based activities. Floor-Based Gymnastics Pupils will demonstrate their knowledge of compositional ideas, and use these techniques to develop, refine and perform a small group routine: - Levels, tempo, direction, matching/mirroring, canon, unison Pupils will develop their understanding of timing in gymnastics and will start to apply routines to an accompaniment Pupils can observe and evaluate the performances of others and provide meaningful feedback with context.	<ul> <li>small group routine:</li> <li>Levels, tempo, direction, matching/mirroring, canon, unison</li> <li>Pupils will develop their understanding of timing in gymnastics and will start to apply routines to an accompaniment</li> <li>Pupils can observe and evaluate the performances of others and provide meaningful feedback with context.</li> <li>Hockey</li> <li>Pupils will apply a range of tactics, strategies and skills into different invasion games.</li> <li>They will develop a greater understanding of rules, and when/why we use certain skills and strategies in a game. they will then apply this into games-based activities.</li> </ul>	Pupils can start to obse of others and provide r <b>Tennis</b> Pupils will apply a range into different net/wall They will develop a gre we use certain skills an this into games-based a
Declarative (knowing what) Knowledge	<ul> <li>Tag Rugby <ul> <li>Have a greater understanding of tactics, strategies and rules</li> <li>Pupils will understand key vocabulary in context</li> <li>Pupils will have a greater understanding of positioning both in attack and defence</li> </ul> </li> <li>OAA <ul> <li>Pupils understand how to create, plot and</li> </ul> </li> </ul>	<ul> <li>Dance</li> <li>Pupils have a comprehensive understanding of dance principles</li> <li>Stillness/Balance</li> <li>Jumping/Leaping</li> <li>Travelling</li> <li>Levels</li> <li>Gestures/Emotion</li> <li>Turning/Rotating</li> </ul>	Volleyball <ul> <li>Have a greater i</li> <li>Pupils will unde</li> <li>Pupils will have in attack and de</li> </ul> Cricket <ul> <li>Have a greater i</li> </ul>
	<ul> <li>navigate using more complex coordinates-based map</li> <li>Pupils understand transferrable life skills contained within OAA</li> </ul>	<ul> <li>Pupils have a good understanding of formation and timing</li> <li>Escape Rooms         <ul> <li>Pupils understand transferrable life skills contained within</li> </ul> </li> </ul>	<ul> <li>Pupils will unde</li> <li>Pupils will have batting and field</li> </ul>
	<ul> <li>Netball</li> <li>Have a greater understanding of tactics, strategies and rules</li> <li>Pupils will understand key vocabulary in context</li> <li>Pupils will have a greater understanding of positioning both in attack and defence</li> </ul>	<ul> <li>the unit</li> <li>Apparatus-Based Gymnastics <ul> <li>Pupils have a comprehensive understanding of all compositional ideas</li> <li>Pupils have a good understanding of individual and partner/group balances: <ul> <li>Inverted</li> </ul> </li> </ul></li></ul>	<ul> <li>Athletics</li> <li>Pupils have a conjumping and the Pupils have a conscoring for a value</li> <li>Tennis</li> </ul>
	<ul> <li>Floor-Based Gymnastics</li> <li>Pupils have a comprehensive understanding of all compositional ideas</li> <li>Pupils have a good understanding of individual and partner/group balances:</li> <li>Inverted</li> </ul>	<ul> <li>Supporting (individual)</li> <li>Supporting (partner)</li> <li>Counter balance</li> <li>Counter tension</li> </ul>	<ul> <li>Have a greater of</li> <li>Pupils will unde</li> <li>Pupils will have</li> <li>in attack and de</li> </ul>

bserve and evaluate the performances le meaningful feedback with context.

- nge of tactics, strategies and skills all games.
- greater understanding of rules, and when/why and strategies in a game. they will then apply ed activities.

er understanding of tactics, strategies and rules inderstand key vocabulary in context ive a greater understanding of positioning both I defence

- er understanding of tactics, strategies and rules iderstand key vocabulary in context ive a greater understanding of positioning when ielding
- a comprehensive understanding of running, throwing techniques a comprehensive understanding of rules and variety of events

er understanding of tactics, strategies and rules nderstand key vocabulary in context ave a greater understanding of positioning both I defence

	- Supporting (individual)	Hockey	
	<ul> <li>Supporting (partner)</li> <li>Counter balance</li> <li>Counter tension</li> </ul>	<ul> <li>Have a greater understanding of tactics, strategies and rules</li> <li>Pupils will understand key vocabulary in context</li> <li>Pupils will have a greater understanding of positioning both in attack and defence</li> </ul>	
Procedural (knowing how/why) Knowledge	<ul> <li>Tag Rugby <ul> <li>Pupils are able to independently officiate games fairly, following rules correctly</li> <li>Pupils can reflect and analyse both as individuals and as a team</li> <li>Pupils can demonstrate their knowledge through decision making applied in activities &amp; games</li> <li>Pupils can converse both with teachers and others using key terminology and providing reason for their answer</li> </ul> </li> </ul>	<ul> <li>Dance</li> <li>Pupils will demonstrate their knowledge through isolated activities and through the creation and performance of group routines</li> <li>Pupils will have continuous opportunities to give and receive feedback, and will then act on this feedback to refine routines further</li> <li>Pupils can converse both with teachers and others using key terminology and providing reason for their answer</li> </ul>	<ul> <li>Volleyball</li> <li>Pupils are able following rule</li> <li>Pupils can refl team</li> <li>Pupils can der making applie</li> <li>Pupils can con terminology able</li> </ul>
	<ul> <li>OAA</li> <li>Pupils are able to independently create a map and key of their surroundings. They are then able to plot courses both through plot points, and using coordinates for others to follow.</li> <li>Pupils are able to follow courses independently within a pair/group</li> <li>Pupils will have opportunity to reflect and give/receive feedback throughout the unit</li> </ul>	<ul> <li>Escape Rooms</li> <li>Pupils will constantly be working collaboratively with others as part of a team to solve the best approach for different activities within the lesson</li> <li>Pupils will have opportunity to show their ability to make effective decisions, and show their ability to lead</li> <li>Pupils can converse both with teachers and others using key terminology and providing reason for their answer</li> </ul>	<ul> <li>Cricket</li> <li>Pupils are able following rule</li> <li>Pupils can refl team</li> <li>Pupils can der making applie</li> <li>Pupils can cor terminology a</li> </ul>
	<ul> <li>Pupils can converse both with teachers and others using key terminology and providing reason for their answer</li> <li>Netball         <ul> <li>Pupils are able to independently officiate games fairly, following rules correctly</li> <li>Pupils can reflect and analyse both as individuals and as a team</li> </ul> </li> </ul>	<ul> <li>Apparatus-Based Gymnastics</li> <li>Pupils will demonstrate their knowledge through isolated activities and through the creation and performance of group routines to an accompaniment</li> <li>Pupils will have continuous opportunities to give and receive feedback, and will then act on this feedback to refine routines further</li> <li>Pupils can converse both with teachers and others using key terminology and providing reason for their answer</li> </ul>	<ul> <li>Athletics</li> <li>Pupils will der activities and</li> <li>Pupils will hav feedback, and technique furf</li> <li>Pupils can cor terminology a</li> </ul>
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Example	Tag Rugby	Dance	Volleyball
Vocabulary			
	Lead	Clarity	Forecourt
	Strategy Disver marking	Quality Formation	Backcourt Formation
	Player marking	Fluency	
	Support Positioning	Improvisation	Respect Communication
	Concede	Relationship	Consistency
	Flowing	Props	Strategy
	Turnover	Evaluate	Strategy
		Evaluate	Cricket
	OAA	Refine	
			Obstruction
	Control	Escape Rooms	Runs
	Coordinates	Teamwork	Outwit
	Focal point	Leading	Dictate
	Cooperative	Communication	Officiate
	Reflection	Cooperative	Consistency
	Analyse	Critical thinking	Lead
	Critical thinking		Sportsmanship
	Netball	Apparatus-Based Gymnastics	Athletics
	Lead	Accompaniment	Power
	Strategy	Balance	Speed
	Player marking	Formation	Endurance
	Support	Timing	Pace
	Positioning	8-count	Distance
	Concede	Inverted	Improve
	Flowing	Counter balance	Measure
	Turnover	Counter tension	Time
		Supporting	Push
	Floor-Based Gymnastics	Criteria	Pull
		Critique	Fling
	Accompaniment		Hips to Lips
	Balance	Hockey	Technique

# converse both with teachers and others using key gy and providing reason for their answer

	Formation		Transition		
	Timing	Lead	Personal best		
	8-count	Strategy	Triple jump		
	Inverted	Player marking	Compete		
	Counter balance	Support	Sportsmanship		
	Counter tension	Positioning			
	Supporting	Concede	Tennis		
	Criteria	Flowing			
	Critique	Turnover	Obstruction		
			Runs		
			Outwit		
			Dictate		
			Officiate		
			Consistency		
			Lead		
			Sportsmanship		
Significant Sports Stars					
Additional	Year 5/6 Tag Rugby Competition		;		
Experiences	Year 5/6 (boys, girls and mixed) Football Competitions				
	EFL Kids Cup Tournament				
	'The Biggest Girls' Football Event' National Girls Football Tournament				
	Various Intraschool Competitions				
	Multi Skills afterschool club				
	Danum Eagles Basketball Afterschool Club				
	Boxing w/a professional boxer Circus Skills				
	Street Dance				
	Scooter Skills with Modeshift Stars				
	Cycling Skills with Modeshift Stars				
	'Bikeability' with Modeshift Stars				
	Fitness Fortnight				
	Exceed Trust Games				
	KS2 Sports Day				
Additional					
resources					

