




Foston CE, Terrington CE VA & Stillington Primary Schools in collaboration with Langton Primary School Progression Map



<p>Subject</p> <p>Physical Education</p> 	<p>Subject Intent:</p> <ul style="list-style-type: none"> • The ability to acquire new knowledge and skills exceptionally well and develop an in-depth understanding of PE. • To enable pupils to gain a wide experience of a range of sports and create lots of opportunities for a healthy lifestyle. Keeping physically active will compliment and supplement the school's approach to mental health and the well-being of children. • To ensure all children see PE as a high-profile part of the school curriculum and take part and experience a range of competitive sporting activities. • The willingness to practise skills in a wide range of different activities and situations. To have the ability to remain physically active for sustained periods of time. • To teach children core values and life skills to apply to other areas. • A keen interest in PE. A willingness to participate eagerly in every lesson, highly positive attitudes and the ability to make informed choices about engaging fully in extra-curricular sport. • The ability to swim at least 25 metres before the end of year 6 and know how to remain safe in and around water. • All children to flourish and reach their full potential through the National Curriculum, British Values, our vision, the school's core values and related curriculum enhancers. 	<p>Curriculum Enhancers:</p> <p>Creativity Diversity Community Sustainability</p> <p>Langton Primary School Values: Excellence, Respect, Nurture, Collaboration, Creativity and Resilience</p>
National Curriculum		
Key Stage 1	Key Stage 2	
<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations</p>	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p>	

Dance	Games	Gymnastics	Athletics	Dance	Games	Gymnastics	Outdoor and Adventurous Activity	Evaluate
Perform dances using simple movement patterns.	Participate in team games, developing simple tactics for attacking and defending.	Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.	Use running, jumping, throwing and catching in isolation and in combination	Perform dances using a range of movement patterns	Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	Develop flexibility, strength, technique, control and balance	Take part in outdoor and adventurous activity challenges both individually and within a team	Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
All schools must provide swimming instruction either in Key Stage 1 and Key Stage 2								
Swim competently, confidently and proficiently over a distance of at least 25m.			Use a range of strokes effectively ie: front-crawl, backstroke and breaststroke.			Perform safe self-rescue in different water base situations		

Early Years Foundation Stage – Physical Development

- Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing
- Progress towards a more fluent style of moving, with developing control and grace.
- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently.
- Use their core muscle strength to achieve a good posture
- Combine different movements with ease and fluency
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.

- Develop overall body-strength, balance, co-ordination and agility
- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
- Know and talk about the different factors that support their overall health and wellbeing: regular physical activity
- Further develop the skills they need to manage the school day successfully

Early Learning Goals (End points)	Gross Motor Skills	Fine Motor Skills
	<ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing 	<ul style="list-style-type: none"> • Use a range of small equipment. • Begin to show accuracy and care when moving.
Vocabulary	Ready, steady, go; stop; balance, stretch, land, twist, turn, bend, tuck, curl, roll, jump, run, walk, jog, throw, catch, travel, forward, backward, sideways, sit-down, stand-up, freeze, fast, slow, point, flex.	

Year 1 & 2

KS1 NC PE end points.	Key Knowledge	Dance	Games	Gymnastics
<ul style="list-style-type: none"> • Has mastered basic movements including running, jumping, throwing and catching. • Has developed balance, agility and co-ordination, and is beginning to apply these in a range of activities. • Can participate in team games and is developing simple tactics for attacking and defending. 		<ul style="list-style-type: none"> • That exercise causes the heart rate to rise; cheeks might flush, the body may sweat and body temperature rises. • The importance of stretching and staying hydrated. • Focus and concentration is necessary when dancing. • Dance can be thought of as a narrative. Movements can be sequenced to create a dance. • There is 'strong' and 'light' music and there are strong and light movements. • There are different levels and directions within a space. 	<ul style="list-style-type: none"> • Knows and can describe how the body feels before, during and after different physical activities. • The importance of stretching and staying hydrated. • The difference between running, jumping, skipping, hopping and walking and will be able to demonstrate these. • They know they can throw, kick, roll or bounce to pass and know which movements are necessary to demonstrate this. • They will know that they can use their hands or feet to pass a ball, from standing initially, then moving. 	<ul style="list-style-type: none"> • To know how to correctly stretch muscles in the warm up. • To have a basic understanding that conditioning builds muscle strength & endurance. • To know how to safely land and finish skills. • To know all basic gymnastics shapes – standing straight, tuck, pike, straddle, star, front support, back support, hollow dish, arch, bridge. • To know how to safely perform a forward roll. • To understand that it is important for us to warm up before we start gymnastics. • To know that we only jump once on a springboard

<ul style="list-style-type: none"> ● Can perform dances using simple movement patterns. 		<ul style="list-style-type: none"> ● When dancing with a partner it is important to be aware of each other and keep time. ● To know you can use different parts of your body within a dance sequence. ● To know that changing rhythm and speed can enhance a dance performance and change how the choreography looks. ● To use the correct terminology for body parts involved in dance routines. ● To know that you can change levels and direction throughout a sequenced dance routine. ● To know you can use repetition and patterns within dance sequences. 	<ul style="list-style-type: none"> ● They will know that to throw/kick accurately they need to look at the target and aim. ● To catch accurately they need to make a cradle with their hands or arms and look at where the beanbag/ball is aimed. ● Knows that physical activity is important to stay healthy. ● Knows how to use hitting, kicking and/or rolling in a game. ● Knows and can decide the best space to be in during a game. ● Knows how to use a tactic in a game. ● Know and can follow basic rules. ● Know when they can move with a ball, either carrying, bouncing or dribbling. 	<ul style="list-style-type: none"> ● To know how to safely enter and exit partner balances and what to do if the balance becomes unsafe. ● To know how long balances are held for (3 seconds) ● To know the rhythm and order of a cartwheel - hand, hand, foot, foot.
	<p>Key Skills</p>	<ul style="list-style-type: none"> ● To explore the movements of different parts of the body. ● To explore different body shapes. ● To create and perform a simple dance and a partnered dance with teacher guidance. ● To convey a short narrative through the medium of dance. ● To move in space safely with others, with an awareness of the body and the space it moves in To work with a partner, being aware of each other and keeping time. ● To copy a partner's movements – following, side by side, facing. ● To show sensitivity to music when moving 	<p><u>Striking and hitting a ball:</u></p> <ul style="list-style-type: none"> ● Use hitting skills in a game – hold racket/bat correctly; point face of equipment to target; position the body correctly. ● Practise basic striking, sending and receiving, with hand, racket and bat, from the ground, a cone, a throw, in the air. ● Strike and hit a ball with increasing control. <p><u>Throwing and Catching:</u></p> <ul style="list-style-type: none"> ● Throw underarm and overarm (including throwing to a target) . ● Bounce and catch a large ball, then a smaller ball. ● Use rolling skills in a game, roll with accuracy. ● Practise accurate throwing and consistent catching. 	<p><u>Floor:</u></p> <ul style="list-style-type: none"> ● Hog/pencil roll ● Mushroom roll. ● Teddy-bear roll. ● Crouching and back rolls. ● Introducing forward rolls. ● Introduce backwards roll, with wedge/bunny-ears. ● 5 jump variations . ● Bend knees on landing. ● Bunny Hops ● Introduce cartwheels using 1,2,3,4 format <p><u>Bench:</u></p> <ul style="list-style-type: none"> ● Walking variations ● Bunny hop variations, along and over. ● Body slides and pulls ● Forward roll dismounts. <p><u>Vault:</u></p>

		<ul style="list-style-type: none"> ● To develop poise, balance and coordination while moving and stopping. ● Change rhythm, speed, level and direction in dance ● Make a sequence by linking sections together (on own, as well as with a partner) ● Express a mood or feeling, including changes in mood and feeling, through a short dance routine. 	<ul style="list-style-type: none"> ● Throw different types of equipment, in different ways, for accuracy and distance. ● Throw, catch, bounce a ball to/from a partner. ● Develop throwing and catching skills – use of whole body; body positioning; pulling and pushing; hand-eye coordination; move to meet the ball. ● Vary the types of throw used in a simple game. <p><u>Travelling with a Ball:</u></p> <ul style="list-style-type: none"> ● Travel with a ball in different ways – running, dribbling, bouncing. ● Dribble – part of the foot to use; where to position/keep the ball; tracking ball and space. ● Bouncing (dribbling) – fingers on ball; push down action; position of bounce to body/partner (to side of hip); tracking ball. ● Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency. <p><u>Passing a Ball:</u></p> <ul style="list-style-type: none"> ● Pass the ball, by 2 hands, then 1 hand to a stationary partner, then another player in a game. ● Use kicking skills in a game. ● Use different ways to pass a ball in a game. <p><u>Using Space:</u></p> <ul style="list-style-type: none"> ● Use different ways of travelling in different directions or pathways. ● Move at different speeds. ● Begin to use space in a game. <p><u>Attacking and Defending:</u></p>	<ul style="list-style-type: none"> ● Squat and Straddle on box top with dismount jumps. ● Bunny Hops on long vault <p><u>Balances:</u></p> <ul style="list-style-type: none"> ● Individual balances ● Simple partner balances <p><u>Rebound:</u></p> <ul style="list-style-type: none"> ● Jump off the floor using different jump types. ● Jumps using trampette ● Jumps off the trestle table ● Jumps off the springboard
--	--	---	--	--

			<ul style="list-style-type: none"> ● Begin to use the terms attacking and defending. ● Use simple defensive skills such as marking a player or defending a space. ● Use simple attacking skills such as dodging to get past a stationary defender. ● Use at least one technique to attack or defend to play a simple game successfully. <p><u>Tactics and Rules:</u></p> <ul style="list-style-type: none"> ● Follow simple rules to play simple games, including small team games. ● Understand the importance of rules in games. <p><u>Compete/Perform:</u></p> <ul style="list-style-type: none"> ● Perform using a range of actions and body parts with some coordination. ● Begin to perform learnt skills with some control. ● Engage in competitive activities and small team games. <p><u>Evaluate:</u></p> <ul style="list-style-type: none"> ● Watch and describe performances. ● Begin to say how they could improve. 	
Vocabulary	Light, strong, perform, shape, sequence, direction, level, speed, mood, feeling, poise, balance, coordination, rhythm, space.	Stretch, hydrate, roll, jump, skip, hop, throw, kick, roll, bounce, pass, throw, catch, space, tactics, pass rules, hitting, striking, fielding, sending, receiving, racket, batt, bat, underarm, overarm, dribble, forwards, backwards, accuracy, distance, target, pathways, directions, space, speed, attacking, defending, coordination, competition.	Standing straight, tuck, pike, straddle, star, front support, back support, hollow dish, arch, bridge, stretch, coordination, jump, land, balance, roll, rock, handstand, cartwheel, hop, jump, squat, straddle.	
Year 3 & 4				
KS2 NC end points.	See Games knowledge and skills below.			
	Dance	Gymnastics	Athletics	Outdoor AA

<ul style="list-style-type: none"> ● Can use running, jumping, throwing and catching in isolation and in combination. ● Is able to play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. ● Has developed flexibility, strength, technique, control and balance. ● Can perform dances using a range of movement patterns. ● Is able to take part in outdoor and adventurous Activity challenges both individually and within a team ● Is able to compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<p>Key knowledge</p>	<ul style="list-style-type: none"> ● Knows how to improvise freely and translate ideas from a stimulus into movement ● Share and create phrases with a partner or small group ● Remember and repeat dance perform phrases ● Know that they can coordinate different body parts at the same time to create a dance. ● Can understand that they can create shapes at different levels to ensure a varied routine. ● Can use everyday movements (running, jumping, twisting, turning etc) to create dance moves. ● Knows how to compose own dances in a creative way. ● Perform dance to an accompaniment devising the sequence to take account of rhythm and style of music. ● Dance shows clarity, fluency, accuracy and consistency. ● Shows increasing knowledge of a varying number of styles of dance. ● Chooses appropriate style of dance/movements/sequencing as appropriate to the music. ● Knows the impact of that increase poise, balance and coordination can make to a dance performance and apply 	<ul style="list-style-type: none"> ● To understand the importance of pulse raising and warm-ups. ● To be able to identify when their pulse has been raised and their body is ready for stretches. ● To know the main parts of the body that need to be stretched prior to a gymnastics session. ● To know basic conditioning exercises to increase strength. ● To understand the importance of conditioning, stretching and endurance in gymnastics. ● To know how to safely move equipment. ● To know how to safely land and finish skills. ● To know how to safely enter and exit group balances and what to do if the balance becomes unsafe. ● To understand the differences between a leap and a jump. ● To know a variety of stretches that will prepare their bodies for a gymnastics sessions. ● To know what conditioning exercises will improve specific parts of the body. 	<ul style="list-style-type: none"> ● Knows how to run at fast, medium and slow speeds; changing speed and direction ● Can take part in a relay, remembering/knowing when to run and what to do ● knows how to increase the distance that a thrown object travels through effective technique ● Know of different types of jumps for height and distance ● Knows how to sprint over a short distance and understands that a sprint style can't be sustained over a long distance. ● Knows how to throw in different ways and hit a target (at appropriate distance), when needed. 	<ul style="list-style-type: none"> ● Knows how to follow a simple map in a familiar context ● Knows how to use clues to follow a route ● Knows how to follow a route safely. ● Knows how to follow a map in a (more demanding) familiar context 5/6 ● Knows how to follow a route within a time limit. ● Know how to use a simple compass.
---	----------------------	--	--	--	--

		<p>this when moving and stopping within a sequence.</p> <ul style="list-style-type: none"> ● Knows the importance of warming up specific muscle groups in preparation for dance, as well as cooling down. ● Knows that dance can communicate feelings and narratives. ● Knows and can state which aspects of own performance were particularly strong and which they could improve on. 	<ul style="list-style-type: none"> ● To understand the importance of conditioning, stretch and endurance in gymnastics. 		
	Key Skills	<ul style="list-style-type: none"> ● Recognise a beat and time movements to it. ● Keep count of a beat. ● Discuss and analyse ideas for a performance in a group. ● Move different body parts at the same time in coordination to a beat. ● Change rhythm, speed, level and direction in a planned dance routine. ● Make a sequence of choreographed movements that involve thought-out plans. ● Express an atmosphere or mood that can be interpreted by an audience. ● Develop increased poise, balance and coordination while moving and stopping. 	<p><u>Floor:</u></p> <ul style="list-style-type: none"> ● Forward roll variations including; forward roll to straddle stand. ● Backward roll variations including; to straddle stand. ● Cartwheels including; introducing round off, linking cartwheels, cartwheels using equipment. ● Handstands including; handstand shaping, partner handstands. ● Leaps & Spins; leap variations, transitional movements, spin variations, linking leaps and spins. <p><u>Bench & Vault:</u></p> <ul style="list-style-type: none"> ● Squat and Straddle on with dismount jumps. ● Introduce through vaults ● Bunny hop along a vault. ● Roll along a vault. 	<p><u>Running:</u></p> <ul style="list-style-type: none"> ● Identify and demonstrate how different techniques can affect their performance. ● Focus on their arm and leg action to improve their sprinting technique. ● Begin to combine running with jumping over hurdles. ● Focus on trail leg and lead leg action when running over hurdles. ● Understand the importance of adjusting running pace to suit the distance being run. ● Confidently demonstrate an improved technique for sprinting. ● Carry out an effective sprint finish. ● Perform a relay, focusing on the baton changeover technique. 	<p><u>Trails:</u></p> <ul style="list-style-type: none"> ● Orientate themselves with increasing confidence and accuracy around a short trail. ● Create a short trail for others with a physical challenge. ● Start to recognise features of an orienteering course. ● Plan and organise a trail that others can follow. ● Begin to use a map to complete an orienteering course. ● Start to improve trails to increase the challenge of the course. <p><u>Problem Solving:</u></p> <ul style="list-style-type: none"> ● Identify and use effective communication to begin to work as a team. ● Identify symbols on a key ● Communicate clearly with other people in a team, and with other teams.

		<ul style="list-style-type: none"> ● Show sensitivity to music by keeping time to the beat when performing. ● Manage coordination of self and with others. ● Sequence movement. ● Dance shows clarity and accuracy. ● Create and perform a group dance showing unison of movement. ● Dance shows clarity, fluency, accuracy and consistency. ● Move safely, in varied ways, in space with others. ● Modify their use of skills or techniques to achieve a better result. <p><u>Evaluation:</u></p> <ul style="list-style-type: none"> ● Watch, describe and evaluate the effectiveness of a performance. ● Describe how their performance has improved over time. ● Listen to the ideas of others. ● Evaluate dance and group movement. ● Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. 	<p><u>Balances:</u></p> <ul style="list-style-type: none"> ● Individual balances on different body parts ● Partner balances and counter balances. ● Simple group balances <p><u>Evaluation:</u></p> <ul style="list-style-type: none"> ● Evaluate effectiveness of own and others performances and suggest improvements. 	<ul style="list-style-type: none"> ● Speed up and slow down smoothly. <p><u>Jumping:</u></p> <ul style="list-style-type: none"> ● Use one and two feet to take off and to land with. ● Develop an effective take-off for the standing long jump. ● Develop an effective flight phase for the standing long jump. ● Land safely and with control. ● Learn how to combine a hop, step and jump to perform the standing triple jump. ● Begin to measure the distance jumped. <p><u>Throwing:</u></p> <ul style="list-style-type: none"> ● Perform a pull throw. ● Measure the distance of their throws. ● Continue to develop techniques to throw for increased distance. <p><u>Evaluation:</u></p> <ul style="list-style-type: none"> ● Evaluate the effectiveness of own and other's performances, and suggest improvements. 	<ul style="list-style-type: none"> ● Have experience of a range of roles within a team and begin to identify the key skills required to succeed at each. ● Associate the meaning of a key in the context of the environment. <p><u>Preparation & organisation:</u></p> <ul style="list-style-type: none"> ● Begin to choose equipment that is appropriate for an activity <p><u>Communication</u></p> <ul style="list-style-type: none"> ● Communicate clearly with others. ● Try a range of equipment for creating and completing an activity. ● Make an informed decision on the best equipment to use for an activity. <p><u>Compete and Perform:</u></p> <ul style="list-style-type: none"> ● Begin to complete activities in a set period of time. ● Complete an orienteering course more than once and begin to identify ways of improving completion time. <p><u>Evaluation:</u></p> <ul style="list-style-type: none"> ● Begin to offer an evaluation of personal performances and activities.
	Vocabulary	Run, jump, travel, twist, turn, level, direction, perform, create, interpret, rhythm,	Warm-up, pulse, conditioning, stretch, jump, roll, twist, turn, travel,	Run, throw, jump, speed, stamina, endurance, distance, height, length, relay, sprint,	Map, route, clue, orientate, challenge, symbol, key, communicate, course.

		speed, sequence, phrase, creative, unison, canon, clarity, poise, balance, coordination, fluency, accuracy, consistency, beat, movement, choreograph, evaluate, improve.	balance, leap, poise, tension, strength, endurance, cool-down, cartwheel, handstand, straddle, squat, vault, counter-balance, trust, hop.	hurdle, baton, take-off, flight, combine, triple-jump, pull, push, measure.	
--	--	--	---	---	--

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

Year 5 & 6					
------------	--	--	--	--	--

KS2 NC end points. <ul style="list-style-type: none"> ● Can use running, jumping, throwing and catching in isolation and in combination. ● Is able to play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. ● Has developed flexibility, strength, technique, control and balance. ● Can perform dances using a range of movement patterns. ● Is able to take part in outdoor and adventurous Activity challenges both 	See Games knowledge and skills below				
		Dance	Gymnastics	Athletics	OAA
	Key knowledge	<ul style="list-style-type: none"> ● Knows how to compose own dances in a creative way, individually, with a partner and within a small group. ● Perform dance to an accompaniment devising the sequence to take account of rhythm and style of music and mood of the piece. ● Dance shows clarity, fluency, accuracy and consistency of movement. ● Develop sequences in a specific style of dance. ● Choose own music and style ● Knows the impact of that increased poise, balance and coordination can make to a dance performance and apply this when moving and stopping within a sequence at different levels within the space. ● Knows the importance of warming up specific muscle groups in preparation for dance, as well as cooling down. 	<ul style="list-style-type: none"> ● To understand the importance of pulse raising and warm ups. ● To be able to identify when their pulse has been raised and their body is ready for stretches. ● To know a variety of stretches that will prepare their bodies for a gymnastics session. ● To know a variety of conditioning exercises to increase stretch and endurance and understand their importance. ● To know how to safely move equipment. ● To know the terms “progressions” and “preps” and why they are important in developing skills safely. ● To know a variety of preps for advance skills, such as walkovers and handsprings. 	<ul style="list-style-type: none"> ● Knows how to show control when taking off and landing ● Knows how to throw with increasing accuracy ● Knows how to combine running and jumping in the context of a triple jump. ● Know how to do an overarm and sling throw with various equipment. 	<ul style="list-style-type: none"> ● Knows how to design a map for others to follow in a (more demanding) familiar context ● Knows the approximate amount of time that their own devised route will take and is able to follow a set route within an allocated time limit. ● Use a compass confidently.

<p>individually and within a team</p> <ul style="list-style-type: none"> ● Is able to compare their performance s with previous ones and demonstrate improvement to achieve their personal best. 		<ul style="list-style-type: none"> ● Knows that dance can communicate an idea, as well as feelings and narratives. ● Knows and can state which aspects of own and others' performance were particularly strong and which they could improve on. 	<ul style="list-style-type: none"> ● To know how to safely land and finish skills. ● To know what constitutes a good gymnastics routine; including different types of timing, transitions, different heights, and balances. ● To know how to safely enter and exit group balances and what to do if the balance becomes unsafe. ● To understand the differences between a leap and a jump. 		
	<p>Key skills</p>	<p><u>What:</u></p> <ul style="list-style-type: none"> ● Be aware of posture, poise and extension when dancing. ● Focus on the quality of dance. ● Create and perform sequences using a wide range of body actions. ● Use smooth transitions between movements, shapes and actions. <p><u>Where:</u></p> <ul style="list-style-type: none"> ● Travel in a variety of ways using a wide range of pathways and levels, individually and with others. ● Vary the use of space – levels, direction, close to, far away – to enhance the quality of a dance. <p><u>How:</u></p>	<p><u>Floor:</u></p> <ul style="list-style-type: none"> ● Forward roll variations including; forward roll to straddle stand, handstand forward roll. ● Backward roll variations including; to straddle stand, to front support shape, to handstand. ● Cartwheels including; one handed, side to side, front to back, round off, linking cartwheels, cartwheels using equipment. ● Handstands including; handstand shaping, partner handstands, handstand turns, handstands on the bench. ● Leaps & Spins; leap variations, transitional 	<p><u>Running</u></p> <ul style="list-style-type: none"> ● Accelerate from a variety of starting positions and select their preferred position. ● Identify their reaction times when performing a sprint start. ● Continue to practise and refine their technique for sprinting, focusing on an effective sprint start. ● Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run. ● Identify and demonstrate stamina, explaining its importance for runners. ● Build up speed quickly for a sprint finish. ● Run over hurdles with fluency, focusing on the lead 	<p><u>Trails</u></p> <ul style="list-style-type: none"> ● Start to orientate themselves with increasing confidence and accuracy around an orienteering course. ● Begin to use navigation equipment to orientate around a trail. <p><u>Problem Solving</u></p> <ul style="list-style-type: none"> ● Complete orienteering activities both as part of a team and independently. ● Identify a key on a map and begin to use the information in activities. <p><u>Preparation and Organisation</u></p> <ul style="list-style-type: none"> ● Choose the best equipment for an outdoor activity. <p><u>Communication</u></p> <ul style="list-style-type: none"> ● Communicate clearly and effectively with others. ● Work effectively as part of a team.

		<ul style="list-style-type: none"> ● Create work with contrasting qualities eg soft/hard, relax/aggressive in response to the stimuli. ● Explore dance styles from different times and places. <p><u>Who:</u></p> <ul style="list-style-type: none"> ● Use group shapes and structures, duets and trust exercises to express ideas and mood. ● Copy, contrast and surround the shapes and movements of others. ● Create sequences that convey a character narrative, mood and intention. ● Learn and perform steps and movements of dances from other times and places. ● Use space to place the dance in relation to the audience. ● Use language to describe movement and express ideas. 	<p>movements, spin variations, advance leaps and spins, linking leaps and spins.</p> <ul style="list-style-type: none"> ● Forward roll from standing Straddle forward roll ● Pike forward roll ● Dive forward roll ● Tucked backward roll Backward roll to straddle Backward roll to standing pike ● Pike backward roll <p><u>Jumps:</u></p> <ul style="list-style-type: none"> ● Straight jump ● Tuck jump ● Jumping jack ● Star jump ● Straddle jump ● Pike jump ● Stag jump ● Straight jump half-turn ● Straight jump full-turn Cat leap ● Cat leap half-turn Cat leap full-turn Split leap ● Stag leap <p><u>Bench & vault:</u></p> <ul style="list-style-type: none"> ● Squat and Straddle on with dismount jumps. ● Through vaults ● Roll along vaults ● Round off dismount ● handspring dismount <p><u>Balances:</u></p> <ul style="list-style-type: none"> ● Individual balances 	<p>leg technique and a consistent stride pattern.</p> <ul style="list-style-type: none"> ● Accelerate to pass other competitors. ● Work as a team to competitively perform a relay. ● Confidently and independently select the most appropriate pace for different distances and different parts of the run. ● Demonstrate endurance and stamina over longer distances in order to maintain a sustained run <p><u>Jumping</u></p> <ul style="list-style-type: none"> ● Improve techniques for jumping for distance. ● Perform an effective standing long jump. ● Perform the standing triple jump with increased confidence. ● Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight. ● Land safely and with control. ● Measure the distance and height jumped with accuracy. ● Investigate different jumping techniques. ● Develop the technique for the standing vertical jump. 	<ul style="list-style-type: none"> ● Successfully use a map to complete an orienteering course. Begin to use a compass for navigation. <p><u>Compete and Perform</u></p> <ul style="list-style-type: none"> ● Complete an orienteering course on multiple occasions, in a quicker time due to improved technique.
--	--	--	--	--	---

			<ul style="list-style-type: none"> ● Partner balances ● Group balances ● Hurdle step onto springboard Squat on vault ● Straddle on vault ● Star jump off ● Tuck jump off Straddle jump off Pike jump off ● Squat through vault Straddle over vault ● 1, 2, 3 and 4- point balances ● Balances on apparatus ● Develop technique, control and complexity of part-weight partner balances. <p><u>Evaluation:</u></p> <ul style="list-style-type: none"> ● Describe and identify particular skills or techniques and the effect they had on their own and others' performances. ● Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements. 	<ul style="list-style-type: none"> ● Maintain control at each of the different stages of the triple jump. <p><u>Throwing</u></p> <ul style="list-style-type: none"> ● Perform a fling throw. ● Throw a variety of implements using a range of throwing techniques. ● Measure and record the distance of their throws. ● Continue to develop techniques to throw for increased distance. ● Measure and record the distance of their throws. <p><u>Evaluation:</u></p> <ul style="list-style-type: none"> ● Describe and identify particular skills or techniques and the effect they had on their own and others' performances. 	
	Vocabulary	Posture, poise, extend, focus, body, actions, express, space, dynamics, relationships, choreography, movement, sequence, perform, travel, turn, roll, elevate, gesture, stillness, levels, direction, control, unison, canon.	Balance, rock, roll, jump, leap, statue, still, tension, partner, counterbalance, contrast, match, mirror, synchronise, communicate, co-operate, observe, bounce, skip, swing, lift, support, push, pull, travel, straight, curved, angular,	Run, hurdle, sprint, throw, sling, javelin, discus, shot, competitive, long distance, stamina, strength, scissors, endurance, stamina, speed, overarm.	Map, route, compass, trail, orienteering, navigation, compass.

			straddle, pike, tuck, squat, sequence, flight,		
Games					
<u>Netball</u>	Key knowledge	<p>Year 3</p> <ul style="list-style-type: none"> ● Know how to do a shoulder pass, chest pass and bounce pass. ● Know the 1 2 footwork action. ● Know how to pivot on one foot. ● Know not to walk or run with the ball in your hands. ● know how to score points and follow simple rules. ● apply simple tactics for attack and defence. ● Know when I have the ball, I am attacking and when I don't I am a defender. ● Standing between the ball and an attacker will help me stop them getting the ball. ● Know how to score. ● Move into a space to receive a ball and pass. ● Know to control the ball before passing. 	<p>Year 4</p> <ul style="list-style-type: none"> ● Know how to do an overhead pass. ● Know the rules of the basic game. ● know each player should mark an opposing player. ● Know that players on the same team should spread out across the court space. ● Recognise when to pass and when to shoot. ● Know to cushion the ball when receiving it. ● Knows when and where to pass. ● know pointing my hand towards the goal ring will help me to score a goal. ● Know my role as an attacker and defender. ● Play 5 v 5 games ● Know how a 'throw-up' works to start a game. ● Knows the different netball positions. 	<p>Year 5</p> <ul style="list-style-type: none"> ● Know when to mark and when to move away from an opponent into a space. ● Know how to create space for myself and team. ● Identify when to use tactics in different situations. ● Play 7 v 7 games. ● know that dodging in different directions will help me lose a defender and get into a space. ● Know the positions of each player in a team. ● Know how to change from an attacker to a defender quickly. ● Know the different areas of the court and what they are called and where each player can go and not go. ● Aim and score from different points in the D. ● Pass a ball within 3 seconds of receiving it. 	<p>Year 6</p> <ul style="list-style-type: none"> ● Understand and apply the rules of the game. ● Know where each player on a team can go on the court. ● Use a range of square and straight passes to change the direction of the ball. ● Position body to defend effectively, making successful interceptions. ● Know which pass is best to use and when in a game. ● Use a range of speeds within a game to support a team in scoring. ● Know consequences of breaking game rules. ● Begin to apply pressure on an opponent.
	Key Skills	● Stand still while holding the ball.	● Communicates with team members.	● Practise shooting at different heights and from different distances.	● Know how to block and keep the opposition away from the goal.

		<ul style="list-style-type: none"> ● Pivot on one foot to change direction when holding the ball. ● Pass the ball to team mates towards the goal post. 	<ul style="list-style-type: none"> ● Can play in different positions. ● Send and receive a netball to or from a team mate, using different passes. ● Keep a ball under control when receiving a range of passes from a team mate. ● Understand where the space is and can move into it. ● Mark another player and begin to attempt interceptions. ● Play small sided competitive games. ● Communicate, encourage and collaborate with your team mates. ● Can make decisions aligned to invasion principles. 	<ul style="list-style-type: none"> ● Begin to apply pressure to opponents. ● Can make decisions aligned to different positions. ● Know when to attack and defend. ● Be able to feint a pass or dodge. 	<ul style="list-style-type: none"> ● Pass the ball forward towards the goal.
<p>Vocabulary: Chest pass, shoulder pass, bounce pass, centre, wing attack, wing defence, goal keeper, goal attack, goal defence, goal shooter, circle, throw-up, attack, defender, throw-in, block, goal third, centre third, pivot, foot-work, contact.</p>					
<u>Hockey</u>	Key knowledge	<ul style="list-style-type: none"> ● Introduce hockey heroes – dribbling, passing, goal scoring. ● Learn how to hold a stick for dribbling. (hands apart) ● Learn safety for carrying a stick – do not raise above hip. ● Learn which side of the stick to hit the ball with. ● Know how to tap the ball and keep it under control when dribbling. ● Slowly increase speed at which ball is dribbled. 	<ul style="list-style-type: none"> ● Introduce quicksticks 4v4 mini games. ● Begin to look for spaces to move into. ● Know how to push a ball to a team mate. ● Push and hit a ball with greater accuracy. ● Learn how to receive a ball from a team mate. ● Recognise when to pass and when to shoot. 	<ul style="list-style-type: none"> ● Begin to practise flicking the ball. ● Begin to learn how to tackle an opponent with the ball. ● Know when to mark and when to move away from an opponent into a space. ● Know how to create space for myself and team. ● Identify when to use tactics in different situations. 	<ul style="list-style-type: none"> ● Know the principles of attack and defence. ● know and apply the rules of the game. ●

		<ul style="list-style-type: none"> ● Know how to stop the ball. ● Know how to hold a stick to hit a ball (hands together). ● Know how to hit a ball safely for distance. 		<ul style="list-style-type: none"> ● Know how to change from an attacker to a defender quickly. 	
	Key skills	<ul style="list-style-type: none"> ● Keep head up when dribbling. ● Aim the ball at a target. 	<ul style="list-style-type: none"> ● Aim the ball at a goal. ● Keep a ball under control when receiving a range of passes from a team mate. ● Understand where the space is and can move into it. ● Mark another player and begin to attempt interceptions. ● Play small sided competitive games. 	<ul style="list-style-type: none"> ● Develop communication and teamwork skills. ● Practise shooting from different directions and distances. 	<ul style="list-style-type: none"> ● Develop speed, agility and stamina in the game. ● Develop hand-eye and foot coordination.
Vocabulary: hit, push pass, attack, defend, goal, stick, reverse sticks, dribble, penalty, corner, flick, centre pass, pass back, dodge, cross, obstruction, centre pass, clearing, cross, feint dodge					
<u>Football</u>	Key knowledge	<ul style="list-style-type: none"> ● To know the basic rules of different ball games through experiencing them as mini games. ● Know how to dribble a ball. ● Know how to stop and control a ball. ● Know how to pass a ball to a team mate. ● Look for the spaces on a pitch. ● Know how to mark and defend. ● Know how to gain possession of a ball. ● Know how to score a goal. 	<ul style="list-style-type: none"> ● To know the basic rules of different ball games through experiencing them as mini games. ● Attacking - The team with the ball attempts to score a goal in the opponents net by shooting or heading the ball ● Defending - a defending a team tries to stop the other team scoring and regain possession of the ball - Once they have the ball they become the attacking team ● Heading - age 12 and under are not allowed to header the ball in training 	<ul style="list-style-type: none"> ● Know how to do an inside hook- The Inside-Hook turn uses the inside of the foot to turn and then sprint away from the defender. ● Know how to do an outside hook- Use the outside of the foot to hook the ball back in the direction that you are going to. This turn is good for keeping your body between the ball and your opponent ● Know how to do a drag back- A drag back is when you place the bottom of the foot on the ball, rolling it (or flicking it) backward, and turning with it. 	<ul style="list-style-type: none"> ● Develop an understanding of how to outwit an opponent. ● Develop knowledge of the rules through refereeing and coaching. ● Implement tactical decisions. ● Understand the health and enjoyment benefits of playing the game. ● Know the rules of the full game.

		<ul style="list-style-type: none"> ● Know that a game starts in the centre of the pitch with a kick-off ● Know a goal cannot be scored directly from a start or restart of play. ● Know when a ball is out of play: If the ball goes off the pitch (sideline) it is a throw in. If the ball goes off at the goal line: By attacking team - it is a goal kick; by defending team - it is a corner. ● Tackling: No slide tackles ● Know how to do a throw-in. 	<p>or practice in England, Scotland and Northern Ireland. However they can header a ball in a game.</p> <ul style="list-style-type: none"> ● Passing - P – Plant (foot) P – Pass (inside foot) P – Point (direction) 	<ul style="list-style-type: none"> ● Develop tactics when attacking and defending. 	
	Key skills	<ul style="list-style-type: none"> ● Begin to dribble a ball making small touches ● Begin to send a football to someone on team. ● Keep a ball under control. ● Know where space is and try to move into it. ● Mark another player and defend when needed. ● Play competitive games 2v2, 3v3 ● Demonstrate a throw-in. 	<ul style="list-style-type: none"> ● Dribble with small touches into space. ● Send a football to someone on the team, using different parts of foot. ● Keep a ball under control when receiving a range of passes from team. ● Understand where the space is and can move into it. ● Mark another player and begin to attempt interceptions. ● Play small sided competitive games. ● Communicate, encourage and collaborate with your team mates. ● Move body to correct position to stop and control a ball. 	<ul style="list-style-type: none"> ● Demonstrate foot-eye coordination. ● Begin to use different foot skills in different situations of the game. ● Demonstrate fairness and resilience in playing. ● Accept winning and losing with grace. ● Control the ball using either foot when moving. Pass the ball with inside, front or laces on the foot. ● Dribble the ball using inside, outside hook and drag back beginning to accelerate. ● Show good body position to defend and press in a 2v2 game. 	<ul style="list-style-type: none"> ● Move into space to receive the ball and control with either foot in a game. ● Select the correct pass for various distances in a game situation. ● Dribble the ball in a game situation around a defender. ● Communicate with team when defending in a game -making interceptions, cover space. ● To work as a team to score, shooting from various angles. ● In a team, discuss tactics and how to win as a team (communicate and collaborate) ● Use techniques learned and apply in a game situation. Apply basic principles for attacking and defending. ● Understanding the positions and rules of the game.

			<ul style="list-style-type: none"> ● Pass the ball with inside of feet, whist on the move. ● Defend- moving forward to close down space to tackle in a conditioned game. ● Intercept a pass. ● Shooting- Strike a moving ball (past a goal keeper) with some accuracy. ● Talk about tactics when attacking and defending 	<ul style="list-style-type: none"> ● Score using top of foot (laces)- aiming for corners of the goal. ● Begin to use attacking and defending, techniques learned in a game situation. 	<ul style="list-style-type: none"> ● Develop observational skills on peer performances and techniques. ● Begin to combine skills and develop anticipation.
Vocabulary: Control, kick-off, defend, defender, attack, attacker, goal, shoot, passing, dribbling, inside hook, outside hook, drag back, intercept, fairness, accuracy, technique, tactics, throw-in, possession, opponent, pass, score, wing goal-keeper, penalty, corner, header					
<u>Tag rugby</u>	Key knowledge	<ul style="list-style-type: none"> ● Tagging -Instead of being tackled, a player carrying the ball can be 'tagged' by having a tag removed from their belt by a member of the opposition. ● A player must call 'tag' and then hands it back to the player ● Holding the ball - Dirty fingers clean palms- fingers touching the ball not palms ● Two hands holding the side of the ball - W shape with hands ● Passing - Pass sideways. Draw a smile as the ball goes from one side of the body to the other. ● Release the ball at the end of the smile- point fingers in the direction of the pass. ● No of players in a team: Only 7 on pitch at a time ● Pass: Never pass forwards! 	<ul style="list-style-type: none"> ● Passive Defender - Puts pressure on a player by marking/following them, but cannot touch or tag the player. ● Active defender - Can actively defend and try and tag the player. ● Non-contact - Tag Rugby is a non contact game. Children are to attempt to take the tag belts fairly. 	<ul style="list-style-type: none"> ● Pick-up – If the ball is legally passed, but goes to ground, play will continue and either team can pick up the ball. ● Underlapping – To support play by running behind your team mates. ● Agility – Change direction quickly to avoid being tagged, while holding the ball. ● Loop – Pass the ball to a team mate, run behind them and receive the next ball. 	<ul style="list-style-type: none"> ● Consecutive - One after another - e.g in an adapted game you may have to get 5 consecutive tags in a row before you can regain possession of the ball. ● Tactics - Actions and strategies are planned to achieve an overall objective – in sport that objective is predominantly to win. ● Timing - You get your timing right when you start running at the correct moment, and you're able to control your speed, acceleration and direction. It doesn't just happen, you have to practice!

		<p>Run forwards, pass backwards.</p> <ul style="list-style-type: none"> ● Tagging: Remember to stop when a tag has been taken from your belt. The tagger must not throw the tag, it must be handed back. ● The player that is tagged has 3 seconds to pass the ball sideways or backwards to another teammate. ● Possession: Can only be gained by interception or catching a loose pass ● Scoring:- A try is scored by the attacking team when they place the ball on the ground on or over the try line. ● A try is worth one point - You must place the ball past the try line with two hands and stay on your feet (no diving) ● Out of play: If ball goes off the pitch it is a free pass to the other team. 			
	Key skills	<ul style="list-style-type: none"> ● Run fast. ● Make yourself a moving target, it's much harder to attack. ● Change direction quickly. ● Move with the ball. ● Pass backwards while running forward. ● Move into a space. 	<ul style="list-style-type: none"> ● Attack a space, avoid the defenders. ● Be ready for a pass, while moving. ● Support your team mates. ● Grab a tag. 	<ul style="list-style-type: none"> ● Pass backwards under pressure. ● Begin to use a variety of passes. ● Begin to use space in a bigger pitch. ● Be ready to receive the ball on the move. 	<ul style="list-style-type: none"> ● Run onto the ball. ● Move the ball before being tagged.
<p>Vocabulary: Tagging, hand-over, passing, try, acceleration, horizontal, attacking, defending, throw, catch, dodge, run, fluency, non-contact, compete, control, passive defender, active defender, tactics, zone,</p>					

<p><u>Tennis</u></p>	<p>Key knowledge</p>	<ul style="list-style-type: none"> ● Know how to V-hold the racket. ● Identify the forehand and backhand side of the body. ● Know the forehand and backhand side of the racket face. ● Know how to stand to hit a ball (opposite hand to foot). 	<ul style="list-style-type: none"> ● Know how to score a basic game. ● Control the ball. Know how hard or soft to hit it. ● Ready Stance - Knees bent, feet hip width apart, on your toes, hands out in front of you. ● Understand a rally - Hitting the ball back and forth to your partner. ● Understand a hand-feed and drop-feed. ● Hit a ball from a hand-feed and drop-feed. ● Hit a ball over a net. 	<ul style="list-style-type: none"> ● Ensure the face of the racket points to where you want the ball to go. ● Use a backhand to point the racket back face to where you want the ball to go. ● Know to keep your eye on the ball when hitting and receiving it. ● Serve diagonally. From a serve the ball must not touch the ground on the serving side before it touches the ground on the opposite side of the court. 	<ul style="list-style-type: none"> ● Understand what a volley is. ● Know the ball cannot bounce more than once on each side of the net. ● Know how to score a full game. ● Server normally serves overhead. Tennis is a four-point game – love, 15, 30, 40, Game. ● A game is won by a 2 point lead. ● If a game is tied at 40-40 it is called deuce. ● If a game is at deuce, the game must continue until one player has a 2 point lead. ● There are 6 games in a set and 2, 3 or 5 sets in a match.
	<p>Key skills</p>	<ul style="list-style-type: none"> ● Move with the ball on the forehand side of the racket. ● Move with the ball on the backhand side of the racket. ● Tap a ball to a partner, to catch. ● Hit a ball into a target with one bounce. ● Hit a ball with forehand and backhand. ● Play a mini singles game, aiming for a short rally. 	<ul style="list-style-type: none"> ● Move with balance and control to catch a ball. ● Hit/bounce ball on racket when moving. ● Hit a ball into a target from a variety of distances/ angles with no bounce. ● Hit ball in forehand/ backhand position with drop feed. ● Play a doubles mini game aiming for a short rally. ● Play a game communicating with a partner. ● Encourage children to think of tactics to earn points. 	<ul style="list-style-type: none"> ● Move to hit a ball with some control. ● Hit/ bounce a ball with control when moving at different speeds. ● Serve diagonally with underarm/overarm throwing into target/game. ● Begin to use with racket to serve into a target. ● Moving into position to hit a ball with forehand/ backhand in practice and game. ● Communicate and collaborate as a pair to beat opponents. ● Developing tactics e.g working as a team, supporting each other, communicating. 	<ul style="list-style-type: none"> ● Move in a variety of directions (using footwork) when hitting a ball. ● Hit/bounce ball to a partner with control. ● Serve diagonally under/overarm in a game of mini tennis. ● Keep on toes using quick feet to hit a ball in game in forehand/ backhand position. ● Use techniques learned and apply in a game situation. ● In Pairs, discuss tactics of attacking and defending in tennis (communicate and collaborate). ● Throw the ball up high and hit the ball with the racket at it's highest point.

				<ul style="list-style-type: none"> ● Maintain a continuous rally with a partner. 	<ul style="list-style-type: none"> ● Move feet quickly to get to the ball before the bounce and try to volley it over the net. ● Volley between yourself and a partner.
Vocabulary: racket, court, aim, net, forehand, backhand, bounce, rally, points, love, singles, doubles, drop-feed, serve, shots, overarm, volley, umpire, tramlines, deuce					
Cricket	Key knowledge	<ul style="list-style-type: none"> ● Know to watch the ball when catching. ● Hit the ball with the flat side of the bat. ● Make a basket with your hands and cradle the ball to catch. ● Throw overarm – opposite arm and leg, release the ball when it is near your ear, point to where you want the ball to go. ● Aim for the target when bowling. ● Aim to score runs/points when a player strikes/hits the ball. ● Run to or between points to score a run/point. ● Learn the long barrier technique to control the ball rolling along the ground. (when kneeling, use the leg to create a barrier) ● Know the fielders job is to stop the batter getting runs. ● Sprint between two wickets to score a run. ● Introduce basic kwikcricket rules. 	<ul style="list-style-type: none"> ● Aim to get the batter out by hitting the wicket with the ball. ● The batsman’s job is to defend the wicket stumps and score runs. ● The fielders spread out at least 10m away from the wicket. ● Fielders try to catch the batter out, or stop the ball and pass it back to the bowler. ● Develop accuracy when sending and receiving a ball at different speeds. 	<ul style="list-style-type: none"> ● If a bowled ball passes outside either cone to the left or right of the wicket it is called ‘wide’, and the batter is given another go. ● There are 6 balls bowled in an over. ● The wicket keeper is the player in a cricket team who stands behind the wicket in order to stop balls that the batsman misses or to catch balls that the batsman hits. ● 1 pair starts as the batters. ● Each batting pair starts with 20 runs and receives 12 balls (6 balls each- an over) ● 1 pair starts as the bowler and wicket keeper. ● The other pairs start as the fielders. ● If “wide” bowl is called and the batters receive 1 run and an extra ball is bowled. ● Once the bowler has had 6 balls they swap places with their partner, (the wicket)keeper and they have their 6 balls. 	<ul style="list-style-type: none"> ● As Year 5. ● Children begin to umpire their games. ● Children keep score for teams.

		<ul style="list-style-type: none"> ● Fielders should chase the ball. ● The bowler “bowls” the ball underarm (with one bounce) to the batter ● The bowler can bowl the ball again as soon as they receive the ball, even if the batter is not back in time ● Play a maximum of 6 balls (an over) for each batter ● The team that scores the most runs, wins. 		<ul style="list-style-type: none"> ● Players can bowl underarm or overarm. ● After 12 good balls (wide balls do not count). ● Players rotate around all positions. ● Batters can run when they feel it is appropriate: they score 1 run each time. Both players make it to the opposite wicket: there are no boundaries. ● Batters lose 2 runs each time they are bowled out, caught out, run out by their partner, or if the fielding team hits the wicket. 	
	Key skills	<ul style="list-style-type: none"> ● Roll and stop a ball with control and accuracy. ● Roll the ball with one hand and stop the ball attempting Long barrier method ● Throw and catch underarm with both hands (in isolation) ● Bowl underarm at a wicket and attempt overarm ● Play a modified game using fielding and batting skills ● Adapted games, with variations of rules, begin to apply some basic principles for striking and fielding. ● Control with a bat (holding it correctly) hitting a ball off a tee and moving. 	<ul style="list-style-type: none"> ● Roll the ball with one hand and stop the ball from different directions using barrier method ● Bowl at a wicket underarm/overarm with accuracy and control ● Throw and catch under pressure in modified games ● Hit a drop fed ball and/or moving ball with a bat ● Play a game communicating as a team ● Play adapted games, Children encouraged to think of tactics when striking and fielding. 	<ul style="list-style-type: none"> ● Use techniques learned and apply in a game situation. ● Apply basic principles for attacking and defending. ● Control with a bat (holding it correctly) hitting a ball off a tee and moving. ● Begin to use fielding techniques with throwing and stopping and scooping up the ball. ● Throwing over/underarm and catching over various distances. ● Bowl, attempting to hit the wicket using under/overarm ● Hit a moving ball with control and some distance 	<ul style="list-style-type: none"> ● Positioning in a modified game to field a ball (both throwing and stopping it) ● Making correct decisions with the type of throw to use in a modified game. ● Move body into a position to catch the ball. ● Bowl (over/underarm) at a wicket in a game against a batter with some speed and control to hit the wicket. ● In a competitive game begin to tactically hit/place a ball into a space. ● Use techniques learned and apply in a game situation. Apply basic principles for attacking and defending.

		<ul style="list-style-type: none"> ● Practise underarm and overarm throws. ● Develop hand-eye coordination when throwing and catching. 		<ul style="list-style-type: none"> ● Communicate and collaborate as a team to beat an opponent. ● Developing tactics for striking and fielding e.g working as a team, supporting each other. 	<ul style="list-style-type: none"> ● In a team, discuss tactics of attacking and defending (communicate and collaborate).
Vocabulary: catch, throw, roll, tee, bat, batter, bowler, aim, control, overarm, underarm, challenge, wicket, score, fielder, wide, wicket-keeper, over, runs, fair play, zone, strike.					
<u>Rounders</u>	Key knowledge	<ul style="list-style-type: none"> ● Know to watch the ball when catching. ● Make a basket with your hands and cradle the ball to catch. ● Throw overarm – opposite arm and leg, release the ball when it is near your ear, point to where you want the ball to go. ● Aim for the bat when bowling. ● Aim to run round the posts when you strike/hit the ball. ● Learn the long barrier technique to control the ball rolling along the ground. (when kneeling, use the leg to create a barrier) ● Know the fielders job is to stop the batter getting round the posts. ● Sprint round the posts to score a rounder. ● Fielders should chase the ball. ● The bowler “bowls” the ball underarm to the batter. 	<ul style="list-style-type: none"> ● The bowler bowls to the batter, who hits the ball forward on the Rounders Pitch. <p>NOTE: 1st post only until the ball has crossed the line.</p> <ul style="list-style-type: none"> ● Batter then runs to as many posts as possible before the fielders return the ball to touch the post the batter is heading for, or the ball is returned to the bowler in the square ● SCORING: <ul style="list-style-type: none"> - If the batter reaches the 2nd or 3rd post in one hit, the batting team scores 1/2 a Rounder. - If the batter reaches 4th post in one hit, the batting team scores ONE Rounder. - 2 NO BALLS from the bowler = 1/2 rounder - Obstruction by a fielder =1/2 Rounder 	<ul style="list-style-type: none"> ● No more than 9 players may be on the field at any one time. ● It is a no ball when: <ul style="list-style-type: none"> - The ball is above the head/below the knee - The ball bounces on its way to you - The ball is wide or straight at body - The bowler’s foot is outside of the square when they release the ball - The bowler does not use a smooth, underarm action ● 2 consecutive no balls=1/2 rounder 	<ul style="list-style-type: none"> ● Donkey Drop (bowling): <ul style="list-style-type: none"> - The ball is bowled up high and then drops when reaching the batter's box, just below their head. - It forces the batter to hit the ball upwards and therefore making it easier for the fielders to catch the ball. ● No Ball : <ul style="list-style-type: none"> - You can still run on a no ball and can't be caught out. No ball high=above head No ball low-= below knee No ball wide= outside the box Body ball = hits the body

		<ul style="list-style-type: none"> ● The team that scores the most rounders, wins. ● When on a post remain in contact. ● Run as soon as the ball leaves the bowlers hand. ● Aim to limit the number of rounders, to stop the batter scoring ● Aim to get the batter out! <p>Batter</p> <ul style="list-style-type: none"> ● Aim to score rounders when a player hits the ball ● Sprints around the posts 	<ul style="list-style-type: none"> - Hit behind = 1st post only - until the ball has crossed the line ● A player becomes 'out' of the innings when: <ul style="list-style-type: none"> - A batter runs on the inside of the posts - A batter deliberately throws the bat. - The post the batter is running to gets stumped - A batter overtakes another batter on the track - The batter gets caught out. - The batter loses contact with the post when the bowler has the ball ● No more than 9 players may be on the field at any one time. - A batter is out if they have a foot over the batting square and either miss or hit a good ball. ● Batters must touch 4th post on getting home. 		
	Key skills	<ul style="list-style-type: none"> ● Roll and stop a ball with control and accuracy. ● Roll the ball with one hand and stop the ball attempting Long barrier method ● Throw and catch underarm with both hands (in isolation) ● Bowl underarm at the batter. ● Play a modified game using fielding and batting skills 	<ul style="list-style-type: none"> ● Throw under/over arm and catch a ball with control and some accuracy ● Bowling a ball (between the batters knee and head) from a short distance ● Using various equipment to strike the ball with adapted bats e.g tennis racket, rounders bat 	<ul style="list-style-type: none"> ● Throw and catch the ball sometimes making the correct decisions in a game situation ● Introduce a donkey drop bowl (fairly high underarm bowl), that drops for the batter to hit. ● Begin to hit the ball in different directions 	<ul style="list-style-type: none"> ● Throw and catch, making correct tactical decisions having an impact in a game situation ● Use a variety of bowling techniques, beginning to add speed to the underarm bowl ● Hit it in a variety of directions and look for space in a game situation

		<ul style="list-style-type: none"> ● Adapted games, with variations of rules, begin to apply some basic principles for striking and fielding. ● Control with a bat (holding it correctly) hitting a ball off a tee and moving. ● Practise underarm and overarm throws. ● Develop hand-eye coordination when throwing and catching. 	<ul style="list-style-type: none"> ● Begin to develop tactics for adapted striking and fielding games ● Adapted games, with variations of rules, begin to apply some basic principles, through striking and fielding ● Throw under/over arm over varying distances and catch a ball with control and accuracy ● Beginning to bowl from the correct bowling distance 7.5 metres ● Stepping into the hit when striking the ball with a rounders bat ● Play adapted games, Children encouraged to think of tactics when striking and fielding ● Long barrier moving into position to scoop up the ball 	<ul style="list-style-type: none"> ● Field the ball using long barrier and attempting the run and scoop ● In a team, discuss tactics of striking and fielding 	<ul style="list-style-type: none"> ● Use techniques learned and apply in a game situation. Apply basic principles for striking and fielding ● Use the run and scoop and throw to another player on my team
Vocabulary: Long barrier, batter, fielder, score, rounder, teamwork, bowling, runs, back stop, post, first base, second base, third base, fourth base, stump out, catch out, control, retrieve, no-ball, obstruction, tactics.					
<u>Basketball</u>	Key knowledge	<ul style="list-style-type: none"> ● Move the ball with control around your body. ● When dribbling, push the ball down, don't pat it. ● When dribbling ensure the ball is at hip height. ● Look up when dribbling. ● Look for player to pass to. ● Look at team mates to receive the ball. 	<ul style="list-style-type: none"> ● Know how to do a chest pass and bounce pass. ● Intercept a pass between opposing players. ● Use SEB for bounce pass (Step forward, Extend arm, Bounce pass) ● Develop ball control through familiarisation. 	<ul style="list-style-type: none"> ● Know to move the ball down the court towards the basket to score. ● Know the defence job is to steal the ball, contest shots, deflect passes, get rebounds. ● Use the BEEF technique when shooting. 	<ul style="list-style-type: none"> ● Know how to score in the game – 2 points for a successful shot. ● Be able to weave in and out of other players. ● Be able to change direction quickly when dribbling the ball. ● Know when to take a baseline or sideline throw-in.

		<ul style="list-style-type: none"> ● Use either hand to dribble the ball. ● Perform a stride stop with some control. ● Know how to do a chest pass – SEP – step forward, extend arms, pass. ● Understand the out of bounds rule. ● Jump to tip the ball to a team mate at a restart. ● Know they can not run with the ball in their hands. 	<ul style="list-style-type: none"> ● Know what a double dribble is – two hands or dribble-stop-dribble. ● Know double dribble is not allowed. ● Know when a ball is out of bounds. ● Compete in a tip-off to restart a game. ● Understand the travelling rule. 		
	Key skills	<ul style="list-style-type: none"> ● Step forward when using a chest pass. SEP ● Catch and control the ball with 2 hands. ● Look and get into a space to receive a ball. ● Dodge around an opponent. ● Dribble with either hand at hip height. ● Use agility, balance and coordination to move around the court, pass and receive a ball. ● Jump to tip-off, intercept a ball and shoot. ● Begin to score in smaller targets. ● Introduce mini 3v3 games. ● Use different speeds within a game situation. 	<ul style="list-style-type: none"> ● Dribble the ball at hip height with a preferred hand. ● Keep elbows in when passing the ball. ● Perform and stride and jump stop and pivot with some control. ● Score in a net/hoop in a mini 3v3 game. ● Play within and embrace the rules. ● Use a pivot to begin to protect the ball – defending. ● Introduce 4v4 games. 	<ul style="list-style-type: none"> ● Copy a partner and move confidently with the ball. ● Change direction when dribbling, using either hand. ● Pass, receive and move with the ball (chest or bounce pass) ● Use the BEEF (Balance, Eyes on the target, Elbow straight, Follow through) technique when shooting in isolation. ● Perform correct footwork when stopping. ● Use offensive play when dribbling, to beat your partner. ● Defence techniques – Gorilla – begin to use your body to protect the ball. ● Use techniques learnt in a game situation. 	<ul style="list-style-type: none"> ● Copy a partner and keep control when moving with the ball. ● Dribble the ball in various directions with speed. ● Perform a variety of passes in a game with precision and control. ● Use the BEEF technique in a game, when shooting, with some control. ● Use offensive play, using your team mates to screen the ball. ● Apply basic principles of defending in a game. ● follow full rules in game situation. ● Begin to referee a small game. ● Make decisions in a game. ● Evaluate your own performance.

		<ul style="list-style-type: none"> ● Communicate and collaborate with team members. ● Make decisions who and when to pass the ball and where to position yourself in the game. ● Be gracious in victory and defeat. 			
<p>Vocabulary: dribble, extend, pass, receive, pivot, attack, defend, free-pass, intercept, tip-off, double dribble, non-contact, competition, challenge, embrace, jump-stop, stride-stop, static, defence stance (Gorilla), shoot, basket, protect, agility, baseline, sideline, weave, referee, dodge.</p>					