



Brooklands Primary School Curriculum Overview

PE

"An active mind cannot exist in an inactive body" – General Patton

		Stage	Focus	Skills
EYFS	Nursery	Vocabulary	<p>This builds on from birth to 3 years by: Gradually gaining control of their whole body through the continual practice of large movements, such as – waving, kicking, rolling, crawling, walking.</p> <p>This leads to and from Reception by: being able to use and control my body to do a variety of simple tasks like balancing on one leg, jumping, hopping, skipping and climbing on simple apparatus. Gradually gaining control to throw, roll and kick a ball.</p> <p>This leads to Y1 by Being able to catch, throw underarm, kick, pass and bat a ball more accurately. Exploring different movements – keeping good balance and coordination. Working well with a partner, copying and mirroring movements. Listening to the music and moving in time with it. Showing different emotions, impressions and expressions depending on the stimuli</p>	<p>I can negotiate space and obstacles safely, with consideration for themselves and others. I can demonstrate strength, balance and coordination when playing. I can move energetically, such as running, jumping, dancing, hopping, skipping and climbing. I can go steps and stairs, or climb up apparatus, using alternate feet. I can skip, hop, stand on one leg and hold a pose for a game.</p>
		<p><i>Balance, skip, hop, crawl, walk, run, jump, dance, climb</i></p>		
	Reception	Vocabulary	<p><i>As above and throwing, catching, kicking, batting, passing, aiming.</i></p>	<p>I can revise and refine the fundamental movement skills they have already required: rolling, crawling, walking, jumping, running, hopping, skipping and climbing. I can develop the overall strength, coordination, balance and agility needed to engage successfully with future educational sessions and other physical disciplines including dance, gymnastics, sport and swimming. I can further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming. I can develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>

Year	Themes	Key knowledge linked to themes	Progression	Skills
Y1	<p>Dance</p> <p>Invasion games of: Football Handball Hockey Netball Tag Rugby</p> <p>Gymnastics</p> <p>Net and wall games of: Tennis</p> <p>Athletics</p> <p>Striking and fielding games of: Rounders</p> <p>Fitness</p> <p>Orienteering</p>	<p>ATHLETICS</p> <p>Recognise successful and unsuccessful techniques.</p> <ul style="list-style-type: none"> • Show understanding of the correct running technique. <p>Show good teamwork and sportsmanship when taking part in competitive throwing.</p> <ul style="list-style-type: none"> • Develop the overarm throw technique, throwing accurately towards a target. • Practice the underarm throw technique, aiming towards a target showing increased control. • Show a basic level of control, coordination and consistency when running. <p>• Explore and practice a variety of movements including running, jumping, and throwing techniques.</p> <p>• Experiment with different jumping techniques, showing control, coordination, and consistency throughout.</p> <p>DANCE</p> <ul style="list-style-type: none"> • Describe phrases and expressive qualities. • Begin to understand the importance of warming up. • Watch and describe a performance accurately and recognise what is successful. • Respond imaginatively to a range of stimuli. • Move confidently and safely in your own and general space, using changes of speed, level and direction. • Perform movement phrases using a range of different body actions and body parts – with control and accuracy. • Create linked movements, combining different ways of travelling, with beginnings, middles and ends. <p>GYMNASTICS</p> <p>Describe what you have done or seen others do. Perform basic gymnastic actions, including travelling, rolling, jumping, and staying still.</p> <ul style="list-style-type: none"> • Develop fundamental movement skills, becoming increasingly confident and competent, moving safely using changes of speed, level, and direction. • Combine different ways of travelling exploring a range of movements and shapes. • Create linked movement phrases with beginning, middle and ends. 	<p><i>This leads on from reception by:</i></p> <p>Developing simple tasks like balancing on one leg, jumping, hopping, skipping and climbing</p> <p><i>This leads to Y2 by</i></p> <p>Being able to throw underarm more accurately at a target and run and jump using the correct technique.</p> <p><i>This leads on from reception by</i></p> <p>Listening to the music and moving in time with it. Showing different emotions, impressions and expressions depending on the stimuli</p> <p><i>This leads to Y2 by</i></p> <p>Performing movement phrases using a range of different body actions and body parts – with control and accuracy. Creating linked movements, combining different ways of travelling, with beginnings, middles and ends.</p> <p><i>This leads on from reception by</i></p> <p>Exploring different movements – keeping good balance and coordination. Working well with a partner, copying and mirroring movements.</p> <p><i>This leads to Y2 by</i></p> <p>Performing basic gymnastic actions, including travelling, rolling, jumping, and staying still. Developing agility, balance, and coordination. Describing what they have done or seen others do.</p>	<p>ATHLETICS</p> <p>I can move into space I can throw underarm I can land safely when jumping I can run and jump on the balls of your feet I can throw towards a target I can play games using throwing accuracy</p> <p>DANCE</p> <p>I can move changing direction and speed I can move with control I can work individually and with others I can move to music showing expressive qualities of dance I can create linked movement phrases I can participate in a performance</p> <p>GYMNASTICS</p> <p>I can be able to perform 5 key shapes I can perform one shape after another I can balance using different body parts I can link movements I can use different pieces of equipment and apparatus I can participate in a performance</p>

- Perform movement phrases using a range of different body actions and body parts.
- Develop agility, balance, and coordination

NVASION GAMES of:
 FOOTBALL, HANDBALL, HOCKEY, NETBALL and TAG RUGBY

Understand the concept of moving to get in line with the ball to receive it.

- Describe why being active and playing games is good for you.
- Describe what it feels like to breath quickly during exercise.
- Have simple plans that you know you can make work, e.g. where to stand to make it difficult for an opponent.
- Identify what skills you need to practice.
- Can describe what you have done or seen others do.
- Recognise space in games and use it to your advantage.
- Understand why being active and playing games is good for you.
- Understand how to play in a safe way.
- Describe why running and playing games is good for you.
- Watch, copy and describe others play.
- Understand who the attackers and who the defenders are.
- Decide when to pass and when to run

Explore different ways to use, move and send the ball.

- Develop skills such as sending an object to a target, catching, receiving, rolling, pushing, throwing and basic ball control.
- Demonstrate a basic underarm throwing action with control and accuracy.
- Show control of a ball with basic actions.
- Send/ pass a ball and successfully catch/stop a ball.
- Develop fundamental movement skills, becoming increasingly confident and competent.
- Use skills in different ways when playing games.
- Recognise space in games and use it to your advantage.
- Move fluently, changing direction and speed easily and avoiding collisions.
- Show control of the ball with basic actions – including sending a ball/equipment to a target.
- Can shoot successfully at a goal or target.
- Play in a safe way.

This leads on from reception by
 Being able to catch, throw underarm, kick, pass and bat a ball more accurately.

This leads to Y2 by
 Passing a ball with control ,whether it is throwing, kicking, hitting or catching Showing control when moving, changing speed and direction, both with and without a ball. Moving fluently, changing direction and speed – with and without a ball. Choosing and using simple tactics to suit different situations in small sided games.

FOOTBALL

- I can move into space
- I can move with and without a ball
- I can roll, kick and carry a ball
- I can stop a ball
- I can change direction when moving
- I can use skills in a game

HANDBALL

- I can send a ball
- I can move in different directions
- I can shoot at a target
- I can know how to score
- I can move to make it difficult for opponents
- I can play safely

HOCKEY

- I can move fluently
- I can use equipment safely and correctly
- I can control a ball with hands
- I can hold a hockey stick correctly
- I can stop a ball with a hockey stick
- I can play games

NETBALL

- I can copy actions
- I can roll a ball
- I can throw and catch a ball
- I can bounce a ball
- I can move with a ball
- I can defend by blocking a ball

TAG RUGBY

- I can hold and move with a rugby ball
- I can throw a rugby ball
- I can catch a rugby ball
- I can run with a rugby ball
- I can play tag games
- I can play simple games following the rules

- Move to defend a goal.
- Throw and catch a ball to themselves and others.
- Improve movement skills whilst moving with the ball in two hands. (tag rugby)
- Play simple games understanding the rules of the game.
- Learn how to tag. (tag rugby)

TENNIS

Can watch and copy what they see and describe why they have copied that technique.

- Understand why being active is good for you.
- Understand how to play in a safe way and why being active and playing games is good for you.
- Describe what they have done or seen others doing.
- Change the way they use skills in response to their opponent's actions.
- Understand, follow, and apply skills and tactics in simple games.

Use different skills and movements, including aiming into space to try win games.

- Move fluently, changing direction and speed.
- Engage in cooperative physical activities.
- Explore different ways to use and move with the ball – showing control with simple actions and basic control when striking an object.
- Catch/stop and send/pass a ball – developing technique of throwing and receiving.
- Understand the concept of moving to get in line with a ball to receive it.
- Show control of a ball with basic actions and explore different ways to use and move with a ball.
- Send a ball in different ways e.g. throwing, pushing, rolling.
- Successfully receive (catch/stop) a ball.

ORIENTEERING

Introduction to a compass and directions (N, E, S, W.)

- Understand how communication can help to solve problems with others.
- Move in different directions and a variety of different ways.
- Work independently, as well as cooperatively in small groups.
- Participate in games following rules and playing fairly.
- Begin to plan how to solve problems.
- Participate in competition with others, completing a simple orienteering event

This leads from reception by:
Being able to roll and throw a ball to a partner

This leads to Y2 by
Exploring different ways to use and move with the ball – showing control with simple actions and basic control when striking a ball with the hand. Catching/stopping and sending/passing a ball – developing technique of throwing and receiving.

This leads on from reception by
Being able to work in a group/team situation. Solving simple challenges whilst on the move.

This leads to Y2 by
Being able to use some basic features on a map to select and plan a route. Working well in big groups, sharing, taking turns, and cooperating with others. Meeting challenges effectively working as part of a team.

TENNIS

- I can move into space
- I can control your body when moving
- I can control the tennis ball with hands
- I can track different sized balls
- I can copy actions
- I can hit a ball with hands

ORIENTEERING

- I can move in different ways
- I can work with other children in class
- I can begin to problem solve
- I can follow rules
- I can take turns
- I can understand basic features of a map

		<p>ROUNDERS</p> <p>Apply skills and tactics in simple games, including recognizing space and using it to your advantage.</p> <ul style="list-style-type: none"> • Understand why being active and playing games is good for you. • Describe what you have done, or seen others doing. • Describe what it is like to breath quickly during exercise <p>Move fluently, changing direction and speed,</p> <ul style="list-style-type: none"> • Show basic control of the ball, including when striking a ball. • Successfully receive (catch/stop) a ball, understanding the concept of moving to get in line with the ball to receive it. • Understand and follow simple rules for games and compete in physical activities both against self and against others. • Apply skills and tactics in simple games, including recognizing space and using it to your advantage <p>FITNESS</p> <ul style="list-style-type: none"> • Understand why being active and playing games is good for you. • Describe what it feels like to breathe quickly during exercise. • Understand some changes to the body when playing a game. • Understand that warming up is an important part of a PE lesson to prepare safely for exercise. • Understand how to play in a safe way. • Demonstrate an appreciation of safety when using apparatus and equipment 	<p>This leads from reception by Being able to catch, throw underarm, kick and bat a ball more accurately.</p> <p>This leads to Y2 by Performing a range of actions with control including catching, gathering, and hitting a ball with increasing accuracy.</p> <p>This leads from reception by Performing simple movements like jumping on the spot and balancing on one leg.</p> <p>This leads to Y2 by Improving speed, agility and stamina. Developing the jumping technique safely and while moving at speed. Improving and developing coordination, control and balance, and negotiate space.</p>	<p>ROUNDERS</p> <p>I can move in different ways I can catch and stop a ball I can strike a ball I can recognise space I can follow simple rules of the game I can try and find ways to win games</p> <p>FITNESS</p> <p>I can move at speed safely I can change directions whilst moving at speed I can jump two feet to two feet I can jump one foot to another I can balance on apparatus and on the floor I can play games in teams against others</p>
Year	Themes	Key Knowledge linked to themes	Progression	Skills

Y2

<p>Dance</p> <p>Gymnastics</p> <p>Invasion games of: Football Tag Rugby Hockey Basketball</p> <p>Net and wall games of: Volleyball</p> <p>Athletics</p> <p>Striking and fielding games of: Cricket</p> <p>Fitness</p> <p>Dodgeball</p> <p>Golf</p>	<p>DANCE</p> <ul style="list-style-type: none"> • Describe phrases and expressive qualities. • Begin to understand the importance of warming up. • Watch and describe a performance accurately and recognise what is successful • Perform a range of actions and simple movement patterns with control and coordination. • Compose short dances that express and communicate mood, ideas, and feelings, varying simple compositional ideas. • Explore, remember, and repeat short dance phrases, showing greater control and spatial awareness. • Work individually and with others <p>GYMNASTICS</p> <ul style="list-style-type: none"> • Watch and describe a performance accurately. • Understand and describe changes to your heartrate when playing a game. • Perform a range of actions with control and confidence. • Explore, remember, and repeat a range of gymnastic actions with control, precision, and coordination. • Form simple sequences of different actions, using the floor and a variety of apparatus. • Develop fundamental movement skills, combining travelling, balancing and stiffness using both floor and apparatus; and moving smoothly from one position of stiffness to another. • Continue to develop agility, balance, and coordination <p>ATHLETICS</p> <ul style="list-style-type: none"> • Understand the variety of correct running techniques. • Develop the distance running technique, understanding the difference between sprinting, and running over longer distances. • Begin to evaluate and improve own performance • Explore and practice a variety of athletic movements and apply athletic skills and techniques to a variety of activities. • Develop coordination and balance whilst exploring different running, jumping, and throwing techniques. • Begin to show control, coordination, and consistency when running at speed. 	<p><i>This leads on from Y1 by:</i> Performing movement phrases using a range of different body actions and body parts – with control and accuracy. Creating linked movements, combining different ways of travelling, with beginnings, middles and ends.</p> <p><i>This leads to Y3</i> Developing dance phrases using canon, unison, repetition, action/reaction, and question/answer. Combining actions and maintain the quality of performance when performing at the same time as a partner.</p> <p><i>This leads on from Y1 by</i> Performing basic gymnastic actions, including travelling, rolling, jumping, and staying still. Developing agility, balance, and coordination. Describing what they have done or seen others do.</p> <p><i>This leads to Y3 by</i> Experimenting with a wide range of actions, varying and combining spatial patterns, speed, tension, and continuity when working with a partner and in a group. Creating gymnastic sequences that meet a theme or set of conditions, showing a clear, beginning, middle and end.</p> <p><i>This leads on from Y1 by</i> Being able to throw underarm more accurately at a target and run and jump using the correct technique.</p> <p><i>This leads to Y3</i> Showing control, coordination and consistency when running, throwing, and jumping. Choosing the appropriate running speed to meet the demand of the task. Enjoying competing with others.</p>	<p>DANCE</p> <p>I can move in different ways I can move to music showing expressive qualities of dance I can repeat short dance phrases with greater control I can be creative and compose short dances I can describe a performance accurately I can perform with control and coordination</p> <p>GYMNASTICS</p> <p>I can remember and perform 5 key shapes. I can move smoothly with control. I can perform basic gymnastic actions such as balancing and jumping. I can link movements and shapes. I can use different pieces of equipment and apparatus. I can form simple sequences.</p> <p>ATHLETICS</p> <p>I can run with control I can control your body and equipment when throwing I can run with the correct arm technique I can run and jump on the balls of your feet I can show a correct pull throw technique I can compete against yourself</p>
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- Develop a range of jumping techniques.
 - Develop the underarm and pull throw technique.
- INVASION GAMES of:
 FOOTBALL
 BASKETBALL
 TAG RUGBY
 HOCKEY
- React to situations to make it difficult for opponents – using simple tactics.
 - Understand and describe changes to your heart rate when playing a game.
 - Recognise what is successful.
 - Use actions and ideas you have seen to improve your own skills.
 - Understand and describe changes to your heart rate when playing a game.
 - Choose and use simple tactics to suit different situations and apply these in small sided games.
 - Begin to understand some rules of the game.
 - Begin to understand the importance of preparing safely and carefully for exercise – warming up.
 - Understand and follow the rules of the game.
 - Watch and describe a performance accurately.
 - Copy actions and ideas and use the information to improve their skills.
 - Begin to understand and develop correct technique of passing the ball.
 - Develop understanding of invasion games and participate in small games.
 - Use simple tactics in game situations
 - Throw and catch the ball with increasing control, and throw the ball in different ways e.g. fast, slow, high, low (mastering basic throwing technique).
 - Show good awareness of others when playing games.
 - Participate in team games.
 - Pass a ball with control.
 - Show control when moving, changing speed and direction, both with and without a ball.
 - Develop fundamental movement skills, becoming increasingly confident and competent.
 - Perform a variety of skills keeping the ball under control.
 - Perform a range of actions with control of the ball, including throwing, catching, gathering, keeping possession, and throwing in different ways (fast, slow, high, low).
 - Know and show how to defend between ball and target.

This leads on from Y1 by
 Passing a ball with control, whether it is throwing, kicking, hitting or catching. Showing control when moving, changing speed and direction, both with and without a ball. Moving fluently, changing direction and speed – with and without a ball. Choosing and using simple tactics to suit different situations in small sided games.

This leads to Y3 by
 Moving with a ball keeping it under close control. Keeping possession of a ball as part of a team. Receiving a ball successfully. Taking up spaces/positions that make it difficult for opponents. Performing basic skills needed for games with control and accuracy. Passing/sending a ball with increasing accuracy and at different speeds. Shooting/ scoring with some success. Using a range of skills to keep possession of the ball. Keeping the ball under control, passing and receiving with increasing accuracy. Choosing space/ positions where you can receive a pass or to support a teammate. Developing control and technique both in movements and manipulation. Applying basic principles for attacking and defending – finding space (attacking), challenge a player in possession (defending). Passing and receiving the ball with control. Selecting passes that keep possession. Moving to support teammates once you have passed the ball and explain how to keep possession. Knowing how to tag another player. (tag rugby). Be able to pass the ball backwards to a teammate. (tag rugby)

FOOTBALL

- I can move into space showing awareness of others.
- I can move with control.
- I can pass/receive a ball with control.
- I can dribble a ball with feet.
- I can move towards a goal to defend it.
- I can compete against others trying to score.

BASKETBALL

- I can move with a ball.
- I can move with a ball under control.
- I can throw a ball high, low, fast and slow.
- I can catch with some control.
- I can move towards a goal to defend it.
- I can compete against others trying to score.

TAG RUGBY

- I can hold and move with a rugby ball
- I can pass the ball pointing the nose of the ball.
- I can pass accurately to a partner.
- I can defend by tagging.
- I can get passed a defender.
- I can try score goals by getting past opponents

HOCKEY

- I can move into space showing awareness of others.
- I can move with control.
- I can pass/receive a ball with control.
- I can dribble a ball using a hockey stick.
- I can move towards a goal to defend it.
- I can compete against others trying to score.

- Decide when and where to run, showing good awareness of surroundings.
- Pass a ball with control and increasing accuracy and consistency.
- Move fluently, changing direction and speed – with and without a ball.
- Choose and use simple tactics to suit different situations in small sided games.
- React to situations in ways that make it difficult for opponents.
- Develop control and accuracy when throwing and catching a ball.
- Successfully beat a defender.
- Begin tagging players in game situations. (tag rugby)

NET/WALL GAMES of:
VOLLEYBALL

- Understand what a rally is and how to continue one in pairs.
- Identify good technique and justify why it is good.
- Watch and describe a performance accurately.
- Use actions and ideas you have seen to improve your own skills.
- Begin to understand the important of preparing safely and carefully for exercise: warming up.
- Develop simple tactics for attacking.
- Gain an understanding that hitting the ball into space helps them score points.
- Begin to understand and describe changes to their heart rate when playing a game.
- Recognise what is successful.
- Use actions and ideas they have seen to improve their own skills
- Move fluently, changing direction and speed with increasing confidence.
- Engage in cooperative and competitive physical activities (both against self and against others).
- Perform a range of actions including catching/ gathering skills and sending/passing with control and throw/ hit a ball in different ways e.g. high, low, fast, slow.
- Choose and use skills and simple tactics to suit different situations – showing good awareness of others.
- Perform a range of catching and gathering skills with control.
- Master basic throwing technique.
- Throw / Hit a ball in different ways e.g. high, low, fast, slow.

This leads on from Y1 by
Being able to throw and roll a ball to your partner accurately.

This leads to Y3 by
Performing a range of catching and gathering skills with control. Mastering basic throwing technique. Throw / Hit a ball in different ways e.g. high, low, fast, slow.
Understanding a follow the rules of the game, showing good awareness of others when playing games.

VOLLEYBALL

- I can change direction when moving.
- I can control your body and equipment.
- I can catch a ball.
- I can send a ball to a partner.
- I can play games with others.
- I can try to score points in games.

- Understand and follow the rules of the game, showing good awareness of others when playing games.

CRICKET

- React to situations in ways that make it difficult for opponents.
- Understand simple tactics like hitting the ball into space to help score more points.
- Begin to understand the importance of preparing safely for exercise – warming up.
- Recognise what is successful
- Show good awareness of others when playing games.
- Develop fundamental movement skills, becoming increasingly confident and competent.
- Perform a range of actions with control including catching, gathering, and hitting a ball with increasing accuracy.
- Throw/hit a ball in different ways e.g. high, low, fast, slow

TARGET GAMES of:
DODGEBALL
GOLF

- Begin to understand the importance of preparing safely for exercise – warming up.
- Describe what you have done, or seen others doing.
- Describe basic skills needed for golf games
- Develop movement skills relevant to games i.e. dodging. (dodgeball)
- Develop catching and striking skills.
- Pass/send a ball, with increasing control, at different speeds – fast/slow.
- Engage in competitive physical games, employing simple tactics. (dodgeball)
- Develop problem solving and decision-making strategies.
- Explore different ways of moving, changing speed and direction fluently.
- Explore different ways of moving a golf ball, and/other size ball. (golf) • Push/ roll/ putt a ball towards a target with control.
- Use skills learnt to participate and compete in rolling and putting games. (golf)
- Develop technique when using the golf putter, becoming increasingly accurate

This leads on from Y1 by
Being able to hit a stationary object with a bat and stopping a moving ball with your hands.

This leads on to Y3 by
Performing a range of actions with control including catching, gathering, and hitting a ball with increasing accuracy. Throwing/hitting a ball in different ways e.g. high, low, fast, slow.

This leads from Y1 by
To dodge a moving ball and throw and catch with increased accuracy. To push a ball with a putter.

This leads to Y3 by
Being able to throw a ball at a moving target with increased accuracy. To catch a ball.
To push a ball with increased accuracy with a putter.

CRICKET

- I can move confidently.
- I can use an underarm throwing technique.
- I can choose simple tactics in game.
- I can move into space.
- I can strike a ball into space.
- I can compete with others

DODGEBALL

- I can move in different ways, changing speed and direction.
- I can increase accuracy when throwing using underarm and underarm technique.
- I can move quickly.
- I can send a ball at different speed.
- I can catch a ball
- I can compete in games.

GOLF

- I can move at different speeds.
- I can push and roll a ball.
- I can participate in rolling games.
- I can use a putter to push a ball.
- I can begin to show the correct putting technique.
- I can accurately send a ball.

		<p>FITNESS</p> <ul style="list-style-type: none"> • Describe why running is good for you • Understand and describe changes to your heartrate when playing a game • Begin to understand the importance of warming up and cooling down • Understand the need for preparing safely for activity. 	<p>This leads from Y1 by Improving speed, agility and stamina. Developing the jumping technique safely and while moving at speed. Improving and developing coordination, control and balance, and negotiate space.</p> <p>This leads to Y3 by Developing the safe jumping technique to gain height and distance. Developing control, balance and coordination when completing a variety of tasks.</p>	<p>FITNESS</p> <ul style="list-style-type: none"> I can move and weave with coordination I can move for periods of time without tiring I can move on and across apparatus with control I can move at speed with control I can perform star jumps and high knees with control I can compete against others
Year	Themes	Key Knowledge linked to themes	Progression	Skills

Y3

<p>OAA Netball Football Gymnastics Dance Lacrosse Health related fitness Dodgeball Athletics Rounders Tennis Tag rugby</p>	<p>DANCE</p> <ul style="list-style-type: none">• Describe and evaluate the effectiveness and quality of a dance.• Collaborate with others.• Explore and create narratives in response to a stimulus.• Show control, accuracy and fluency of movement when performing actions with a partner.• Develop dance phrases using canon, unison, repetition, action/reaction, and question/answer.• Communicate what you want through your dances and perform with control.• Combine actions and maintain the quality of performance when performing at the same time as a partner <p>GYMNASTICS</p> <ul style="list-style-type: none">• Learn how to evaluate and recognise your own success and areas for improvement, as well as the effectiveness and quality of a performance.• Describe how your body feels when exercising.• Perform a range of actions, agilities and skills with consistency, fluency, and clarity of movement.• Experiment with a wide range of actions, varying and combining spatial patterns, speed, tension, and continuity when working with a partner and in a group.• Create gymnastic sequences that meet a theme or set of conditions, showing a clear, beginning, middle and end.• Create, perform, and repeat sequences that include changes of dynamic e.g. changes of level, speed, or direction.• Develop flexibility, strength, control, technique, and balance. <p>ATHLETICS</p> <ul style="list-style-type: none">• Recognise what they do well and what they find difficult, identifying what they need to practice to improve their performance.• Understand the pace judgement when running over an increased distance.• Describe how their bodies feel when exercising and understand the link between heart rate and breathing during exercise• Apply and develop a broad range of athletic skills in different ways.• Show control, coordination and consistency when running, throwing, and jumping.	<p><i>This leads on from Y2 by</i> Developing dance phrases using canon, unison, repetition, action/reaction, and question/answer. Combining actions and maintain the quality of performance when performing at the same time as a partner.</p> <p><i>This leads on to Y4 by:</i> Developing balance and coordination when completing a variety of tasks with increased fluency and control. Working well with a partner and as a team.</p> <p>This leads from Y2 by Experimenting with a wide range of actions, varying and combining spatial patterns, speed, tension, and continuity when working with a partner and in a group. Creating gymnastic sequences that meet a theme or set of conditions, showing a clear, beginning, middle and end</p> <p>This leads to Y4 by Finding different ways of using a shape, balance, or travel, and link them to make actions and sequences of movement. Creating, performing, and repeating a combination of actions that include changes of dynamic e.g. changes of level, speed and direction, and clarity of shape. Collaborating with others.</p> <p>This leads on from Y2 by Showing control, coordination and consistency when running, throwing, and jumping. Choosing the appropriate running speed to meet the demand of the task. Enjoying competing with others.</p> <p>This leads to Y4 by Combining basic jump actions to form a jump combination, using a controlled jumping technique. Performing a throwing technique with control, coordination, and consistency. Performing competitively with others.</p>	<p>DANCE</p> <p>I can show fluency when moving. I can link movement patterns together. I can collaborate with others. I can perform at the same time as a partner. I can perform as various characters when moving to music. I can communicate feelings through dance.</p> <p>GYMNASTICS</p> <p>I can perform 9 key shapes. I can travel using different body parts. I can create and experiment with sequences. I can create sequences of shapes, balances, rolls and travel. I can share ideas in a group. I can recognise own successes.</p> <p>ATHLETICS</p> <p>I can throw a variety of different objects I can jump with control I can run with the correct arm technique I can run in races I can compete against others I can follow the rules</p>
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- Choose the appropriate running speed to meet the demand of the task.
- Enjoy competing with others.

INVASION GAMES of:
TAG RUGBY
NETBALL
FOOTBALL
LACROSSE

- Employ simple tactics in game situations.
- Recognise and explain good performances.
- Understand the link between heart rate and breathing when exercising.
- Recognise good performance and be able to identify what you need to practice to improve your own performance.
- Recognise players who play well in games and give reasons why.
- Identify what you do best and what you find difficult.
- Recognise and describe what happens to your breathing and heart rate when playing games and begin to understand why you get hotter when playing games.
- Learn how to recognise your own success.
- Describe how your body feels when exercising.
- Describe what happens to your heart rate and breathing when playing games and begin to understand why you get hotter.
- Identify what you do best and what you find most difficult and recognise this in others performance.
- Improve decision making skills and choose the right skills that meet the needs of the situation.
- Play simple invasion games with an understanding of the basic rules.
- To follow the rules of the game
- Move with a ball keeping it under close control.
 - Keep possession of a ball as part of a team.
 - Receive a ball successfully.
- Take up spaces/positions that make it difficult for opponents.
- Perform basic skills needed for games with control and accuracy.
 - Pass/send a ball with increasing accuracy and at different speeds.
 - Shoot/ score with some success.
- Use a range of skills to keep possession of the ball.
- Keep the ball under control, passing and receiving with increasing accuracy.

This leads on from Y2
Moving with a ball keeping it under close control. Keeping possession of a ball as part of a team. Receiving a ball successfully. Taking up spaces/positions that make it difficult for opponents. Performing basic skills needed for games with control and accuracy. Passing/sending a ball with increasing accuracy and at different speeds. Shooting/ scoring with some success. Using a range of skills to keep possession of the ball. Keeping the ball under control, passing and receiving with increasing accuracy. Choosing space/ positions where you can receive a pass or to support a teammate. Developing control and technique both in movements and manipulation. Applying basic principles for attacking and defending – finding space (attacking), challenge a player in possession (defending). Passing and receiving the ball with control. Selecting passes that keep possession. Moving to support teammates once you have passed the ball and explain how to keep possession. Knowing how to tag another player. (tag rugby) Developing attacking and defending skills within tag rugby. Be able to pass the ball backwards to a teammate. (tag rugby)

This leads to Y4 by
Passing in different ways e.g. high, low, fast, slow. Finding and use space in game situations and work well as part of a team. Explaining simple tactics in game situations. Moving the ball keeping it under control whilst changing direction. Applying basic attacking and defending principles such as finding and using space in game situations. Passing, shooting and receiving a ball with increasing accuracy, control and success. Challenging a player in possession of the ball. Passing the ball using different techniques. Developing set moves that can be used in attacking play. Showing growing control and consistency during games. Choosing and adapt techniques and tactics to keep possession of the ball and give you a chance to shoot or score. Collaborating with others and use tactics to keep possession. Getting into good positions to pass, receive, and shoot the ball. Passing the ball using different techniques. Shooting and score with increasing accuracy. Using a range of tactics, including finding and using space, to keep possession of the ball to

TAG RUGBY

- I can control the ball when travelling.
- I can show good technique when passing.
- I can catch the ball consistency.
- I can play tagging and defending games.
- I can work together with others.
- I can make decisions in games.

NETBALL

- I can pass/ send a ball with increasing accuracy.
- I can move in front of passing lines to intercept the ball.
- I can demonstrate a correct chess pass technique.
- I can keep good control of the ball.
- I can move off the ball when attacking.
- I can play in small sided games, employing simple tactics.

FOOTBALL

- I can stop the ball with my feet.
- I can pass the ball with the inside of my feet.
- I can move with the ball.
- I can make a standing tackle.
- I can shoot a stationary football.
- I can participate in games controlling the ball.

- Choose space/ positions where you can receive a pass or to support a teammate.
- Develop control and technique both in movements and manipulation.
- Apply basic principles for attacking and defending – finding space (attacking), challenge a player in possession (defending).
- Pass and receive the ball with control. • Select passes that keep possession.
- Move to support teammates once you have passed the ball and explain how to keep possession.
- Know how to tag another player. (tag rugby)
- Develop attacking and defending skills within tag rugby.
- To be able to pass the ball backwards to a teammate. (tag rugby)

TENNIS

- Compete with others – Keeping and following the rules of the game.
- Identify what you do well and what you find difficult.
- Further understand the link between heart rate and breathing when exercising.
 - Employ simple tactics in game situations and explain why they have used the tactics.
- Learn how to evaluate and recognise their own success.
- Identify what they need to practice to improve their performance.
- Describe how their bodies feel when exercising and understand the link between heart rate and breathing when exercising.
- Participate in rallies with others.
- Can hit the ball, when in the air, varying height, speed and direction into space and to a partner.
- Perform basic skills needed for the games with control and accuracy, including throwing and stopping the ball.
- Perform a basic forehand action.
- Throw/ Send a ball using a variety of techniques.
- Take up space/ positions that make it difficult for opponents.
- Keep a rally going.
- Choose the appropriate throwing technique to meet the demands of the task.
- Send a ball into space at different speeds and heights to make it difficult for the opponent.
- Intercept and stop the ball consistently

shoot/score. Moving in different directions learning to move away from your opponent and keep control of the ball when running. Learning how to pass, catching successfully and improving skills whilst on the move. Moving forward to attack as part of a team – running in a line. (tag rugby) Working as part of a team when defending, keeping in a line, and spreading out. (tag rugby) Developing physical characteristics needed for the game, e.g. speed, fitness, agility.

This leads on from Y2 by

Performing a range of catching and gathering skills with control. Mastering basic throwing technique. Throw / Hit a ball in different ways e.g. high, low, fast, slow. Understanding a follow the rules of the game, showing good awareness of others when playing games.

This leads to Y4 by

Performing a basic forehand action. Throwing/ Sending a ball using a variety of techniques. Taking up space/ positions that make it difficult for opponents. Keeping a rally going. Competing with others – Keeping and following the rules of the game.

TENNIS

- I can watch, track, and catch a tennis ball successfully.
- I can move changing direction and speed.
- I can balance a tennis ball on a racket
- I can hit the tennis ball with some control
- I can perform a forehand serve using the correct grip.
- I can hit a ball into space (at different speeds and heights) to try beat an opponent

	<p>ORIENTEERING</p> <ul style="list-style-type: none"> • Participate in competitive orienteering events, following instructions of the game • Recognise that activities need thinking through and planning. • Evaluate your performance and recognise what went well and what could be improved • Participate in team games, working cooperatively, solving problems with others. • Communicate effectively with other people and discuss plans to achieve success. • To make a map with symbols and be able to recognise where you are on a map, using basic techniques. • Move confidently in different ways, developing agility, balance, and co-ordination <p>ROUNDERS</p> <ul style="list-style-type: none"> • Identify what you need to practice to improve your performance. • Understand the link between heart rate and breathing when exercising. • Describe how your body feels when exercising and understand the link between heart rate and breathing when exercising. • Employ simple tactics in games. • Devise suitable warm up activities for upcoming activities. • Apply and develop a broader range of skills, whilst ensuring basic skills are performed with control and accuracy. • Throw a ball increasing distances. • Catch a ball with increasing consistency. • Hit a ball with correct technique. • Intercept and stop the ball consistently. • Employ simple tactics, particularly when fielding to make it harder for the batter. • Work well as part of a team, particularly when fielding to make it harder for the batter. <p>DODGEBALL</p> <ul style="list-style-type: none"> • Understand how finding space can help in game situations. • Begin to understand why you get hotter when you exercise and play games. • Identify what you do best and what you find difficult. 	<p>This leads on from Y2 by Being able to use some basic features on a map to select and plan a route. Working well in big groups, sharing, taking turns, and cooperating with others. Meeting challenges effectively working as part of a team.</p> <p>This leads to Y4 by Developing a basic understanding of map reading/making and apply these skills and techniques in games. Working cooperatively and successfully as part of a team, improving communication skills. Recognising where you are on a map.</p> <p>This leads on from Y2 by Performing a range of actions with control including catching, gathering, and hitting a ball with increasing accuracy.</p> <p>This leads to Y4 by Throwing a ball increasing distances, catch a ball with increasing consistency and hit a ball with correct technique. Intercepting and stop the ball consistently. Working well as part of a team, particularly when fielding to make it harder for the batter. Employing simple tactics in games. Devising suitable warm up activities for upcoming activities.</p> <p>This leads on from Y2 by Being able to throw a ball at a moving target with increased accuracy. To catch a ball.</p> <p>This leads to Y4 by Improving consistency when catching a ball at different heights. Showing control when moving at speed. Moving the ball in different ways, with increasing accuracy and control. Use a range of skills and tactics to</p>	<p>ORIENTEERING</p> <ul style="list-style-type: none"> I can communicate effectively with others. I can move confidently with control. I can make a map. I can understand the different points on a map. I can compete against others. I can complete a picture orienteering event. <p>ROUNDERS</p> <ul style="list-style-type: none"> I can throw a ball with increasing accuracy and distance. I can catch a ball with increasing consistency. I can successfully hit a ball from a tee. I can hit a ball with correct technique. I can choose fielding skills to make it difficult for an opponent. I can work well as part of a team. <p>DODGEBALL</p> <ul style="list-style-type: none"> I can throw the ball underarm. I can develop striking skills. I can move in different ways – at speed. I can catch a ball at different heights. I can use tactics to win games. I can participate in dodgeball games.
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- Explain what success you have seen in games, and how individuals and teams achieved it
- Improve consistency when catching a ball at different heights.
- Show control when moving at speed.
- Move the ball in different ways, with increasing accuracy and control.
- Use a range of skills and tactics to win games. .
- Demonstrate good teamwork skills

FITNESS

- Develop an understanding of the importance of speed and stamina when playing invasion games
- Describe how their bodies feel when exercising.
- Understand the link between heart rate and breathing during exercise.
- Begin to understand why you get hotter when playing games
- Begin to create simple warm ups.
- Demonstrate an appreciation of safety when lifting, moving and placing apparatus and equipment.

win games. Understanding how finding space can help in game situations.

This leads on from Y2 by
Improving speed, agility and stamina. Developing the safe jumping technique to gain height and distance. Developing control, balance and coordination when completing a variety of tasks.

This leads to Y4 by
Developing upper and lower body strength, fitness, speed, aerobic endurance, balance, body coordination, and show good control and technique. Working well both independently and in small groups. Showing self-belief and determination to manage and accomplish tasks.

FITNESS

- I can combine movements
- I can move with control when tired
- I can hold own body weight in shapes such as front support and crab
- I can perform fast feet with coordination
- I can perform a number of sit ups
- I can show control during different movement

Year	Themes	Key Knowledge linked to themes	Progression	Skills
Y4	OAA Hockey Basketball Dance Lacrosse Gymnastics Swimming Fitness Athletics Cricket Tennis	<p>DANCE</p> <ul style="list-style-type: none"> • Be able to describe your own dance, taking characters into account as well as Identifying what they need to practice to improve their dance. • Understand the link between heart rate and breathing when exercising • Explore and create characters and narratives in response to a range of stimuli. • Perform dances using a range of movement patterns – accurately, fluently, consistently and with control. • Use different compositional ideas to create motifs incorporating unison, canon, action, and reaction. • Experiment with a wide range of actions, varying and combining spatial patterns, speed, tension, and continuity when working with a partner and in a group. • Work well as part of a team. <p>GYMNASTICS</p> <ul style="list-style-type: none"> • Recognise and explain a good performance. • Find different ways of using a shape, balance, or travel, and link them to make actions and sequences of movement. • Show control, accuracy and fluency of movement when performing actions on your own and with a partner. • Devise and perform a gymnastic sequence, showing a clear beginning, middle and end. • Create, perform, and repeat a combination of actions that include changes of dynamic e.g. changes of level, speed and direction, and clarity of shape. • Collaborate with others. <p>ATHLETICS</p> <ul style="list-style-type: none"> • Understand the pace judgement when running over an increased distance, choosing the appropriate speed to meet the demand of the task. • Learn how to evaluate and recognise their own success. 	<p><i>This leads on from Y3 by:</i> Developing balance and coordination when completing a variety of tasks with increased fluency and control. Working well with a partner and as a team.</p> <p><i>This leads to Y5 by</i> Using basic compositional principles when creating dances – combining movements fluently and effectively. Performing a range of movements accurately with a sense of rhythm. Creating and structure dance motifs, phrases, and sections of dances, developing expressive qualities.</p> <p>This leads on from Y3 by Finding different ways of using a shape, balance, or travel, and link them to make actions and sequences of movement. Creating, performing, and repeating a combination of actions that include changes of dynamic e.g. changes of level, speed and direction, and clarity of shape. Collaborating with others.</p> <p>This leads to Y5 by Performing movements accurately with a sense of rhythm. Exploring, improvising, and combining movement ideas fluently and effectively. Making up longer sequences and perform them with fluency and clarity of movement.</p> <p>This leads on from Y3 by Combining basic jump actions to form a jump combination, using a controlled jumping technique. Performing a throwing technique with control, coordination, and consistency. Performing competitively with others.</p> <p>This leads to Y5 by Running, jumping, catching, and throwing in isolation and combination and combining and performing skills with</p>	<p>DANCE</p> <p>I can move using a range of patterns. I can link movement patterns together showing consistency. I can work on my own, with a partner and in a group. I can create, practise, and perform more complex dances. I can experiment with speed, tension and continuity. I can perform actions with clarity of movement.</p> <p>GYMNASTICS</p> <p>I can perform 9 key shapes with good body tension. I can use travel to link actions. I can travel on different levels at different speeds I can create longer sequences of movements, shapes, balances, and rolls I can work with others mirroring and cannoning. I can perform in front of others</p> <p>ATHLETICS</p> <p>I can throw an object using both a pushing and pulling technique I can combine different types of jumping I can run for distance • Step 4: To run in races of varied distances I can take part in athletic events I can perform competitively with others</p>

- Devise suitable warm-up activities for the upcoming activities.
- Describe how their bodies feel when exercising and understand the link between heart rate and breathing during exercise
- Combine basic jump actions to form a jump combination, using a controlled jumping technique.
- Perform a throwing technique with control, coordination, and consistency.
- Perform competitively with others

**INVASION GAMES of:
BASKETBALL
HOCKEY
LACROSSE**

- Explain and apply basic attacking and defending principles.
- Identify what you need to practice to improve your performance.
- Describe how your body feels when exercising and understand the link between heart rate and breathing when exercising.
- Move the ball keeping it under control whilst changing direction.
- Pass, shoot and receive a ball with increasing accuracy, control and success. Pass in different ways e.g. high, low, fast, slow.
- Find and use space in game situations and work well as part of a team.
- Use a range of tactics to keep possession of the ball; and explain simple tactics in game situations.

control. Communicating, collaborating, and competing with others. Working effectively as part of a team. Demonstrating a range of throwing actions e.g. push, pull, sling, using different equipment.

This leads from Y3 by

This leads to Y5 by
Performing skills (e.g. passing) with accuracy, confidence and control, and increasing speed. Working effectively as part of a team and keep possession of the ball when faced with opponents. Applying basic principle for attacking – Using skills to keep possession of the ball. Beginning to apply defending principles in games; Communicating well as a team to regain possession of the ball. Applying basic principles for defending - Defend by marking, covering, and tracking opponents as appropriate. Participating in competitive games, modified where appropriate. Developing technique of important skills – such as passing. Keeping possession of the ball when faced with opponents. Applying basic principle for attacking – Use a variety of tactics to keep possession of the ball. Changing speed and direction to get away from a defender. Using a variety of tactics, like use of space and positions to keep the ball. Using simple tactics in games to achieve success as a team. Applying basic principle for attacking – choosing when to pass or dribble to keep possession of a ball. Using a variety of skills to keep the ball, thinking about moving towards goal, different positions and the use of space. Increasing accuracy and confidence of passing and shooting skills. Increasing accuracy and control when passing and catching whilst moving at speed. Participating in competitive games, following the rules and playing fair. Continuing to improve different ways to pass – fast, slow, high, low.

BASKETBALL

- I can pass/ send a ball in different ways and speeds.
- I can move with the ball keeping it under control whilst changing direction.
- I can work well as part of a team.
- I can find and use space well to keep possession.
- I can shoot and score with some success.
- I can participate in games recognising good performances.

HOCKEY

- I can collaborate with others in team games.
- I can use a push pass accurately.
- I can get in a low position when dribbling and/or passing.
- I can dribble a ball whilst changing direction.
- I can use a slap pass.
- I can employ simple tactics in games.

TENNIS

- Recognise and explain good performances and learn how to recognise and evaluate your own success.
- Describe how your body feels when exercising and understand the link between heart rate and breathing when exercising.
- Perform basic skills needed for the games with control and accuracy, including hitting a ball towards a target. Perform a basic forehand action with control and accuracy.
- Send/ hit a ball into space, at different speeds and heights to make it difficult for your opponent.
- Begin to apply basic movements in a range of activities and in combination.
- Apply basic principles for attacking including finding and using space in game situations.
- Keep a rally going using a range of shots.

ORIENTEERING

- Have knowledge of safety rules and procedures for taking part in orienteering event.
- Work as a team to plan and decide what approach to use to meet the challenges.
- Explain how you could improve your performance
- Develop a basic understanding of map reading/making and apply these skills and techniques in games.
- Work cooperatively and successfully as part of a team, improving communication skills.
- Recognise where you are on a map.
- Demonstrate all the physical skills needed for orienteering: agility, balance, and co-ordination

CRICKET

- Explain the tactics you have used in games.
- Communicate, collaborate, and compete with others, following the rules of the game.
- Choose fielding skills which make it difficult for your opponent.
- Recognise what you do well and what you find difficult and explain good performances.

This leads on from Y3 by
Performing a basic forehand action. Throwing/ Sending a ball using a variety of techniques. Taking up space/ positions that make it difficult for opponents. Keeping a rally going. Competing with others – Keeping and following the rules of the game.

This leads to Y5 by
Perform a basic forehand action with control and accuracy. Send hit a ball into space, at different speeds and heights to make it difficult for your opponent. Keep a rally going using a range of shots. Apply basic principles suitable for attacking and defending. Adopt a good 'ready position' to move and catch a ball.

This leads from Y3 by
Developing a basic understanding of map reading/making and apply these skills and techniques in games. Working cooperatively and successfully as part of a team, improving communication skills. Recognising where you are on a map.

This leads to Y5 by
Orientating themselves and map correctly keeping track of their position with increasing accuracy. Developing team work, communication skills and use these skills to achieve success. Making a map with symbols and legend and begin to understand scale.

This leads from Y3 by
Performing a range of actions with control including catching, gathering, and hitting a ball with increasing accuracy. Throwing/hitting a ball in different ways e.g. high, low, fast, slow.

This leads to Y5 by
Throwing a ball increasing distances, catch a ball with increasing consistency and hit a ball with correct technique

TENNIS

- I can watch, track, and catch a tennis ball successfully.
- I can move effectively to get in a good position.
- I can perform a basic forehand action with increasing accuracy.
- I can perform a basic backhand shot with increasing accuracy.
- I can hit a tennis ball into space (at different speeds and heights) to try beat an opponent.
- I can keep a rally going using a range of shots.

ORIENTEERING

- I can work cooperatively as part of a team.
- I can make a map with symbols.
- I can participate in team games solving problems with others.
- I can understand the compass points.
- I can use thumbing and folding techniques.
- I can take part in an orienteering event.

CRICKET

- I can run, jump and catch in combination.
- I can catch a ball with good control.
- I can understand the rules of cricket.
- I can hit a ball towards a target.
- I can space when fielding to make it difficult for opponents.
- I can participate in modified competitive games, showing good teamwork.

- Show control, coordination and consistency when throwing and catching a ball.
- Hit a ball with increasing control from a tee and progress to without a tee.
- Take up spaces/positions that make it difficult for the opposition.
- Hit a ball with increasing control, accurately towards a target.
- Communicate, collaborate, and compete with others, following the rules of the game.
- Chose fielding skills which make it difficult for your opponent

FITNESS

- Improve physical fitness.
- Describe how their bodies feel when exercising and further understand the link between heart rate and breathing during exercise.
- Devise suitable warm-up activities for the upcoming activities
- Understand and follow safety procedures

and increasing control. Intercepting and stop the ball consistently. Working well as part of a team, employing simple tactics, particularly when fielding to make it harder for the batter. Communicating, collaborating, and competing with others, following the rules of the game. Choosing both fielding and striking skills which make it difficult for your opponent.

This leads on from Y3 by
Developing upper and lower body strength, fitness, speed, aerobic endurance, balance, body coordination, and show good control and technique. Working well both independently and in small groups. Showing self-belief and determination to manage and accomplish tasks.

This leads to Y5 by
Understanding what aerobic exercise is and how to develop it. Identifying parts of the body we are working during exercise. Developing lower body and core strength, fitness, balance and coordination.

FITNESS

- I can work well with others
- I can work hard for long periods of time
- I can perform a lunge safely
- I can move at speed with coordination
- I can skip using a skipping rope
- I can perform a number of crunches with purpose.

Year	Themes	Key Knowledge linked to themes	Progression	Skills

Y5

Netball
Athletics
Lacrosse
Dance
Football
Gymnastics
Tag Rugby
Health Related
Fitness
Handball
Tri Golf
Rounders
Tennis

.DANCE

- Identify which aspects were performed consistently, accurately, fluently, and clearly and be able to provide feedback.
- Work effectively as part of a team.
- Explain how their bodies reacts and feels when taking part in different activities and undertaking different roles.
- Continue to develop a broader range of skills and movement patterns, exploring and practicing movement ideas inspired by a stimulus.
- Use basic compositional principles when creating dances – combining movements fluently and effectively.
- Perform a range of movements accurately with a sense of rhythm.
- Create and structure dance motifs, phrases, and sections of dances, developing expressive qualities

GYMNASTICS

- Develop your own gymnastic sequences by understanding, choosing, and applying a range of compositional principles.
- Identify which aspects of a performance were performed consistently, accurately, fluently, and clearly; being able to provide constructive feedback
- Perform movements accurately with a sense of rhythm.
- Explore, improvise, and combine movement ideas fluently and effectively.
- Make up longer sequences and perform them with fluency and clarity of movement, choosing skills that meet the needs of the situation.
- Develop flexibility, strength, control, technique, and balance.

ATHLETICS

- Choose the appropriate speed to run at for the distance to be covered.
- Create short warm up routines that follow basic principle e.g. raise body temperature, mobilise joints and muscles.
- Understand how physical activity can contribute to a healthy lifestyle and the importance of being physically fit.

This leads on from Y4 by:

Using basic compositional principles when creating dances – combining movements fluently and effectively. Performing a range of movements accurately with a sense of rhythm. Creating and structure dance motifs, phrases, and sections of dances, developing expressive qualities.

This leads to Y6

Moving in a way that reflects the music. Performing dances to an audience in both canon and unison, with clarity, rhythm and confidence. Exploring, improvising, and combining movement ideas fluently and effectively.

This leads on from Y4 by

Performing movements accurately with a sense of rhythm. Exploring, improvising, and combining movement ideas fluently and effectively. Making up longer sequences and perform them with fluency and clarity of movement.

This leads to Y6

Exploring, improvising, performing and combining movement ideas fluently, effectively. Using combinations of dynamics using the space effectively. Developing your own gymnastic sequences by understanding, choosing, and applying a range of compositional principles; varying direction, level, and pathways to improve the look of a sequence.

This leads on from Y4 by

Running, jumping, catching, and throwing in isolation and combination and combining and performing skills with control. Communicating, collaborating, and competing with others. Working effectively as part of a team. Demonstrating a range of throwing actions e.g. push, pull, sling, using different equipment.

This leads to Y6

Selecting and applying skills that meet the needs of the situation, combining and performing each skill with control

DANCE

- I can be inspired by music and different stimuli.
- I can move showing expressive qualities.
- I can dance using a range of movement patterns.
- I can create and structure sections of dance.
- I can work as part of a team.
- I can perform to an audience.

GYMNASTICS

- I can travel with confidence choosing different pathways.
- I can travel fluently on the floor and on/off apparatus.
- I can show rhythm and creativity when working with others.
- I can create longer sequences.
- I can show flexibility and technique when performing gymnastic elements.
- I can perform in front of an audience.

ATHLETICS

- I can combine running and jumping
- I can combine running and throwing
- I can compete in short distance races
- I can compete in long distance running
- I can practise to combine different types of jump
- I can throw in different ways with accuracy and control

- Explain how their body reacts and feels when taking part in different activities and undertaking different roles and understanding how this affects the muscles.
- Run, jump, catch, and throw in isolation and combination. Combine and perform skills with control.
- Communicate, collaborate, and compete with others. Working effectively as part of a team.
- Demonstrate a range of throwing actions e.g. push, pull, sling, using different equipment.

INVASION GAMES of:

NETBALL
LACROSSE
FOOTBALL
TAG RUGBY
HANDBALL

- Explain how your body reacts and feels when taking part in different activities and undertaking different roles.
- Explain why a performance is good.
- Understand how physical activity can contribute to a healthy lifestyle.
- Learn how to evaluate and recognise success.
- Choose different formations to suit the needs of the game.
- Find ways to get the ball towards your opponent's goal, knowing when to pass, when to dribble or travel with the ball.
- Watch and evaluate the success of a game, whilst recognising parts of a performance that could be improved and identifying practices that will help.
- Suggest ideas for warming up and explain your choices.
- Understand how the muscles work – work by getting shorter, relax by getting longer.
- Understand the importance of being physically fit.
- Know the difference between attacking and defending skills.
- Know how to mark and defend your goal.
- Identify strengths and weaknesses of your own and other performances and explain your reasoning.
- Begin to understand the importance of lines in tag rugby – both for attack and defence. (tag rugby)
- Understand the defensive duties in tag rugby and the process of tagging.

at speed. Working effectively as part of a team. Successfully run, jump, and throw in isolation and in combination – applying appropriate techniques to achieve personal bests.

This leads on from Y4 by Performing skills (e.g. passing) with accuracy, confidence and control, and increasing speed. Working effectively as part of a team and keep possession of the ball when faced with opponents. Applying basic principle for attacking – Using skills to keep possession of the ball. Beginning to apply defending principles in games; Communicating well as a team to regain possession of the ball. Applying basic principles for defending - Defend by marking, covering, and tracking opponents as appropriate. Participating in competitive games, modified where appropriate. Developing technique of important skills – such as passing. Keeping possession of the ball when faced with opponents. Applying basic principle for attacking – Use a variety of tactics to keep possession of the ball. Changing speed and direction to get away from a defender. Using a variety of tactics, like use of space and positions to keep the ball. Using simple tactics in games to achieve success as a team. Applying basic principle for attacking – choosing when to pass or dribble to keep possession of a ball. Using a variety of skills to keep the ball, thinking about moving towards goal, different positions and the use of space. Increasing accuracy and confidence of passing and shooting skills. Increasing accuracy and control when passing and catching whilst moving at speed. Participating in competitive games, following the rules and playing fair. Continuing to improve different ways to pass – fast, slow, high, low.

This leads to Y6 Applying basic principles for attacking and defending, choosing different formations to suit the need of the game. Developing control whilst performing skills at speed. Showing good awareness of others in game situations and work effectively as a team, adapting games if needed so everyone has a role to play. Using the defending principles in game situations, including marking, tracking and covering, to gain possession. Combining and perform skills with control, adapting them to meet the needs of the situation. Choosing and applying a range of tactics and

NETBALL

- I can pass the ball in a variety of different ways with confidence and control.
- I can find ways to help attack.
- I can mark an opponent.
- I can keep possession of the ball when faced with opponents.
- I can work together as a team, showing good awareness of others.
- I can use tactics in game situations.

FOOTBALL

- I can confidently pass accurately.
- I can choose when to dribble, when to pass and when to shoot.
- I can defend in a team.
- I can compete in small sided games.
- I can mark a player to stop them getting the ball.
- I can decide on ways to defend in games

TAG RUGBY

- I can travel and dodge at speed with the ball.
- I can mark and tackle in game situations.
- I can attack in opposed situations.
- I can understand the rules of a rugby game.
- I can move forward to attack as a team.
- I can defend in a line as a team.

HANDBALL

- I can pass/ send a ball whilst on the move.
- I can shoot with accuracy.
- I can pass the ball over different distances whilst moving.
- I can choose positions to help when attacking.
- I can move with speed and purpose.
- I can play modified games against others.

- Perform skills (e.g. passing) with accuracy, confidence and control, and increasing speed.
- Work effectively as part of a team and keep possession of the ball when faced with opponents.
- Apply basic principle for attacking – Using skills to keep possession of the ball.
- Begin to apply defending principles in games; Communicating well as a team to regain possession of the ball.
- Apply basic principles for defending - Defend by marking, covering, and tracking opponents as appropriate.
- Participate in competitive games, modified where appropriate.
- Develop technique of important skills – such as passing.
- Keep possession of the ball when faced with opponents.
- Apply basic principle for attacking – Use a variety of tactics to keep possession of the ball.
- Change speed and direction to get away from a defender.
- Use a variety of tactics, like use of space and positions to keep the ball.
- Use simple tactics in games to achieve success as a team.
- Apply basic principle for attacking – choosing when to pass or dribble to keep possession of a ball.
- Use a variety of skills to keep the ball, thinking about moving towards goal, different positions and the use of space.
- Increase accuracy and confidence of passing and shooting skills.
- Increase accuracy and control when passing and catching whilst moving at speed.
- Participate in competitive games, following the rules and playing fair.
- Continue to improve different ways to pass – fast, slow, high, low.

TENNIS

- Understand tactics in net games, such as aiming into space to beat an opponent. Use these tactics to try win games.
- Identify spaces and understand the tactic of hitting into gaps.
- Watch and evaluate the success of games.

strategies when both attacking and defending. Changing speed and direction to get away from a defender. Working effectively as a team. Using a variety of tactics to keep possession of the ball, applying the principles of attacking. Using the defending principles in game situations, including marking, tracking, and covering, to gain possession. Incorporating the rules of the game into small sided games such as passing backwards in tag rugby. Passing and catching the ball whilst running at different speeds. Keeping control of the ball when running and passing, ensuring passing is accurate. Carefully considering the best way to score and win the game, remembering to find and use space when running. Successfully removing tags in accordance with the rules. (tag rugby)

This leads on from Y4 by
 Perform a basic forehand action with control and accuracy. Send hit a ball into space, at different speeds and heights to make it difficult for your opponent. Keep a rally going using a range of shots. Apply basic principles suitable for attacking and defending. Adopt a good 'ready position' to move and catch a ball.

TENNIS

- I can demonstrate a good ready position and fast paced movements.
- I can vary shot selection – speed, height, direction.
- I can play shots on the forehand and backhand side of the body.
- I can use a variety of different shots, and serves, hitting with increasing consistency.
- I can employ some tactics in games.
- I can participate in a successful rally

- Able to explain why a performance is good, and what part of a performance could be improved and why.
- Create short warm up routines that follow basic principle e.g. raise body temperature, mobilise joints and muscles.
- Understand how the muscles work e.g. work by getting shorter, relax by getting longer.
- Develop an understanding of how to improve in different physical activities and sports.
- Recognise part of a performance that could be improved and explain how.
- Learn how to evaluate and recognise their own success
- Improve consistency of shots, noticing longer rallies. • Use different racket skills and types of movement during a competitive or cooperative rally.
- To participate in rallies with and without a racket.
- Demonstrate skills learnt during the unit when competing against others, including serving, returning a serve, and shot accuracy when moving at a quick pace.
- Can demonstrate fast paced movements, fluently changing direction and speed.
- Hit the ball with purpose.
- Play shots on the forehand and backhand side of your body.
- Direct the ball towards the opponent's court or target area.
 - Participate in competitive games, modified where appropriate.
- Use good footwork that allows the ball to be hit with good technique.
- Adopt a good ready position and show good position on court.
- Show good awareness of others in game situations.
- Apply basic principles suitable for attacking and defending. Identify spaces and understand the tactic of hitting into gaps.

ROUNDERS

- Watch and evaluate the success of games and good performance.
- Understand how physical activity can contribute to a healthy lifestyle and explain how your body reacts and feels when taking part in physical activity.

This leads to Y6
 Playing shots on the forehand and backhand side of your body. Direct the ball towards the opponent's court or target area trying to hit in the gaps. Participating in competitive games, modified where appropriate. Using good footwork that allows the ball to be hit with good technique. Adopting a good ready position and show good position on court.

This leads on from Y4 by
 Throwing a ball increasing distances, catch a ball with increasing consistency and hit a ball with correct technique. Intercepting and stop the ball consistently. Working well as part of a team, particularly when fielding to make it harder for the batter. Employing simple tactics in games. Devising suitable warm up activities for upcoming activities.

ROUNDERS

- I can throw and bowl in different ways.
- I can hit a ball with some accuracy.
- I can understand tactics needed in games.
- I can stop a ball when fielding.
- I can choose effective positions when fielding.
- I can participate in team games against others

- Create short warm up routines that follow basic principles e.g. raising body temperature, mobilise joints and muscles.
- Choose skills and tactics to meet the needs of the situation. (i.e. to outwit opponents when fielding).
- Explain why a performance is good.
- Show good awareness of others in game situations.
- Adapt games and activities making sure everyone has a role to play.
- Develop control and technique whilst performing skills at speed.
- Hit the ball with purpose, varying speed height and direction, as well as thinking of tactics needed to score more runs.
- Work as part of a team, communicating well with others. • Begin to bowl at different speeds.

GOLF

- Develop an understanding of how to improve when playing games.
- Understand how the muscles work.
- Understand the technique to be able to chip at different heights.
- Participate in games fairly, following the rules.
- Show good teamwork.
- Apply appropriate skills and tactics in game situations.
- Apply both the putting and chipping techniques to competitive games.
- Show control and control to make accurate shots.
- Begin to develop the driving technique.
- Increase accuracy and distance when practicing the driving technique and participate in driving games.

FITNESS

- Understand how physical activity can contribute to a healthy lifestyle.
- Understand the importance of being physically fit.
- Develop physical fitness.
- Recognise exercise and activities that help strength, speed and stamina.
- Explain how their body reacts and feels when taking part in different activities and undertaking different roles.

This leads to Y6 by
Hitting the ball with purpose, varying speed height and direction, as well as thinking of tactics needed to score more runs. Showing good awareness of others in game situations. Working as part of a team, communicating with others and adapting games and activities making sure everyone has a role to play. Beginning to bowl at different speeds. Choosing skills and tactics to meet the needs of the situation. (i.e. to outwit opponents when fielding).

This leads on from Y4 by

This leads to Y6 by
Applying both the putting and chipping techniques to competitive games. Showing control and controlling to make accurate shots. Beginning to develop the driving technique. Increasing accuracy and distance when practicing the driving technique and participate in driving games. Understanding the technique to be able to chip at different heights.

This leads on from Y4 by
Understanding what aerobic exercise is and how to develop it. Identifying parts of the body we are working during exercise. Developing lower body and core strength, fitness, balance and coordination.

This leads to Y6 by
Understanding and explaining the importance of good upper body strength. Recognising the physical and mental benefits of increased activity and develop an appreciation of physical activity as a lifelong habit. Developing lower body and core strength, fitness, speed and aerobic endurance. Applying and link learned fundamental

GOLF

- I can increase consistency when putting.
- I can practise the drive technique.
- I can putt and chip with accuracy.
- I can increase accuracy when chipping for height.
- I can apply chipping techniques into games.
- I can apply the correct techniques when competing.

FITNESS

- I can perform squats with correct technique
- I can sustain physical movements for periods of time
- I can perform a press up
- I can hold a plank position still
- I can skip using a rope for increased periods
- I can work to improve performance

- Understand how the muscles work – work by getting shorter, relax by getting longer
- Create short warm up routines that follow basic principle e.g. raise body temperature, mobilise joints and muscles.
- Suggest ideas for warming up and explain your choices.
- Coordinate lifting and moving apparatus in a safe and sensible way.

movement skills. Showing determination to complete tasks using the correct techniques and demonstrate stamina.

Year	Themes	Key Knowledge linked to themes	Progression	Skills
Y6	Lacrosse Athletics Dance Basketball Gymnastics Hockey Health Related Fitness Handball Dodgeball Golf Cricket Tennis	<p>DANCE</p> <ul style="list-style-type: none"> • Share ideas in small groups, working together to create a routine incorporating different elements. • Use imagination to develop dances to music and develop expressive qualities. • Move in a way that reflects the music. • Perform dances in both canon and unison, with clarity and confidence. • Explore and practice movement ideas inspired by a stimulus. • Explore, improvise, and combine movement ideas fluently and effectively. • Perform movements to an audience with rhythm and confidence <p>GYMNASTICS</p> <ul style="list-style-type: none"> • Work effectively as part of a team, recognising success, and give constructive feedback. • Create short warm up routines that follow important principles. • Explore, improvise, and combine movement ideas fluently and effectively. Use skills in different ways, performing confidently, with clarity and a sense of rhythm. • Combine and perform gymnastic actions, shapes, and balances more fluently and effectively. • Use combinations of dynamics using the space effectively. • Develop your own gymnastic sequences by understanding, choosing, and applying a range of compositional principles; varying direction, level, and pathways to improve the look of a sequence <p>ATHLETICS</p> <ul style="list-style-type: none"> • Understand appropriate pace judgement for the running distance to be covered. • Understand the appropriate throwing and jumping technique to achieve maximum distance and height. • Share and discuss athletic techniques with others. 	<p><i>This leads on from Y5 by:</i> Moving in a way that reflects the music. Performing dances to an audience in both canon and unison, with clarity, rhythm and confidence. Exploring, improvising, and combining movement ideas fluently and effectively.</p> <p>This leads to Y7 by Being creative and exploring a range of dance movements using steps, gestures, formations, body shapes, contact work, and contrasts in dynamic and rhythmic patterning. Evaluating and assessing movements to improve routines showing a range of well-coordinated choreographed movements to the set music.</p> <p><i>This leads on from Y5 by</i> Exploring, improvising, performing and combining movement ideas fluently, effectively. Using combinations of dynamics using the space effectively. Developing your own gymnastic sequences by understanding, choosing, and applying a range of compositional principles; varying direction, level, and pathways to improve the look of a sequence.</p> <p><i>This leads to Y7 by</i> Developing stability when holding their own body position and when supporting a partner. Controlling, precision and aesthetics into sequences showing creativity. Evaluate and assess movements to improve sequences. Performing most gymnastic movements with control and will attempt to link elements together.</p> <p>This leads on from Y5 by Selecting and applying skills that meet the needs of the situation, combining and performing each skill with control at speed. Working effectively as part of a team. Successfully run, jump, and throw in isolation and in combination – applying appropriate techniques to achieve personal bests.</p>	<p>DANCE</p> <ul style="list-style-type: none"> I can move in a way that reflects the music. I can show ideas through dance. I can combine movements fluently. I can apply basic compositional principles when creating dances. I can share ideas in groups to create a routine. I can perform with rhythm and confidence. <p>GYMNASTICS</p> <ul style="list-style-type: none"> I can show flexibility and technique when performing gymnastic elements. I can show different combinations and pathways when travelling. I can use space creatively when travelling. I can perform high quality jumps, rolls and group balances. I can show rhythm and creativity when working with others. I can explain why a performance is good and how it can be improved. <p>ATHLETICS</p> <ul style="list-style-type: none"> I can use a run up when jumping I can use the correct combination of jumps to complete the triple jump I can run with control and purpose over varied distances I can throw an object by overarm, underarm, pulling, pushing and slinging I can use a run up when throwing I can practise to improve throwing distance

- Compare their performance with previous ones and demonstrate improvement to achieve their personal best.
- Be able to describe the importance of being physically fit.
- Explain how their body reacts and feels when taking part in different activities and undertaking different roles.
- Select and apply skills that meet the needs of the situation, combining and performing each skill with control at speed.
- Work effectively as part of a team.
- Successfully run, jump, and throw in isolation and in combination – applying appropriate techniques to achieve personal bests.

INVASION GAMES of:
LACROSSE
BASKETBALL
HOCKEY
HANDBALL

- Create short warm up routines that follow the basic principles e.g. raising body temperature, mobilise joints and muscles.
- Learn how to evaluate your own success, as well as recognise part of a performance that could be improved and why.
- Understand how to improve in different physical activities and sport.
- Understand there are different ways to defend.
- Understand there are different ways to attack as a team.
- Know how invasion sports helps your fitness and health.
- Give feedback to individual, teams and your own performance, describing the best points, suggesting how to improve, and commenting on techniques and tactics.
- Know what makes a good warm down e.g. it calms the body, prevents stiffness, settles the mind.
- Identify and evaluate parts of your own game and others, providing feedback.
- Understand how physical activity can contribute to a healthy lifestyle. • Understand how muscles work.
- Adapt games and activities making sure everyone has a role to play.
- Create short warm up routines that follow the basic principles e.g. raising body temperature, mobilise joints and muscles.

This leads to Y7 by
Accurately replicating running, jumping and throwing skills for events in order to improve performances. Exploring variations in technique and use the information to become more technically proficient. Performing and improving personal bests in relation to speed, height and distances.

This leads on from Y5 by

Applying basic principles for attacking and defending, choosing different formations to suit the need of the game. Developing control whilst performing skills at speed. Showing good awareness of others in game situations and work effectively as a team, adapting games if needed so everyone has a role to play. Using the defending principles in game situations, including marking, tracking and covering, to gain possession. Combining and perform skills with control, adapting them to meet the needs of the situation. Choosing and applying a range of tactics and strategies when both attacking and defending. Changing speed and direction to get away from a defender. Working effectively as a team. Using a variety of tactics to keep possession of the ball, applying the principles of attacking. Using the defending principles in game situations, including marking, tracking, and covering, to gain possession

This leads to Y7 by
Building on the fundamental skills required to perform at maximum levels in competitive games. Including catching, throwing, kicking, dodging and shooting. Developing of the basic principles of attack and defense in a variety of different invasion games. In all games activities, thinking about how to use core skills, strategies and tactics to outwit the opposition. Using basic techniques in a small sided game and passing and shooting with reasonable accuracy. Constantly facing strategic and tactical decisions based on movement of the ball into space and choice of skill execution. Developing knowledge of the major rules and laws involved.

BASKETBALL

I can pass the ball and move in a variety of different ways with confidence and control.
I can pass the ball and move in a variety of different ways at speed.
I can defend appropriately depending on the situation.
I can keep possession of the ball when faced with opponents.
I can apply basic principles for defending in game situations.
I can apply basic principles for attacking in game situations.

HOCKEY

I can pass the ball to keep possession in game situations.
I can dribble the ball whilst under pressure.
I can apply defending principles in games.
I can compete in games.
I can apply attacking principles in games.
I can understand positions and roles of individuals in team games.

HANDBALL

I can pass/ send a ball whilst moving at speed.
I can shoot whilst under pressure.
I can pass and shoot the ball over different distances whilst moving at speed.
I can decide on ways to attack during games.
I can decide on ways to defend during games.
I can play handball games against others

- Understand how to improve in different physical activities and sport.
 - To understand the rules of the game and participate in full games.
- Understand the importance of keeping in a line in both attacking and defending plays. (tag rugby)

TENNIS

- Describe good technique of the forehand, backhand, and overhead clear.
- Explain how your body reacts and feels when taking part in different activities and undertaking different roles.
- Evaluate your own success and areas of improvement, as well as others.
- Create short warm up routines that follow basic principles e.g. raise body temperature, mobilise joints and muscles.
- Recognise part of a performance that could be improved and explain how.
- Continue to evaluate and recognise their own success.
- Understand the importance of being physically fit and how physical activity can contribute to a healthy lifestyle.
- Experiment with the racket using different skills.
- Play shots at different heights, direction, and speed, and improve hitting the ball whilst moving.
- Use different skills and tactics learnt to try win games. • Improve consistency of shots, directing them to help win competitions.
- Be continuous within a rally and regularly play consistent shots.
- Use tactical serves to deceive opponent.
- Hit the ball with purpose, varying speed, height, and direction.
- Direct the ball towards the opponent's court or target area. Perform skills such as forehand and backhand shots with control and confidence.
- Apply the principles of attacking.
- Adopt a good ready position with purpose and show good position on court.
- Participate in competitive games, modified, and adapted where appropriate.
- Apply basic principles suitable for defending.
- Apply basic principles suitable for attacking.
- Identify spaces and understand the tactic of hitting into gaps.

This leads on from Y5

Playing shots on the forehand and backhand side of your body. Direct the ball towards the opponent's court or target area trying to hit in the gaps. Participating in competitive games, modified where appropriate. Using good footwork that allows the ball to be hit with good technique. Adopting a good ready position and show good position on court.

This leads to Y7 by

Replicating the key forehand and backhand shots necessary to outwit opponents in competitive games. Developing their understanding of tactics and play shots within a rally more consistently.

TENNIS

- I can know and describe the correct grip and stance when holding a racket.
- I can adopt a good ready position & move with purpose.
- I can play shots overhead and on the forehand and backhand side of the body.
- I can hit the ball accurately and with control whilst moving at a quick pace.
- I can employ tactics in games.
- I can participate in games following the rules and scoring correctly.

- Use good footwork that allows the ball to be hit with good technique

CRICKET

- Learn how to evaluate and recognise your own success and areas for improvement.
- Develop an understanding of how to improve in different physical activities and sports.
- Create short warm up routines that follow basic principles e.g. raise body temperature, mobilise joints and muscles
- Perform skills, including retrieve, intercept and stop a ball, with accuracy, confidence, and control.
- Bowl using an overarm technique, beginning to vary speed and length of delivery.
- Use skills and tactics to outwit opponents when fielding, bowling, and batting.
- Work as part of a team that covers the areas to make it hard for the batter to score runs.
- Use tactics that involve bowlers and fielders working together.
- Perform skills with accuracy, confidence, and control.
- Participate in competitive games, modified where appropriate.
- Retrieve, intercept, and stop a ball when fielding

**TARGET GAMES of:
DODGEBALL
GOLF**

- Explain how physical activity can help contribute to a healthy lifestyle.
- Evaluate a performance, Providing constructive feedback.
- Become familiar with golf phrases and the concept of golf.
- Compare and evaluate other performances
- Successfully catch a ball at different heights.
- Demonstrate a variety of different throwing techniques with good accuracy, pace, and consistency. (dodgeball)
- Take part in competitive games, playing fairly and working cooperatively as part of a team.
- Use different ways to dodge the ball (jump, gallop, jockey.) (dodgeball)
- Use appropriate tactics in games and discuss and apply strategies needed to win.

This leads on from Y5 by
Throwing a ball increasing distances, catch a ball with increasing consistency and hit a ball with correct technique and increasing control. Intercepting and stop the ball consistently. Working well as part of a team, employing simple tactics, particularly when fielding to make it harder for the batter. Communicating, collaborating, and competing with others, following the rules of the game. Choosing both fielding and striking skills which make it difficult for your opponent.

This leads to Y7 by
Accurate replicating and further developing, implementing and refining techniques for batting, bowling and fielding. Developing an understanding of how to outwit opponents using strategies and tactics during game play.

This leads on from Y5 by
Applying both the putting and chipping techniques to competitive games. Showing control and controlling to make accurate shots. Beginning to develop the driving technique. Increasing accuracy and distance when practicing the driving technique and participate in driving games. Understanding the technique to be able to chip at different heights.

This leads to Y7 by
Applying appropriate skills and tactics in game situations. Moving quickly (dodge) with good control. Improve control when moving at speed. Increasing accuracy and consistency of throws, including a side shot throw, towards a moving target. Understanding the importance of quick reactions in dodgeball.

Mastering the grip and stance.
Applying skills of swing and drive.
Using approach, lay-up shots, pitch and chip shots more accurately.

CRICKET

- I can retrieve, catch, intercept, and stop a ball when fielding.
- I can play shots that allow the ball to be hit to different areas of the field into spaces.
- I can bowl overarm.
- I can use skills and tactics to outwit opponents when fielding.
- I can use skills and tactics to outwit opponents when batting.
- I can participate in competitive games.

DODGEBALL

- I can throw a ball with accuracy and pace.
- I can use the most appropriate throwing technique for the situation.
- I can catch a ball at different heights and speed.
- I can dodge a ball by jumping, galloping and jockeying.
- I can participate in competitive games.
- I can discuss and apply tactics in games.

GOLF

- I can successfully hit the target when putting and chipping.
- I can develop the drive technique.
- I can develop the techniques of the different shots on more difficult courses.
- I can compete against others applying skills learnt.
- I can discuss, watch and evaluate the professional game.
- I can apply the correct techniques when competing

- Develop an accurate putting technique, chipping for height technique, and driving for distance technique. (golf)
- Determine how much speed and power is required when working to a target.
- Compete with other in modified games

FITNESS

- Be able to describe the importance of being physically fit.
- Further understand how physical activity can contribute to a healthy lifestyle.
- Know how invasion sports help your fitness and health.
- Develop physical characteristics needed for sport
- Explain how their body reacts and feels when taking part in different activities and undertaking different roles.
- Understand how muscles work.
- Create short warm up routines that follow important principles.
- Know what makes a good warm down e.g. it calms the body, prevents stiffness, settles the mind.
- Coordinate lifting and moving apparatus in a safe and sensible way.

Understanding the technique to be able to put from different points.

This leads on from Y5 by

Understanding and explaining the importance of good upper body strength. Recognising the physical and mental benefits of increased activity and develop an appreciation of physical activity as a lifelong habit. Developing lower body and core strength, fitness, speed and aerobic endurance. Applying and link learned fundamental movement skills. Showing determination to complete tasks using the correct techniques and demonstrate stamina.

This leads to Y7 by

Accurately replicating specific techniques in a range of fitness based activities. Reflecting on the benefits that fitness events give to an individual and implications for future life. Understanding the anatomy behind heart rate fluctuations and the basic reasoning for this.

FITNESS

- I can perform squat jumps with good technique
- I can perform lunge jumps with good technique
- I can compete against others
- I can compete against yourself to improve
- I can perform plank walks with control
- I can perform physical tasks for longer periods