

PE Progression Document

Nursery	Reception	Early Learning Goal: Physical Development
<p>Physical Development: Gross Motor</p> <p>Negotiate space and obstacles safely Spatial awareness</p> <ul style="list-style-type: none"> • Confidently crawl and climb in, out, over and under obstacles (proprioception). • Can find space to play games that need larger areas, e.g. ball games, building with large loose parts. • Able to move more quickly and fluently around the outdoor space, confidently avoiding obstacles and people when walking and running and sometimes jumping small things in their way (proprioception). • Rides trikes, balance bikes, scooters and scooter boards / floor surfers confidently around the setting avoiding other people and objects. <p>Developing strength, balance and coordination</p> <ul style="list-style-type: none"> • Go up steps and stairs, or climb up apparatus, using alternate feet. • Can grasp and release with two hands to throw and catch a large ball, beanbag or an object. • Static and dynamic balance on a range of equipment and obstacles, e.g., logs, planks and blocks, knowing to put their arms out to help them when they are unsure. • Stand on one leg and hold a pose for a game like musical statues. ▫ Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. • Build using a wider variety of heavier loose parts, e.g. tyres. ▫ Use large-muscle movements to wave flags and streamers, paint and make marks. • Creates lines and circles pivoting from the shoulder and elbow (shoulder and elbow articulation). • Able to sit on the carpet and on chairs for increasing amounts of time using core strength to keep them upright and stable. • Continuing to develop bilateral integration. • Can cross the midline, e.g. touching opposite toes with opposite hands. <p>Move energetically</p> <ul style="list-style-type: none"> • Can skip and hop and is developing strength and confidence when running, jumping and climbing. • Is developing stamina when walking, beginning to walk further distances. • Is active for at least 180 minutes per day (UK Chief Medical Officer’s Physical activity guidelines). • Beginning to say in simple terms why we need to be active. 	<p>Physical Development: Gross Motor</p> <ul style="list-style-type: none"> • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles (proprioception). ▫ • Travels with confidence and skill around, under, over and through balancing and climbing equipment (proprioception). • Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk. • Can ride bikes, trikes and scooters confidently around more complex courses and obstacles with control, e.g. weaving in and out of cones, following chalk lines and following a map of the setting. <p>Developing strength, balance and coordination</p> <ul style="list-style-type: none"> • Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance. • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Can static (stationary) balance on a wide range of objects and body parts. Can dynamic balance (balance whilst moving) on the floor and on a wide range of objects with increasing confidence. • Has developed core strength and can sit on the carpet and on chairs comfortably without needing feedback, e.g. rocking, tapping etc. • Has developed bilateral integration and has symmetrical movement, reciprocal movement and leading hand and supporting hand. • Can cross the midline and uses this for fluid movement (both gross and fine movement). <p>Move energetically</p> <ul style="list-style-type: none"> • Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding hopping and climbing. • Continues to develop stamina when walking and can walk at least a mile. • Is active for at least 180 minutes per day (UK Chief Medical Officer’s Physical activity guidelines). • Know and talk about the different factors that support their overall health and wellbeing, e.g. regular physical activity. 	<p>Gross Motor Skills</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • negotiate space and obstacles safely, with consideration for themselves and others • demonstrate strength, balance and coordination when playing • move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Year 1					
Dance	Gymnastics	Attack, defend, shoot	Send and Return	Run, jump, throw	Hit, catch Run
<p>Skills: To show moods and feelings we would experience in the jungle. To move as if we were living in the jungle. To create and perform movements which show friendship. To perform leading and following movements. To perform a short dance with a clear start, middle and end. To use repeated actions in our dance. To perform actions to well-known nursery rhymes. To march in time to the beat and turn while marching. To march in time as a group. To perform actions in canon (one after the other). To perform a short dance using canon. To perform in rounds in different groups.</p> <p>Vocabulary: Stretch, swing, mood, feeling, theme, story, static, friendship, start, middle, end, compose, choose, select, emotions, canon, rhyme, theme, character, round, respond.</p> <p>Knowledge: Head Demonstrate understanding that dance has a start, middle and end. Recognise that dances have themes and stories. Hand Perform basic body actions to music. Perform with an awareness of body shape required. Heart Work with a partner to use repeating motifs. Engage with the class to perform together.</p>	<p>Skills: To perform 'like' actions in a sequence. To carry and set up apparatus safely. To perform shapes on large and small body parts. To take off and land and use shape in our jumps. To travel on our feet, showing good body tension. How we can create different levels in our performance. To move on, off and over apparatus and use the 'Magic Chair' landing. To rock on different parts of our body and rock using shape. To perform specific point balances such as 'h' and 'y' balance. To perform actions at the same time as others (unison). To perform actions one person after the other (canon). To turn and jump and quarter and half turn.</p> <p>Vocabulary: balance, body tension, tensed, relaxed, stretched, curled, carry, control, extension, fast, hang, high, jump, like, link, low, safety, relaxation,</p> <p>Knowledge: Head Use words such as rolling, travelling, shape, jump, and take-off. Hand Decide which supporting concepts and actions to add to their sequence. Heart Recognise like actions and link them together. Show spinning and rocking in isolation and short sequences. Heart Value other's efforts when they perform; watch and listen. Move on, off and over an object with confidence.</p>	<p>Skills: To hit a target. To defend a target. To roll and slide balls and beanbags. To shoot in a game to get points. To work with a partner to score points. To use our attacking and defending skills in a game. To find our pulse on our wrists. To move side to side to defend a goal. To bounce a ball with control to ourselves. To aim at different targets. To adapt to a game with changing rules. To play in the best defensive position in a game.</p> <p>Vocabulary: Attack, catch, compete, defend, over-arm, play against, receive, roll, rolling, send, throw, under-arm, cooperate, fluency, heart rate, outwit, physical activity, pitch.</p> <p>Knowledge: Head Make decisions about how to defend a target. Discuss changes in the body brought about by exercise. Hand Use change of direction and speed in open play. Judge when and where to move to get in a defensive position. Heart Show motivation to improve. Cooperate to perform a range of challenges using skills such as signalling.</p>	<p>Skills: To slide a beanbag to a target. To hit a ball in different ways with our hands. To move towards a ball to return it. To work with a partner to stop and return a beanbag. What a rally is and rallying with a partner. To send a ball into space to make it harder for our support. To send the ball over a net to our partner. To track and stop a moving object using both hands. Why different muscles are important when playing games. To send balls accurately from different positions, e.g. kneeling or sitting. To spot space in the playing area and hit the ball there. To play a game with a partner.</p> <p>Vocabulary: Hit, send, collect, stop, net, throw, roll, strike, catch, bowl, feed, pick up, batter, hitter, forehand, backhand, court, serve, track, opposition, umpire.</p> <p>Knowledge: Head Can describe how they worked with their partner to send and receive. Identify space to send a ball into. Hand Chase, stop and control balls and other objects. Move towards a moving ball to return with your hand or bat. Heart Work with a partner to send and return. Play cooperatively in a game situation.</p>	<p>Skills: To start and stop moving at speed. To use our arms when running at different speeds. To take off on two feet to jump at distance. To use the correct technique to throw different objects for distance. To show improvement in our throwing. To take part in a competition using running, jumping and throwing skills. To use agile movements in different activities. Different ways to recognise the start and end of an activity e.g. whistle. To develop stamina when running. To develop core strength to improve throwing. To stride and jump for height. To choose the best starting position for running quickly.</p> <p>Vocabulary: Backwards, distance, far, fast, forwards, furthest, high, hop, link, medium, fastest, run, skip, step, sideways, throw, slow, skipping, power, track, relay, tag, partner, sprint.</p> <p>Knowledge: Head Recognise and implement concepts such as waiting your turn. Select the correct skill for the situation. Hand Start and stop at speed and run in straight lines at different speeds. Perform skills and tasks in set times. Heart Put in the effort and stay motivated when challenged. Work with a partner to help improve their performance.</p>	<p>Skills: To select a space to throw or roll a ball into. To track and collect a rolling ball. To catch a ball to stop an opponent from scoring. To use our hands to hit a ball. To run between bases to score points. To work as a team to score points. To catch a ball over a short distance. To begin to hit a ball with power. To position ourselves in the path of the ball. To field a ball to a base. To catch a high ball. To stop other teams from scoring points.</p> <p>Vocabulary: Batter, bowl, catch, collect, feed, field, hit, hitter, pick up, retrieve, roll, stop, strike, throw.</p> <p>Knowledge: Head Able to identify when a point has been scored and keep count of the score. Can choose where to send the ball to maximise the chance to score. Hand Run between bases to score points. Retrieve and return a ball to base. Heart Work collaboratively to score runs, showing encouragement and support. Decide as a team the best positioning to intercept balls.</p>

Year 2					
Dance	Gymnastics	Attack, defend, shoot	Send and Return	Run, jump, throw	Hit, catch Run
<p>Skills:</p> <p>To use penguin images to inspire our dance.</p> <p>To show feelings of abandonment through dance.</p> <p>To create movements that show friendship between two characters.</p> <p>To create a solo dance with changes of direction and speed.</p> <p>To match our movements to music.</p> <p>To choose a formation for our dance and explain our choice.</p> <p>To develop a dance that shows different emotions.</p> <p>To dance with rhythm following a clockwork pattern.</p> <p>To work on our own to create a short movement phrase.</p> <p>To watch, copy and repeat actions to create a 'motif'.</p> <p>To perform our motif in different formations.</p> <p>To use different movement pathways in our dance.</p> <p>Vocabulary:</p> <p>Direction, huddle, group, mood, feeling, penguin, musicality, respond, galloping, flying, friendship, abandonment, dynamic, independent, pair, clock face, time, motif, freestyle, formation, on stage, off stage.</p> <p>Knowledge:</p> <p>Head</p> <p>Show confidence to perform in front of others.</p> <p>Volunteer ideas as part of a group.</p> <p>Hand</p> <p>Show good timing with the music.</p> <p>Perform with some expression.</p> <p>Heart</p> <p>Attempt to work as part of a group to perform a dance.</p> <p>Show engagement in tasks and perform with freedom</p>	<p>Skills:</p> <p>To combine 4 elements into a floor sequence.</p> <p>To create power in a variety of different jumps.</p> <p>To take weight on our hands and move in different ways.</p> <p>To use flexibility in a bridge and japana gymnastic shape.</p> <p>To perform the point balance arabesque.</p> <p>To perform a teddy roll.</p> <p>To use a releve walk in a sequence.</p> <p>To perform a dish and arch shape moving smoothly from one to the other.</p> <p>To develop our strength in back support and crab.</p> <p>To frog jump and leapfrog.</p> <p>To hold an L-sit with a straight back.</p> <p>To bring rhythm and flow to our sequence.</p> <p>Vocabulary:</p> <p>Balance, shape, bridge, jump power, weight-on, point, patch, teddy, dolly, front-straddle, cup, puck, v-sit, japana, arabesque, body tension, carry, control, extension, fast, hang, timing, travel, turn, transition, smooth, releve, core muscles.</p> <p>Knowledge:</p> <p>Head</p> <p>Explain the differences between types of balances, such as point and patch.</p> <p>Work safely on own and with others in body management sequences.</p> <p>Hand</p> <p>Demonstrate flexibility in movements.</p> <p>Use core strength to link gymnastic elements, e.g. back support, and L-sit.</p> <p>Heart</p> <p>Reflect on their own performances and identify their strongest skill/action.</p> <p>Work with a partner to copy, create, and join sequences.</p>	<p>Skills:</p> <p>To kick the ball over long and short distances.</p> <p>To stop a ball with control using the foot.</p> <p>To work as a team to keep the ball.</p> <p>To bounce the ball with my partner.</p> <p>To bounce the ball while we are moving (dribbling).</p> <p>To pass the ball forward in a game.</p> <p>To throw different types of equipment.</p> <p>To move to space after passing the ball.</p> <p>To pass and move forward to a target with a partner.</p> <p>To position ourselves as a goalkeeper.</p> <p>To intercept a ball from a person on the other team.</p> <p>To use the skills we have developed in a competition.</p> <p>Vocabulary:</p> <p>Aim, attack, compete, control, cooperate, receive, restart, sideline, rebound, aim, speed, direction, scoring, controlling, following, intercepting, tactics.</p> <p>Knowledge:</p> <p>Head</p> <p>Recognise you sometimes need to stay in defined areas.</p> <p>Select the most appropriate skill to move forward.</p> <p>Hand</p> <p>Can send a ball using feet.</p> <p>Can send a variety of different sizes and shaped balls.</p> <p>Heart</p> <p>Show awareness of teammates and opponents in games.</p> <p>Work with a partner and in small groups to develop specific skills.</p>	<p>Skills:</p> <p>To stay on our toes to move quickly to the ball.</p> <p>To identify which hand is dominant in a game.</p> <p>The basic rules of serving to our partner.</p> <p>To develop agility and use it in a game.</p> <p>To use the correct grip to hit a self-fed ball.</p> <p>To use the ready position in a rally.</p> <p>To feed a ball to our partner with consistency.</p> <p>To send the ball to different parts of the court.</p> <p>To throw and catch in a seated position.</p> <p>To accurately serve the ball to different parts of the court.</p> <p>To use overarm attacking shots in a game.</p> <p>To manage what we should be doing within the competition.</p> <p>Vocabulary:</p> <p>Serve, bounce, drop, badminton, tennis, volleyball, squash, shuttlecock, racquet, front, back, tactics, compete, score, wide, deep, rotate, point.</p> <p>Knowledge:</p> <p>Head</p> <p>Decide on and play with their dominant hand.</p> <p>Develop tactics to outwit your opponent so they cannot return the ball.</p> <p>Hand</p> <p>Take part in a rally.</p> <p>Start games using basic serving skills.</p> <p>Heart</p> <p>Play in modified games with others to send and return a ball over the net/line.</p> <p>Work as a team to get the ball over the net.</p>	<p>Skills:</p> <p>To move quickly whilst being aware of the others around.</p> <p>To create power with our legs to turn at speed.</p> <p>To move through an obstacle course with speed and control.</p> <p>To choose the best throw for different situations.</p> <p>To use quick feet whilst sprinting.</p> <p>To perform static and dynamic balances.</p> <p>To work individually to run over a long distance.</p> <p>To improve strength to increase our jumping distance.</p> <p>To create power when throwing for distance.</p> <p>To use breathing techniques to be able to run more.</p> <p>To cooperate with our partners to complete a task well.</p> <p>To listen to others and work as a team to achieve the highest score possible.</p> <p>Vocabulary:</p> <p>Run, throw, handle, power, quick, burpee, obstacle, control, static, dynamic, collect, lunges, strength, power, repetition, accuracy, burn, stamina, fitness, persevere, tally, develop, lap, cooperate, compete.</p> <p>Knowledge:</p> <p>Head</p> <p>Make choices about appropriate throws for different activities.</p> <p>Begin to make links between components of fitness.</p> <p>Hand</p> <p>Show increased control of body and limbs.</p> <p>Use agility in running games.</p> <p>Heart</p> <p>Work cooperatively to complete running, jumping, and throwing tasks.</p> <p>Consider others when playing games.</p>	<p>Skills:</p> <p>To hit a ball and score points running to cones.</p> <p>To defend a target by kicking.</p> <p>To bowl underarm with control.</p> <p>To hit a ball using different bats and techniques.</p> <p>To throw accurately to a base.</p> <p>To hit a ball into space, away from fielders.</p> <p>To time our run around the bases to stay safe.</p> <p>To kick a ball into space using different parts of the foot.</p> <p>To respond to how a ball is being bowled when hitting.</p> <p>About the role of the wicketkeeper.</p> <p>About the role of the backstop and its likeness to the wicketkeeper.</p> <p>Vocabulary:</p> <p>Hit, catch, runs, wicket, bats, bowl, feed, throw, catch, underarm, overarm, field, hitter, bowler, umpire, posts, stumps, outwit, strike, respond, stumping, wicketkeeper, backstop, position, role.</p> <p>Knowledge:</p> <p>Head</p> <p>Make choices about where to hit the ball.</p> <p>Hand</p> <p>Has developed hitting skills with a variety of bats.</p> <p>Attempted to play the role of wicketkeeper or backstop.</p> <p>Heart</p> <p>Display sportsmanship when competing against others.</p> <p>Can work in small groups to field and bat.</p>

Year 3					
Dance	Gymnastics	OAA	Net/wall	Athletics	Striking and fielding
<p>Skills:</p> <ul style="list-style-type: none"> To perform a jazz square and use it in our dance. To perform a dance showing two contrasting characters. To develop movements during improvisation. To use props in our dance sequence. To use facial expressions to bring life and emotion to our dance. To take on the role of director to help others improve their dance. <p>Vocabulary: Facial expression, improvisation, rehearse, director.</p> <p>Knowledge: Head</p> <ul style="list-style-type: none"> Describe features of dances performed by others. <p>Hand</p> <ul style="list-style-type: none"> Competently include props and other ideas in their dance. <p>Heart</p> <ul style="list-style-type: none"> Share and create short dance phrases. 	<p>Skills:</p> <ul style="list-style-type: none"> To show full extension during a balance. To move in and out of contrasting shapes with fluency. To perform a sequence using different types of rolls. To perform powerful jumps from low apparatus. To perform in unison with a partner. To create a group performance using contrasting actions. <p>Vocabulary: Fluency, contrasting, unison, low, combinations, full turn, half-turn, flexibility, compositional ideas, healthy active lifestyle.</p> <p>Knowledge: Head</p> <ul style="list-style-type: none"> Identify similarities and differences in sequences. <p>Hand</p> <ul style="list-style-type: none"> Perform sequences with contrasting actions. <p>Heart</p> <ul style="list-style-type: none"> Explain why strength and flexibility are important in maintaining a healthy., active lifestyle. 	<p>Skills:</p> <ul style="list-style-type: none"> To use clear communication, strength and flexibility to complete a task. To work with others to complete map-reading tasks. To draw and create a clear route on a map for others to follow. To work with others and identify what went well and what we could do to improve. To use the outside of the foot to control the ball and dribbled. To safely take part in trust-based activities. <p>Vocabulary: Maps, diagrams, scale, symbols, orienteering, controls, challenges, problem-solving, lead, follow, plan, trust.</p> <p>Knowledge: Head</p> <ul style="list-style-type: none"> Use acquired skills to create maps and directions. <p>Hand</p> <ul style="list-style-type: none"> Perform with strength, stamina and endurance in more physical tasks. <p>Heart</p> <ul style="list-style-type: none"> Can work with others to solve problems. 	<p>Sports Taught (Tennis)</p> <p>Skills:</p> <ul style="list-style-type: none"> To use the ready position to return a ball. To hit the ball to different parts of the court using a forehand hit. To perform an underarm serve to start a rally. To move towards a ball to return it over the net. To play cooperatively with a partner to keep the ball moving over the net. To perform forehand hits to score points in a competition. <p>Vocabulary: Hit, return, court, forehand, backhand, bounce, points, score, net, tactics, underarm, overarm.</p> <p>Knowledge: Head</p> <ul style="list-style-type: none"> Keep count/score of a game. <p>Hand</p> <ul style="list-style-type: none"> Show tennis-ready position. <p>Heart</p> <ul style="list-style-type: none"> Play against an opponent. 	<p>Skills:</p> <ul style="list-style-type: none"> Jumping and hopping sequences. To run at different speeds. To approach and jump hurdles. To throw a javelin using the pull-throw technique. A variety of skipping techniques. To keep score accurately over a range of events. <p>Vocabulary: Run, jump, throw, agility, power, speed, track, force, distance, curve, accelerate, hurdles, pull, record, pace, approach, combine</p> <p>Knowledge: Head</p> <ul style="list-style-type: none"> Compete with others and record points. <p>Hand</p> <ul style="list-style-type: none"> Link running and jumping activities with some fluency and consistency. <p>Heart</p> <ul style="list-style-type: none"> Identify how to improve. 	<p>Sports Taught (Cricket)</p> <p>Skills:</p> <ul style="list-style-type: none"> To hit a stationary ball into space using the straight drive. To bowl underarm to a batter with some consistency. To use the correct footwork to strike a bowled ball. To stop a moving ball using the long barrier technique. To throw longer distances overarm. To perform as a wicketkeeper. <p>Vocabulary: Batting, fielding, bowling, bat, wicket, stump, crease, boundary, run, batsman, bowler, wicketkeeper, innings, forward drive, long barrier, over.</p> <p>Knowledge: Head</p> <ul style="list-style-type: none"> Adhere to some basic cricket rules. <p>Hand</p> <ul style="list-style-type: none"> Stop a moving ball. <p>Heart</p> <ul style="list-style-type: none"> Field as a team to return the ball to the bowler/base effectively.
Fitness	Invasion: Tag Rugby	Invasion: Basketball	Invasion: Handball	Invasion: Volleyball	Invasion: Netball
<p>Skills:</p> <ul style="list-style-type: none"> To use coordination in our exercise. To keep moving even when we are tired. What an AMRAP stands for an participate in it. To identify what we find challenging and why. To wok under time pressure. To beat our previous score and work out the difference in score. <p>Vocabulary: Muscles, muscle groups, balance, control, relax, interval, max effort, tabata, rounds, reps, abdominals, calf, glutes, quadriceps, amrap, determination.</p> <p>Knowledge: Head</p>	<p>Tag Rugby</p> <p>Skills:</p> <ul style="list-style-type: none"> To use speed to run past defenders. How to use a short pass in a game. To use agility to evade being tagged. To understand and apply the tag protocol in game situations. To close down an attacker's space as a defender. To perform a backward pass to continue an attack. <p>Vocabulary: Space, accurately, mark, dodge, attack, defend, footwork, possession, evading, close down, sportsmanlike.</p> <p>Knowledge:</p>	<p>Basketball</p> <p>Skills:</p> <ul style="list-style-type: none"> To keep possession of the ball when dribbling. To work as a pair to move forward and attack. To use a defensive body position. To perform a two-handed shot to score baskets. To use a jump ball to restart a game. When to move to space to receive the ball. <p>Vocabulary: Control, bounce, shoot, target, assist, jump ball, attack, defend, shoot, offensive.</p> <p>Knowledge: Head</p>	<p>Handball</p> <p>Skills:</p> <ul style="list-style-type: none"> To use the ready position to catch effectively. To perform accurate passes in different situations. To move the ball using the three-step rule. To prevent the ball from being passed by blocking and intercepting. To use quick effective passes to attack as a team. To develop accurate passing and move into space in a game. <p>Vocabulary: Shoot, defend, attack, block, run, control, catch, pass, teamwork, score, intercept, possession, movement, using space.</p>	<p>Volleyball</p> <p>Skills:</p> <ul style="list-style-type: none"> To send a ball in a seated volleyball position. To receive a high ball over our heads. To serve overarm. Techniques to move in seated volleyball. The value of cooperation to achieve a task. To make contacts on the ball before returning overhead. <p>Vocabulary: Hit, return, court, underarm, overarm serve, boundary, seated, inclusive, send, rally, score.</p> <p>Knowledge: Head</p>	<p>Netball</p> <p>Skills:</p> <ul style="list-style-type: none"> To perform quick, accurate chest passes. To use dodging to get free from our opponent. To catch a netball. To use a bounce pass to feed a goal shooter. To throw for distance using a shoulder pass. To collect a loose ball. <p>Vocabulary: Space, pass, accurately, mark, dodge, attack, defend, footwork, possession, shoot, rules, improve.</p> <p>Knowledge: Head</p>

<ul style="list-style-type: none"> Keep track of where you are in an exercise routine. Hand Take part in exercises to raise heart rate. Heart Show determination to keep moving even when tired. 	<ul style="list-style-type: none"> Head Explore a range of techniques to avoid being tagged. Hand Perform a range of ball-handling skills. Heart Listen to others to work as an effective team. 	<ul style="list-style-type: none"> Explain why we look to 1) shoot 2) pass 3) dribble. Hand Use a jump ball to start a game. Heart Assist teammates to shoot. 	<p>Knowledge:</p> <ul style="list-style-type: none"> Head Implement some handball rules in a game. Hand Send the ball using different techniques. Heart Show support, encouragement and good sportsmanship. 	<ul style="list-style-type: none"> Play a sitting volleyball game with some rules. Hand Move around the court in a seated position. Heart Play in cooperative team rallies with some success in keeping the ball in play. 	<ul style="list-style-type: none"> Show an understanding of the role of a goal shooter. Hand Pass the ball in a variety of ways. Heart Create opportunities as a team to score.
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Year 4					
Dance	Gymnastics	OAA	Net/wall: Tennis	Athletics	Striking and fielding: Cricket
<p>Skills:</p> <ul style="list-style-type: none"> To use freeze frame in our dances. To perform a slide and roll confidently. To use a variety of formations when performing. To extend our 'mission dance' phrases using canon. To sequence our dance actions to show good flow. To create a 5-action dance routine showing food 'stage' entry. <p>Vocabulary: Improvisation, rehearse, director, choreographer, slide, formation, freeze frames.</p> <p>Knowledge: Head</p> <ul style="list-style-type: none"> Demonstrate and discuss performance skills. <p>Hand</p> <ul style="list-style-type: none"> Perform with increasing musicality with control and confidence. <p>Heart</p> <ul style="list-style-type: none"> Work as part of a group to listen and give ideas. 	<p>Skills:</p> <ul style="list-style-type: none"> To perform a 6-element sequence that uses changes in speed and direction. To use the STEP principle to create and perform a partner sequence. To take weight on our hands, showing control. To develop a sequence using compositional ideas e.g. pathways. To co-operate as a group to refine a short sequence. To compare and judge sequences. <p>Vocabulary: control, group, similar, different, direction, speed, partner, actions, compositional, stamina, leap, refine, progression.</p> <p>Knowledge: Head</p> <ul style="list-style-type: none"> Decide on ways to improve a piece of work using compositional elements and implement changes. <p>Hand</p> <ul style="list-style-type: none"> Demonstrate some control when taking weight on hands. <p>Heart</p> <ul style="list-style-type: none"> Adapt actions and sequences to work with partners and small groups. 	<p>Skills:</p> <ul style="list-style-type: none"> To work collaboratively to complete a problem-solving task. To work collaboratively to create shapes whilst blindfolded. To name and recognise the cardinal points of the compass. To complete an orienteering task calmly under time pressure. To work with a partner to use a map to follow a course. To recognise and recall common map symbols from a key. <p>Vocabulary: Challenges, problem-solving, lead, follow, plan, trust, solve, cardinal points, success</p> <p>Knowledge: Head</p> <ul style="list-style-type: none"> Plan and refine strategies to solve problems. <p>Hand</p> <ul style="list-style-type: none"> Use maps, symbols and compass confidently to navigate. <p>Heart</p> <ul style="list-style-type: none"> Work well as part of a team or group within a well-defined role. 	<p>Skills:</p> <ul style="list-style-type: none"> To return to the middle of the court after playing a shot. To accurately use the forehand in game situations to score points. To play a backhand shot with some control. To combine ready position and court movement to consistently return the serve. To work with a partner to score points in a game. To use forehand and backhand shots to score points in a competitive situation. <p>Vocabulary: Hit, return, court, forehand, backhand, bounce, points, score, net, tactics, underarm, overarm, position, ready</p> <p>Knowledge: Head</p> <ul style="list-style-type: none"> Use defensive tactics to defend the court. <p>Hand</p> <ul style="list-style-type: none"> Attempt to self-feed backhand shots. <p>Heart</p> <ul style="list-style-type: none"> Play competitively with others and against others in modified games. 	<p>Skills:</p> <ul style="list-style-type: none"> To challenge ourselves in running, jumping and throwing tasks. To accelerate over short distances. To run and jump using one-footed take-off. To use a sling action to throw a discus. To run on a curve and exchange a baton in our team. To apply the skills we have developed in a competitive way. <p>Vocabulary: Track, force, distance, curve, accelerate, hurdles, foam javelins, vortex howler, bounce, target, take off, sling, exchange, accuracy</p> <p>Knowledge: Head</p> <ul style="list-style-type: none"> Decide on ways to improve, run, jump and throw and implement changes. <p>Hand</p> <ul style="list-style-type: none"> Throw a variety of objects, demonstrating accuracy. <p>Heart</p> <ul style="list-style-type: none"> Work with others to score and record distance and times accurately. 	<p>Skills:</p> <ul style="list-style-type: none"> To hit the ball in different directions. To anticipate when to run to score singles. To intercept a moving ball with one hand. To bowl overarm. The pull shot and attempting it in a game. To field a bouncing ball effectively. <p>Vocabulary: zones, directing, conditioned game, intercepting, isolation, pull shot, ground ball, overarm bowling, run singles</p> <p>Knowledge: Head</p> <ul style="list-style-type: none"> With increasing consistency, choose where to direct a hit from a bowled ball. <p>Hand</p> <ul style="list-style-type: none"> Track and intercept the ball along the ground, sometimes collecting with 1 hand. <p>Heart</p> <ul style="list-style-type: none"> Show fair play, such as accepting if they were run out or stumped.
Fitness	Invasion: Tag Rugby	Invasion: Basketball	Invasion: Handball	Invasion: Volleyball	Invasion: Netball
<p>Skills:</p> <ul style="list-style-type: none"> The signs of dehydration. Why rest is important, and we should not overdo exercise. To maintain balance while performing. Why sleep is important. What a pyramid workout is. The benefits of 'whole body' exercise. <p>Vocabulary: Range of motion, superset, pyramid, flexibility, energy, protein, carbohydrates, vitamins, minerals, fibre, descending workout, perseverance, nutrients.</p> <p>Knowledge: Head</p>	<p>Skills:</p> <ul style="list-style-type: none"> To use accurate passes to create an attack as a team. To pick the ball up from the floor and run with it to start an attack. To keep possession of the ball and build an attack. To evade being tagged. To use changes of speed to create gaps to run into. To create attacking opportunities in competitive games. <p>Vocabulary: Possession, consistently, evade, columns, space, length, pace, compete.</p> <p>Knowledge: Head</p>	<p>Skills:</p> <ul style="list-style-type: none"> To apply pressure on an attacker to force a mistake. To change direction quickly using a crossover dribble. To use man-to-man marking to stop the ball handler. To perform a bounce pass to outwit an opponent. To perform a jump shot. To perform passing and moving with a teammate. <p>Vocabulary: Turnover, double dribble, crossover ball, tip-off, intercept, bounce pass, jump shot, opposed, violation.</p> <p>Knowledge:</p>	<p>Skills:</p> <ul style="list-style-type: none"> To protect the ball from our opponent after catching it. Basic overarm shooting technique. To build an attack in a team using a 3-man weave. To perform turns on the move to get back and defend. To perform a 7-metre throw with power and accuracy. To use a throw-off to restart a game. <p>Vocabulary: Footwork, foul, free throw, link, teamwork, double dribble, 3-step, 3-man weave.</p>	<p>Skills:</p> <ul style="list-style-type: none"> The principle of 'three contacts' in pairs volleyball. To move about the court and anticipate where the ball will be played. To give our partner more time to react by throwing the ball higher. To move to the net to receive the ball from our partner. To move close to the net, ready to receive the ball. To serve underarm with correct volleyball technique. <p>Vocabulary: Volleyball, pairs, net, serve, feed, receive, send, switch, court, sideline, height, rally, opposition.</p>	<p>Skills:</p> <ul style="list-style-type: none"> To protect the ball once we have caught it. To use basic shooting techniques in a game. One-to-one marking. To pivot once we have caught the ball. To use quick feet. To use preliminary moves. <p>Vocabulary: Protect, semi-circle, one-to-one, pivot, pivoting, preliminary.</p> <p>Knowledge: Head</p> <ul style="list-style-type: none"> Show some awareness of high-five positions.

<ul style="list-style-type: none"> Keep track of reps during exercise. <p><u>Hand</u></p> <ul style="list-style-type: none"> Work to increase flexibility and range of motion. <p><u>Heart</u></p> <ul style="list-style-type: none"> Show determination to work as hard as possible throughout the whole session. 	<ul style="list-style-type: none"> Decide on ways to improve a piece of team play. <p><u>Hand</u></p> <ul style="list-style-type: none"> Play using passing back and sideways rules. <p><u>Heart</u></p> <ul style="list-style-type: none"> Recognise how playing as part of a team can improve your communication skills. 	<p><u>Head</u></p> <ul style="list-style-type: none"> Explain travel violation rules. <p><u>Hand</u></p> <ul style="list-style-type: none"> Show a triple threat position. <p><u>Heart</u></p> <ul style="list-style-type: none"> Help someone to improve a particular skill. 	<p>Knowledge:</p> <p><u>Head</u></p> <ul style="list-style-type: none"> Decide on ways to improve, run, jump and throw and implement changes. <p><u>Hand</u></p> <ul style="list-style-type: none"> Throw a variety of objects, demonstrating accuracy. <p><u>Heart</u></p> <ul style="list-style-type: none"> Work with others to score and record distance and times accurately. 	<p>Knowledge:</p> <p><u>Head</u></p> <ul style="list-style-type: none"> Communicate as a pair to consistently perform 3 contacts. <p><u>Hand</u></p> <ul style="list-style-type: none"> Perform a rainbow pass with accuracy. <p><u>Heart</u></p> <ul style="list-style-type: none"> Suggest why pairs volleyball in an inclusive sport. 	<p><u>Hand</u></p> <ul style="list-style-type: none"> Use basic shooting techniques in isolation and in a game. <p><u>Heart</u></p> <ul style="list-style-type: none"> Work as part of a team to ensure all players are marked.
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Year 5					
Dance	Gymnastics	Net/wall: Badminton	Athletics	Striking and fielding: Cricket	
<p>Skills:</p> <ul style="list-style-type: none"> What a non-locomotor movement is and using it in our dance. To perform both non-locomotor movements together. To create new and exciting group patterns. A simple Line Dance routine. To create our own 3-step line dance with a partner. To work collaboratively within our group to improve our performance. <p>Vocabulary: Facial expression, rehearse, choreographer, locomotion, bangra line dance, wall patterns.</p> <p>Knowledge:</p> <p>Head</p> <ul style="list-style-type: none"> Confidently participate in dances from different parts of the world. <p>Hand</p> <ul style="list-style-type: none"> Refine and improve dances, adapting them to include rhythm and expression. <p>Heart</p> <ul style="list-style-type: none"> Adapt a pair dance into a small group dance. 	<p>Skills:</p> <ul style="list-style-type: none"> The key steps to perform a round-off. To create and perform a partner sequence using symmetry. To create and perform a partner sequence using asymmetry. To perform a counter-balance with a partner. To perform smooth transitions between counterbalances using different levels. To evaluate each other's work and suggest improvements. <p>Vocabulary: Symmetry, asymmetry, sequences, combinations, direction, speed, partner, asymmetrical, symmetrical, aesthetics, counterbalance.</p> <p>Knowledge:</p> <p>Head</p> <ul style="list-style-type: none"> Select a component for improvement and use guidance from others. <p>Hand</p> <ul style="list-style-type: none"> Attempt to perform more complex skills in isolation, such as a round-off. <p>Heart</p> <ul style="list-style-type: none"> Work responsibly in trust exercises and when counterbalancing. 	<p>Skills:</p> <ul style="list-style-type: none"> To use hard and soft hits. That different types of hits are needed to reach different areas of the court. To move to return the shuttle from the different areas of the court. To rally with a partner over the net. To serve forehand. To play within the boundaries of the court. To use an underarm forehand shot. To hit an overhead clear. To hit a backhand shot with control and accuracy. 'Trick' shots and interesting ways of hitting the shuttle. To work collaboratively to score points in different scenarios. To use forehand and backhand shots in a singles game. <p>Vocabulary: Hit, return, court, forehand, shuttlecock, points, score, net, underarm, racquet, tactics, underarm, overarm, bisi, tricks, ready position, boundary.</p> <p>Knowledge:</p> <p>Head</p> <ul style="list-style-type: none"> Play with badminton court boundaries. Make it difficult for an opponent to return a shot. <p>Hand</p> <ul style="list-style-type: none"> Serve to begin a game. Explore shots on both sides of the body. <p>Heart</p> <ul style="list-style-type: none"> Take part in a rally with a partner. Recognise what skills require improvement and work to improve them. 	<p>Skills:</p> <ul style="list-style-type: none"> To run for speed and distance on our own and as part of a team. Pacing our run over longer distances. Different jumping styles and exploring which ones we can jump further with. To use the push-throw technique. To exchange a baton within a restricted area. To design a running, jumping or throwing activity for others using the STEP principle. <p>Vocabulary: Bounce, relay, baton, safety, rules, targets, record, set, take over, pass, sustain, push, receive, hope – step – jump</p> <p>Knowledge:</p> <p>Head</p> <ul style="list-style-type: none"> Distinguish between good and poor performances and suggest ways to improve self and others. <p>Hand</p> <ul style="list-style-type: none"> Sustain pace over shorter and longer distances. <p>Heart</p> <ul style="list-style-type: none"> Able to run as part of a team in relay-style events. 	<p>Skills:</p> <ul style="list-style-type: none"> To work with a partner to score runs. To throw accurately over short distances to get batters out. To follow the path of the ball to catch as a wicketkeeper. To overarm bowl with accuracy whilst using a run-up. To play a forward defensive shot. To set a field in a game to limit the runs scored by a batter. <p>Vocabulary: Calling, accuracy, rise of the ball, anticipating, forward defensive shot, setting a field flexibility, cardiovascular endurance, power.</p> <p>Knowledge:</p> <p>Head</p> <ul style="list-style-type: none"> Describe what 'setting a field' means. <p>Hand</p> <ul style="list-style-type: none"> Begin to employ specific bowling techniques such as overarm in cricket. <p>Heart</p> <ul style="list-style-type: none"> Show perseverance during a game and commitment to the team. 	
Striking and fielding: Rounders	Invasion: Tag Rugby	Invasion: Basketball	Net/wall: Tennis	Invasion: Hockey	Invasion: Netball
<p>Skills:</p> <ul style="list-style-type: none"> To get into the best body position to field a ball. To bowl with some consistency in a game. To hit a moving ball with one hand. To stop a moving ball with the long barrier technique. To throw longer distances using the overarm technique. To select and apply new skills in a competition. To hit the ball in different directions. To run between the posts and avoid getting stumped out. 	<p>Skills:</p> <ul style="list-style-type: none"> To use defensive positions to mark and tag an attacker. To pass a ball accurately and consistently while on the move. To defend as part of a team to deny space to the attacking team. To use a pop pass over short distances to create an explosive run. To move the ball quickly using the 'magic diamond' formation. To use the 3 step and pass rule with some confidence. <p>Vocabulary: Contest, possession, pressure, support, pop pass, turn over, loose pass, W grip, offence, formation.</p>	<p>Skills:</p> <ul style="list-style-type: none"> To use blocking to stop an opponent from shooting. The front pivot and trying to use it in a game. To use a forward pass and wing play to build an attack as a team. To perform a one-handed push pass under pressure. To create space using the box-out technique to recover rebounds. To catch the ball under pressure into the triple-threat position. <p>Vocabulary: Blocking, pivot, forward, reverse, exploit, lay off, accurately, rebound, fake, feint.</p> <p>Knowledge:</p>	<p>Skills:</p> <ul style="list-style-type: none"> To recap and perform a range of different shots with accuracy and control. To move quickly to the ball to perform a volley. To play an overhead shot and know when you might use this. To use different court formations during doubles play. To refine court movement to hit the ball before the second bounce. To perform a diagonal serve to begin a game in competitive situations. <p>Vocabulary: Service rules, volley, overhead, singles, doubles.</p>	<p>Skills:</p> <ul style="list-style-type: none"> To keep close control of the ball using the flat side of the stick. To control the ball and pass it into space. To use a defensive body position. To consistently stop a moving ball ready to pass, move or shoot. To improve our agility and apply it in a game situation. To avoid our feet contacting the ball and apply basic rules to the game. To perform a push pass with accuracy. To perform a straight dribble to maintain possession. 	<p>Skills:</p> <ul style="list-style-type: none"> To choose the appropriate pass for different scenarios. To find space to receive in a game. To use different dodging techniques to outwit a defender and get free. To practice and perform pivoting and quick turns. To get into closer shooting positions. To react and move quickly in isolation and in games. <p>Vocabulary: Score, shoot, possession, react, foul, umpire, quick turns, dodge, pivot, stationary, shooting circle/semi-circle.</p>

<ul style="list-style-type: none"> To intercept the ball using one hand. To underarm bowl abiding by the rules of bowling. To play the role of backstop in a small game. The rounders scoring system and using it in a game. <p>Vocabulary: Batting, fielding, bowling, bases, long barrier, batter, bowler, fielder, innings, no ball, batting box, backstop, rounders, half rounders, zones, directing, speed, avoid, intercept role, scoring system, gain, stumped.</p> <p>Knowledge:</p> <p>Head</p> <ul style="list-style-type: none"> Explain the importance of being ready in the field. <p>Hand</p> <ul style="list-style-type: none"> Play in a game using rounders scoring system. <p>Heart</p> <ul style="list-style-type: none"> Identify how to improve own and others work and be tactful. Identify and describe some successful play. 	<p>Knowledge:</p> <p>Head</p> <ul style="list-style-type: none"> Recognise principles off defence. <p>Hand</p> <ul style="list-style-type: none"> Combine skills such as running and passing. <p>Heart</p> <ul style="list-style-type: none"> As a team, maintain possession. 	<p>Head</p> <ul style="list-style-type: none"> Explain the need for different tactics and attempt these in a game situation. <p>Hand</p> <ul style="list-style-type: none"> Able to combine basic skills such as dribbling and passing. <p>Heart</p> <ul style="list-style-type: none"> Apply knowledge of personal foul in a competition setting. 	<p>Knowledge:</p> <p>Head</p> <ul style="list-style-type: none"> Cooperate and collaborate with others to play in a sportsman-like way. <p>Hand</p> <ul style="list-style-type: none"> Approach the ball to return before the second bounce. <p>Heart</p> <ul style="list-style-type: none"> Play with others with some flow to the game, keeping track of their own scores. 	<ul style="list-style-type: none"> To use reverse-stick to control a ball on the far side of our body. To use a slap pass to send the ball over longer distances. To turn to keep the ball under control and move into space. To develop new skills in competitive situations and look to improve. <p>Vocabulary: Shoot, defend, attack, block, run, control, receive, pass, teamwork, score, hockey, shaft, foot, space, use space, dribble, pass, push, slap, reverse.</p> <p>Knowledge:</p> <p>Head</p> <ul style="list-style-type: none"> Implement some hockey rules in a game. Decide as a team how to make things difficult for your opponent. <p>Hand</p> <ul style="list-style-type: none"> Can stop and control the ball. Attempt a slap pass in isolation. <p>Heart</p> <ul style="list-style-type: none"> Work as a team to score points. Suggest ways to improve your and your team's performance. 	<p>Knowledge:</p> <p>Head</p> <ul style="list-style-type: none"> Explain the techniques for different passes. <p>Hand</p> <ul style="list-style-type: none"> Attempt to get into better shooting positions. <p>Heart</p> <ul style="list-style-type: none"> Use verbal and non-verbal communication to show teammates where you want to ball.
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Swimming

<p>Beginner</p> <p>Skills:</p> <ul style="list-style-type: none"> To keep our balance by pushing and pulling against the water. To lift our feet off the ground and make shapes in the water. To use our hands to move forward. To put our faces in the water. To stand again after floating on our front. To stand again after floating on our backs. To swim a short distance on our back with a float. To push and glide from the side of the pool. To use the 'sculling' technique to swim on our backs, To use 'doggy paddle' to swim a short distance on our front. To move from a glide into doggy paddle. To swim as far as we are able on our front and back. <p>Vocabulary: Swim, kick, front, back, arms, legs, lie on front/back, breath, splash, sculling, doggy paddle, prone, supine, glide, stroke, float, pace</p> <p>Knowledge:</p> <p>Head</p> <ul style="list-style-type: none"> Move with more confidence in the water, including submerging themselves fully. <p>Hand</p> <ul style="list-style-type: none"> Apply basic arm and leg action to 'doggy paddle'. 	<p>Intermediate</p> <p>Skills:</p> <ul style="list-style-type: none"> To jump in and submerge in deeper water. To sink and then roll under the water. To use front crawl leg action to swim longer distances. To tuck, float and collect objects from the bottom of the pool. To transition from one floating shape to another without putting our feet down. To use breaststroke leg action to swim on my front and back. To handstand on the bottom of the pool. To somersault underwater. To move forward with our faces in the water using the sculling action. To move smoothly through the water transitioning from front to back. To propel ourselves underwater while using breaststroke. To swim over longer distances without floats or armbands. <p>Vocabulary: Breath, rotate, submerge, sink, float, sculling, breaststroke, glide, surface dive, jump, on top of the water, underwater, front crawl</p> <p>Knowledge:</p> <p>Head</p> <ul style="list-style-type: none"> Attempt to use basic breathing patterns when swimming. <p>Hand</p> <ul style="list-style-type: none"> Submerge, sink, roll and rotate underwater. <p>Heart</p>	<p>Advanced</p> <p>Skills:</p> <ul style="list-style-type: none"> To swim as part of a team in a relay. To perform a mushroom float for a sustained period of time. To get into the correct position for efficient backstroke swimming. To perform and perfect a crouching dive to enter the water. To swim, surface dive, and move objects without stopping. To tread water and use a rescue aid. To tumble turn and link a swim stroke with a tumble turn. To use breaststroke arms and swim with fluency. To use our skills of observation to improve our technique. To link lengths together using a tumble turn. To enter the water, keeping our head out (head up entry). Competition finish to finish well in a race. <p>Vocabulary: Metres, distance, back crawl, breaststroke, complete, improve, challenge, personal survival, treading, crouching</p> <p>Knowledge:</p> <p>Head</p> <ul style="list-style-type: none"> Swim competently, confidently and proficiently over a distance of at least 25 metres. <p>Hand</p>
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<p><u>Heart</u></p> <ul style="list-style-type: none">• Aware of other children around them in the pool.	<ul style="list-style-type: none">• Work in collaboration to perform group challenges such as group floats.	<ul style="list-style-type: none">• Link lengths together with turns and attempt a tumble turn in isolation and during the stroke. <p><u>Heart</u></p> <ul style="list-style-type: none">• Work in pairs to refine stroke technique and suggest ways they can improve.
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Year 6					
Dance	Gymnastics	Net/wall: Tennis	Net/wall: Badminton	Athletics	Striking and fielding: Rounders
<p>Skills:</p> <ul style="list-style-type: none"> The technique of the stag leap and rebound jump. To explore relationships through dance and perform partner lifts. To compose a dance phrase based on the Hakka. To choose and use suitable dynamics for the Hakka. To link freeze frames to street dance style to create a short movement phrase. To perform a Top Rock and Slide Step and perform confidently with a partner. <p>Vocabulary: Motif, street dance, Hakka, composition, collaborate, stag leap, rebound, expression.</p> <p>Knowledge:</p> <p>Head</p> <ul style="list-style-type: none"> Interpret different stimuli with imagination and flair. <p>Hand</p> <ul style="list-style-type: none"> Use recognised dance actions and adapt them to create motifs and movement patterns. <p>Heart</p> <ul style="list-style-type: none"> Take the lead, suggesting ideas and refining actions of others. 	<p>Skills:</p> <ul style="list-style-type: none"> To use controlled flight onto high apparatus. To dismount from high apparatus. To develop a short sequence using flight in canon formation. To incorporate equipment such as hoops and balls into a group sequence. To create a paired flight sequence using both canon and unison. To create and perform a 6-element sequence to music. <p>Vocabulary: Flight, consistent, vault, vaulting sequences, combinations, direction, dismount.</p> <p>Knowledge:</p> <p>Head</p> <ul style="list-style-type: none"> Identify strengths and weaknesses of a performance. <p>Hand</p> <ul style="list-style-type: none"> Experience flight on and off apparatus. <p>Heart</p> <ul style="list-style-type: none"> Lead group warm up demonstrating the importance of strength and flexibility. 	<p>Skills:</p> <ul style="list-style-type: none"> To communicate clearly with a partner to score points in doubles play. To attempt a two-handed backhand shot with control. To perform a lob shot to hit the ball over our opponent's head. To apply the correct rules and scoring system in games. To play in different doubles formations and work with our partner to improve. To discuss and apply a range of tactics in doubles play to achieve success. <p>Vocabulary: Lob shot, positioning, footwork, listening skill, dispute, peers, attacking, defensive, improvement</p> <p>Knowledge:</p> <p>Head</p> <ul style="list-style-type: none"> Make good choices in games about the best shot to use. <p>Hand</p> <ul style="list-style-type: none"> Begin to use full scoring systems. <p>Heart</p> <ul style="list-style-type: none"> Use speaking and listening skills to umpire and play with peers without dispute. 	<p>Skills:</p> <ul style="list-style-type: none"> To make it difficult for our opponent to score points. To apply basic court positions in singles play. To accurately hit both long and short sleeves. Close control, including net shots. To use footwork to recover after lunging and moving after shots. To apply a range of movements and shots in competition. The smash shot technique and when to use it. To use the smash shot in a doubles game. To hit a drop shot using the correct technique to outwit an opponent. To develop reaction time to hit shots when close to the net to communicate with a partner in a doubles match to ensure court positioning is correct. To use defensive formations in a doubles game to prevent opponents from scoring points. <p>Vocabulary: Clear, overhead, cooperate, collaborate, lunge, shuffle, skip, run, backline, movement, smash shot, offensive, attacking, defending, rally, drop shot, net play.</p> <p>Knowledge:</p> <p>Head</p> <ul style="list-style-type: none"> Recognise how reaction time can impact play. Make appropriate choices in games about shot selection. <p>Hand</p> <ul style="list-style-type: none"> Demonstrate a variety of service shots in isolation and some gameplay. Use forehand, backhand and overhead shots more confidently in games. <p>Heart</p> <ul style="list-style-type: none"> Play with others with some flow to the game. Develop doubles play further, implementing basic position tactics. 	<p>Skills:</p> <ul style="list-style-type: none"> Sprint start technique to increase our running speed. The three phrases of triple jump. The heave throw technique and what it is used for. To assess our own ability to play our role in paralauff. The scissor jump technique and when it would be used in athletics. To record and relay results over a range of track and field events. <p>Vocabulary: Safety, rules, targets, record, set, take over, pass, strength, judge, trajectory, sprint, shuttle, assess</p> <p>Knowledge:</p> <p>Head</p> <ul style="list-style-type: none"> Accurately and confidently record multiple scores under pressure. <p>Hand</p> <ul style="list-style-type: none"> Combine different jumping skills to accurately replicate the triple jump technique. <p>Heart</p> <ul style="list-style-type: none"> Judge your strengths and weaknesses to fulfil your role in a running challenge. 	<p>Skills:</p> <ul style="list-style-type: none"> To judge how far you can run based on the distance of a hit. To throw over short distances with power and accuracy to get batters out. To follow the path of the ball to make sure it is fielded consistently. The backwards hit rule and using it tactically as the backstop. To hit the ball into gaps to maximise the chance of scoring. To set a field in a game to limit the scoring of a batter. Attacking tactical bowling to make it more difficult for the batter to hit. To track and catch a high ball. The difference between attacking and defensive batting. To work in a pair in the field to restrict scoring. To apply tactics when running around bases to avoid overtakes. To apply attacking and defensive tactics in a competitive situation. <p>Vocabulary: Power, consistently, accuracy, stump, conditioned, fitness, miss hit, strength, encouragement, defensive, offensive, shot, defensive, offensive, predict, place, select, tactics, stance, tracking.</p> <p>Knowledge:</p> <p>Head</p> <ul style="list-style-type: none"> Apply the backward hitting rules. Demonstrate urgency when in the field. <p>Hand</p> <ul style="list-style-type: none"> Play more attacking shots, looking for gaps in the field. Play in a complete game of rounders with markings and four bases. <p>Heart</p> <ul style="list-style-type: none"> Show commitment towards their team and perseverance during gameplay. Understand teammate's perspective and motivation when accumulating rounders.
Striking and fielding: Cricket	Invasion: Hockey	Invasion: Tag Rugby	Invasion: Basketball	Invasion: Netball	Wellbeing

<p>Skills:</p> <ul style="list-style-type: none"> To create pressure on a batter by using a ring field. To track and catch a high ball consistently. To perform a short-pitched bowl to get a batter to hit the ball in the air. To work in a pair to restrict runs scored when fielding. To play an on-drive. To set an attacking field. <p>Vocabulary: Urgency, acquire, high ball, tracking, short delivery, long balls, on drive, off side, on side, slip, short leg, silly point, innings, retire, attack.</p> <p>Knowledge:</p> <p>Head</p> <ul style="list-style-type: none"> Apply with consistency standard rules of (modified) games. <p>Hand</p> <ul style="list-style-type: none"> Attempt to track and catch high balls in isolation and gameplay. <p>Heart</p> <ul style="list-style-type: none"> Work as a pair to field long balls. 	<p>Skills:</p> <ul style="list-style-type: none"> To perform a block tackle to dispossess an attacker. To use fast, accurate passes into the D to create scoring opportunities. To mark an attacker closely to stop them from receiving the ball. To perform a sweep hit to send the ball 'first time'. To move the ball quickly from left to right to outwit a defender. To use a variety of techniques to keep possession in a game. To shoot under pressure from close range. To perform long corner routines as part of a team. To use goal-side marking to prevent an attacker from getting closer to the goal. To use a banana run to force an oncoming attacker out wide. To use a hit-out to successfully restart a game. Indian dribble and to play competitively using new skills. <p>Vocabulary: Teamwork, score, shoot, positions, power, distance, perform, consistent, fair play, tackle, covering, supporting.</p> <p>Knowledge:</p> <p>Head</p> <ul style="list-style-type: none"> Apply basic defensive positions. Choose and implement a range of strategies to attack and defend. <p>Hand</p> <ul style="list-style-type: none"> Able to combine basic skills such as dribbling and passing. Shoot from close range. <p>Heart</p> <ul style="list-style-type: none"> Work as a team to attack and defend. Use and apply boundary rules such as corners, self pass and sideline. 	<p>Skills:</p> <ul style="list-style-type: none"> To create attacking continuity by supporting the player with the ball. To use set plays in attack to create space for the ball carrier. To develop the 3-step rule, compare and contrasting to the 3-second pass option. To attack the space as a ball carrier to create scoring opportunities. To change from an attacking to a defensive formation when your team loses possession. To observe and analyse our classmate's performance. <p>Vocabulary: Transition, principle, STEP, agility, turnover, support, observe, analyse</p> <p>Knowledge:</p> <p>Head</p> <ul style="list-style-type: none"> Use STEP principle to plan a warm-up. <p>Hand</p> <ul style="list-style-type: none"> Use speed and agility in gameplay. <p>Heart</p> <ul style="list-style-type: none"> Suggest ways to improve set plays. 	<p>Skills:</p> <ul style="list-style-type: none"> How to counterattack using the fast break. To retreat dribble to maintain possession. To perform a free throw with consistency. To use speed and agility to perform a v-cut to get free from a defender. To drive to the basket using strength and coordination. The three-point shot and how different points are awarded. <p>Vocabulary: Fast break, counterattack, retreat, maintain, pressure, free throw, L-cut, V-cut, pin down.</p> <p>Knowledge:</p> <p>Head</p> <ul style="list-style-type: none"> Implement a range of strategies to attack and defend, such as restricting attackers' space. <p>Hand</p> <ul style="list-style-type: none"> Able to track and control a rebound from a shot (penalty or open play). <p>Heart</p> <ul style="list-style-type: none"> Counterattack with team using a fast break. 	<p>Skills:</p> <ul style="list-style-type: none"> Ways to improve coordination. To mark the pass or the shot. Organisation in and around the semi-circle. To compete to win the rebounding ball. To stay active to intercept a pass. To stay onside in games depending on the position being played. <p>Vocabulary: Tactics, gameplay, blocking, free, metre, organisation, rebounds, prone, thirds, area, offside, intercepting.</p> <p>Knowledge:</p> <p>Head</p> <ul style="list-style-type: none"> Umpire a game, explain decisions where necessary. <p>Hand</p> <ul style="list-style-type: none"> Anticipate, track and control a rebounding ball from a shot. <p>Heart</p> <ul style="list-style-type: none"> As a team, decide tactics to implement into the game. 	<p>Skills:</p> <ul style="list-style-type: none"> The steps to juggle three balls. Simple yoga poses and holding them for 10 seconds. Some simple aerobics and martial arts moves. To connect with others through a range of pair and group work. The steps to spin a ball on our finger. To improve to make an audience smile. <p>Vocabulary: Communicate, collaborate, connect, acquire, co-ordination, mindfulness, sequence, routine, control, juggle, language, improvisation.</p> <p>Knowledge:</p> <p>Head</p> <ul style="list-style-type: none"> Communicate effectively with others in a range of interactive activities. <p>Hand</p> <ul style="list-style-type: none"> Show flexibility and control when performing different yoga poses. <p>Heart</p> <ul style="list-style-type: none"> Show perseverance and determination when learning new skills.
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