

PHYSICAL EDUCATION

(Long Term Plan- Progression Map)

R	Knowledge	Key Vocabulary	Links to prior Learning	Links to Future Learning
<u>Reception</u> Autumn 1 st half term	<u>Fun Fit</u> <i>Unit Outcomes:</i> <u>Personal, Social and Emotional Development</u> ELG: Managing Self - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. <u>Physical Development</u> ELG: Gross Motor Skills - Demonstrate strength, balance and coordination when playing. - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <i>Knowledge & Skills:</i> ● Show coordination, underlying postural stability and balance when performing basic body movements and actions including simple travel, jumping and rolling ● Be able to develop gross motor skills and core stability for a range of movements ● Show agility, balance and coordination for a range of basic movements and actions, including crawling, <u>Multi-Skills (Games)</u> <i>Unit Outcomes:</i> <u>Personal, Social and Emotional Development</u> ELG: Self-Regulation - Show an ability to follow instructions involving several ideas or actions. ELG: Managing Self	Fun Fit: jump, hop, leap, crawl, march, hedgehog, superman, dribble, skip, roll, balance, throw, bounce, catch, core, coordination MS Games: team, group, teamwork, target/ goal, taking turns, sharing, speaking, listening, rules	EYFS: Pupils learning of fundamental movement skills will have been developed prior to starting Reception by physical development opportunities they may have accessed in Nursery/ pre-school settings, playgroups or any physical clubs they may have attended (baby groups, gymnastics, tots sports clubs etc).	KS1: The coordination, balance, postural stability and gross motor skills that pupils develop in their Fun Fit unit will form the foundation of all other movements and actions that they will go on to learn in KS1, KS2 and beyond. The knowledge of rules, following game instructions and the routines for PE learning will be vital for the pupils for healthy participation in physical activities and sport in future lessons in school and for extra-curricular participation. Pupils will expand upon the basic knowledge of teamwork and following rules for a wider range of team games in KS1 and beyond.

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	- Explain the reasons for rules, know right from wrong and try to behave accordingly. ELG: Building Relationships - Work and play cooperatively and take turns with others. <u>Physical Development</u> ELG: Gross Motor Skills - 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. <i>Knowledge & Skills:</i> ● Know and follow simple rules for different games ● Be able to follow multiple instructions to participate in a variety of games and complete tasks ● Be able to take turns in a variety of activities ● Begin to work in groups or teams with other pupils ● Learn routines for PE lessons such as stopping on whistle, staying within a boundary etc.			
<u>Reception</u> Autumn 2 nd half term	<u>Fun Fit</u> <i>Unit Outcomes:</i> <u>Personal, Social and Emotional Development</u> ELG: Managing Self - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. <u>Physical Development</u> ELG: Gross Motor Skills	Fun Fit: jump, hop, leap, crawl, march, hedgehog, superman, dribble, skip, roll, balance, throw, bounce, catch, core, coordination	EYFS: Pupils learning of fundamental movement skills will have been developed prior to starting Reception by physical development opportunities they may have accessed in Nursery/ pre-school settings, playgroups or any physical clubs they may have	KS1: The coordination, balance, postural stability and gross motor skills that pupils develop in their Fun Fit unit will form the foundation of all other movements and actions that they will go on to learn in KS1, KS2 and beyond. The basic skills and concepts that are developed in their multi-skills movement unit

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	- Demonstrate strength, balance and coordination when playing. - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <i>Knowledge & Skills:</i> • Show coordination, underlying postural stability and balance when performing basic body movements and actions including simple travel, jumping and rolling • Be able to develop gross motor skills and core stability for a range of movements • Show agility, balance and coordination for a range of basic movements and actions <u>Dance</u> <u>Personal, Social and Emotional Development</u> ELG: Self-Regulation - Show an understanding of their own feelings and those of others. ELG: Managing Self - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. <u>Physical Development</u> ELG: Gross Motor Skills - 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. <i>Knowledge & Skills:</i>	MS (Movement): travel, movement, still, space, walk, run, jump, skip, gallop, crawl	attended (baby groups, gymnastics, tots sports clubs etc).	(knowledge of space, how to safely negotiate space and obstacles, how to run/ jump/ travel in a range of ways) will be revisited and further developed in KS1. The techniques and tactics learnt will be used in a wider range of situations in KS1, and then transferred and used when participating in sports activities in KS1 & KS2.
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	• Be able to copy and repeat actions and movements to music • Start to think of actions that can be performed along to music • Show dance actions from at least 2 action categories • Begin to adapt their actions to reflect different themes/ music/ topics • Show understanding of feelings and emotions by choosing and performing actions to reflect happy, sad, fear and anger • Be confident to perform dances to others <u>Multi-Skills (Movement)</u> <i>Unit Outcomes:</i> <u>Personal, Social and Emotional Development</u> ELG: Managing Self - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. <u>Physical Development</u> ELG: Gross Motor Skills - 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. <i>Knowledge & Skills:</i> • Begin to develop techniques for a range of locomotor movements such as walking, running, jumping, skipping and galloping			
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	● Begin to learn about how to adapt movements by changing speed and direction ● Show spatial awareness ● Know what space means in PE			
<u>Reception</u> Spring 1 st half term	<u>Fundamentals</u> <i>Unit Outcomes:</i> <u>Personal, Social and Emotional Development</u> ELG: Managing Self - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. ELG: Building Relationships - Work and play cooperatively and take turns with others. <u>Physical Development</u> ELG: Gross Motor Skills - 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. <i>Knowledge & Skills:</i> ● Begin to develop techniques for a range of fundamental movement skills such as running, jumping, catching, throwing and kicking ● Show agility, balance and coordination when performing a range of basic locomotor movements ● Be able to kick, roll, stop, bounce and catch a large ball <u>Gymnastics (Floor)</u> <u>Personal, Social and Emotional Development</u>	Fundamentals: control, throw, catch, roll, bounce, kick, stop, trap	EYFS: Pupils learning of fundamental movement skills will have been developed prior to starting Reception by physical development opportunities they may have accessed in Nursery/ pre-school settings, playgroups or any physical clubs they may have attended (baby groups, gymnastics, tots sports clubs etc).	KS1: The fundamental movement skills that are developed during the Fundamentals unit, will form the basis of many actions and movements that are learnt thereafter. Fundamentals will enable pupils to practice controlling and manipulating objects, which will help to develop confident and competence when the children explore these skills and techniques further during their multi-skills object and sending & receiving units in KS1. The learning from their gymnastics unit will be revisited in their second gymnastics block when in reception, but also when gymnastics is again taught in KS1 and beyond. Their knowledge of basic actions, including shapes, balances and travelling, will be revisited and further developed in KS1 as they start to create longer sequences of movement using different actions.

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	ELG: Self-Regulation - Show an ability to follow instructions involving several ideas or actions. ELG: Managing Self - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. <u>Physical Development</u> ELG: Gross Motor Skills - 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. <i>Knowledge & Skills:</i> ● Be able to make different shapes with their body- tall, short, wide, curved ● Be able to move and be still in different ways using their body ● Have basic knowledge of what balance is ● Be able to perform different actions including travel, roll, stillness and turn ● Begin to link actions together to create simple sequences	Gym (Floor): action, sequence, travel, shape, balance, turn, roll, curved, tall, straight, wide, narrow		
<u>Reception</u> Spring 2nd half term	<u>Fundamentals</u> <i>Unit Outcomes:</i> <u>Personal, Social and Emotional Development</u> ELG: Managing Self - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.	Fundamentals: control, throw, catch, roll, bounce, kick, stop, trap	EYFS: Pupils learning of fundamental movement skills will have been developed prior to starting Reception by physical development opportunities they may	KS1: The fundamental movement skills that are developed during the Fundamentals unit, will form the basis of many actions and movements that are learnt thereafter. Fundamentals will enable pupils to practice

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	ELG: Building Relationships - Work and play cooperatively and take turns with others. <u>Physical Development</u> ELG: Gross Motor Skills - 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. <i>Knowledge & Skills:</i> ● Begin to develop techniques for a range of fundamental movement skills such as running, jumping, catching, throwing and kicking ● Show agility, balance and coordination when performing a range of basic locomotor movements ● Be able to kick, roll, stop, bounce and catch a large ball <u>Gymnastics (Apparatus)</u> <u>Personal, Social and Emotional Development</u> ELG: Self-Regulation - Show an ability to follow instructions involving several ideas or actions. ELG: Managing Self - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. <u>Physical Development</u> ELG: Gross Motor Skills	Gym (Apparatus): apparatus, shape, balance, travel, jump, climb, sequence, link, start, finish/ end, space	have accessed in Nursery/ pre-school settings, playgroups or any physical clubs they may have attended (baby groups, gymnastics, tots sports clubs etc). Pupils will revisit and develop learning from the previous gymnastics unit, using shapes, balances and travel, in different environments and to produce longer sequences of movement.	controlling and manipulating objects, which will help to develop confident and competence when the children explore these skills and techniques further during their multi-skills object and sending & receiving units in KS1. The learning from their gymnastics unit will be revisited and expanded when gymnastics is taught in KS1 and beyond. Their knowledge of basic actions, including shapes, balances, travelling and jumps, will be revisited and further developed in KS1 as they start to create longer sequences of movement using different actions.
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	- 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. <i>Knowledge & Skills:</i> ● Be able to move over, under, along and on/ off of various pieces of apparatus ● Be able to explain/ show how to jump, land and climb safely ● Be able to show and/or describe how to start and finish a gymnastic sequence ● Begin to link 'unlike' actions with some fluency to create short movement phrases ● Show control and balance when performing different actions in a varied environment, including travel, balance, shape, jump, turn and roll			
<u>Reception</u> Summer 1 st half term	<u>Athletics</u> <i>Unit Outcomes:</i> <u>Personal, Social and Emotional Development</u> ELG: Managing Self - Explain the reasons for rules, know right from wrong and try to behave accordingly. ELG: Managing Self - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. <u>Physical Development</u> ELG: Gross Motor Skills	Athletics: run, jump, throw, overarm, underarm, sprint, distance, accuracy, speed, take-off, flight, landing	EYFS: Pupils learning of fundamental movement skills will have been developed prior to starting Reception by physical development opportunities they may have accessed in Nursery/ pre-school settings, playgroups or any physical clubs they may have attended (baby groups, gymnastics, tots sports clubs etc).	KS1: Learning in athletics will help the pupils when performing and showcasing their physical learning at their sports day, as part of the School Games Championships. Their basic knowledge of running, jumping and throwing will form the basis of future learning in athletics, indoor athletics and many of the other unit they learn in KS1 (multi-skills movement and sending/ receiving). Pupils learning about the basic concepts of dance and

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	- 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. <i>Knowledge & Skills:</i> ● Be able to perform a safe jump for distance using 2 feet to take-off and land ● Explain what they can do with their body to increase the speed of their running ● Be able to throw using an overarm and underarm techniques ● Be able to adapt their throws to throw an object for accuracy and distance <u>Multi-Skills (Movement)</u> <i>Unit Outcomes:</i> <u>Personal, Social and Emotional Development</u> ELG: Managing Self - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. <u>Physical Development</u> ELG: Gross Motor Skills - 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. <i>Knowledge & Skills:</i>	Dance: action, jump, turn, gesture, travel, stillness, copy, repeat, rhythm, beat, emotion, feelings		moving their body to music will help to form the foundation of future dance units in both KS1 and KS2.
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	● Begin to develop techniques for a range of locomotor movements such as walking, running, jumping, skipping and galloping ● Begin to learn about how to adapt movements by changing speed and direction ● Show spatial awareness ● Know what space means in PE			
<u>Reception</u> Summer 2 nd half term	<u>Dodgeball</u> <i>Unit Outcomes:</i> <u>Personal, Social and Emotional Development</u> ELG: Self-Regulation - Show an ability to follow instructions involving several ideas or actions. ELG: Managing Self - Explain the reasons for rules, know right from wrong and try to behave accordingly. ELG: Building Relationships - Work and play cooperatively and take turns with others. <u>Physical Development</u> ELG: Gross Motor Skills - 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. <i>Knowledge & Skills:</i> ● Be able to simply describe what a throw is	Dodgeball: throw, underarm, overarm, chest push, overhead, sling, dodge, bend, duck, jump, sidestep	EYFS: Pupils learning of fundamental movement skills will have been developed prior to starting Reception by physical development opportunities they may have accessed in Nursery/ pre-school settings, playgroups or any physical clubs they may have attended (baby groups, gymnastics, tots sports clubs etc).	KS1: The basic skills and knowledge of rules to be able to play the game in the dodgeball unit will be further developed when the pupils learn dodgeball again in KS1. The throwing and dodging techniques that are learnt will be refined and transferred to a range of other activities in KS1 and beyond. The foundational skills and tactics learnt in the sending and receiving unit will also be refined and repeated in KS1, and will form the basis for a greater range of skills and actions in multi-skills games and sport specific actions.

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	• Be able to throw a larger ball using at least 2 different techniques • Be able to simply describe what dodging is • Show how to position your body to be ready to dodge • Know the aim of a dodgeball game and be able to give basic rules of how to play <u>Multi-Skills (Send & Receive)</u> <i>Unit Outcomes:</i> <u>Personal, Social and Emotional Development</u> ELG: Self-Regulation - Show an ability to follow instructions involving several ideas or actions. ELG: Managing Self - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. ELG: Building Relationships - Work and play cooperatively and take turns with others. <u>Physical Development</u> ELG: Gross Motor Skills - 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. <i>Knowledge & Skills:</i> • Be able to roll, kick and throw an object safely and with control	MS Send & Receive: roll, kick, throw, trap, stop, catch, control, accuracy, aim, communicate		
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	• Be able to stop a moving object by trapping and catching • Be able to explain simple tactics you can use when you want to send or receive an object with someone else • Be able to work cooperatively with others to successfully send and receive objects			
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Y1	Knowledge	Key Vocabulary	Links to prior Learning	Links to Future Learning
<u>Year 1</u> Autumn 1 st half term	<u>Indoor Athletics</u> <i>Unit Outcomes:</i> 1a) Develop their technique for fundamental movements such as running, throwing and jumping 3a) Compete with and improve upon their own performance in different athletic activities 3b) Engage in competitive physical activities against others in a range of athletic events 4c) Describe how their bodies feel during and after different exercises <i>Knowledge & Skills:</i> • Identify basic tips to improve speed of movements • Be able to show different ways to throw an object (push and pull throw) • Be able to perform a safe jumping technique • Identify which parts of the body are being used for different actions/ movements <u>Multi-Skills (Teams)</u> <i>Unit Outcomes:</i>	Indoor Athletics: running, jumping, throwing, push, pull, speed, bounce, sprint, agility, balance, coordination, endurance MS Teams: team, group, teamwork, target/ goal, taking turns, share, speaking, listening, rules, communication	EYFS: Pupils will continue the development on their fundamental movement skills learnt in EYFS, including agility, balance and coordination. Pupils will consolidate previously learnt Gross and Fine motor skills including; Negotiating space and obstacles safely, with consideration for themselves and others; Demonstrating strength, balance and coordination when playing; Moving energetically, such as running, jumping, dancing, hopping, skipping and climbing; and basic ball skills actions such as rolling, bouncing and hitting a ball.	Y2: Pupils will further develop and refine their running, jumping and throwing techniques and agility, balance and speed when they recap and repeat indoor athletics practices. Pupils will consolidate their basic knowledge of teamwork and following rules for a wider range of team games in Year 2. KS2: The learning from these units in Year 1 & 2 will directly inform future performances for both athletics and teambuilding. The fundamental running, jumping and throwing skills will be refined and expanded for performances of athletic events in KS2. The basic problem solving, following rules and working in groups/

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	2a) Develop simple tactics for use in a variety of team games 3b) Engage in a range of competitive games/ challenges with and against other pupils 3c) Cooperate with team-mates to reach shared targets 3d) Follow and apply rules for a number of activities and understand why we use rules in games <i>Knowledge & Skills:</i> • Know and can follow simple rules for different games • Can explain what they/ their team did in an activity and whether it was successful • Know what it means to be in a team • Be able to provide a basic description of what communication is • Be able to explain why rules are important when playing games • Be able to describe some things that will make them a healthy participant in a game • Be able to play with and against others in a healthy way, and show respect, teamwork and honesty when playing a range of games			teams will link to a range of future PE learning, but in particular it will be further developed in OAA teambuilding in KS2.
<u>Year 1</u> Autumn 2 nd half term	Dance <i>Unit Outcomes:</i> 1a) Explore basic dance movements and actions in isolation and linked in short dance phrases 1b) Develop agility, balance and coordination when performing a number of dance shapes and actions 1c) Begin to compose short dance phrases by selecting and linking dance actions 2b) Begin to explore simple compositional principles for aesthetic activities <i>Knowledge & Skills:</i> • Explain what 'dancing' is	Dance: action, space, copy, repeat, rhythm, beat, level, direction, speed, pathway, travel, turn, jump, gesture, stillness, balance, pose, sequence	EYFS: Pupils will continue the development on their fundamental movement skills learnt in EYFS, including agility, balance and coordination. In dance, pupils will start to further develop their knowledge of the different types of action you can do when moving to music. Pupils will revisit and expand upon their knowledge of movement, and begin to use their techniques for	Y2-6: The basic action and movement techniques developed in these units will be used in all years after this. The initial techniques for moving in a range of ways will be refined and further developed in Year 2 MS movement, and then again through a range of sports learnt in KS2, including games activities, aesthetic activities and athletics. The pupils compositional skills developed through dance will

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	- Know/ recall some of the 5 main dance actions- travel, stillness, gesture, turn & jump (with prompting) - Copy and repeat simple dance actions and movements - Begin to choose and create their own action ideas/ movements when dancing - Be able to move and be still with their body in different ways - Be able to link both 'like' and 'unlike' actions together to create short dance phrases and sequences <u>Multi-Skills (Movement)</u> <i>Unit Outcomes:</i> 1a) Develop basic movements including crawling, sliding, rolling, skipping, walking, running and jumping 1b) Develop agility, balance and coordination and begin to apply these in a range of movement activities 1c) Begin to link and sequence 'like' and 'unlike' movements and actions in a range of situations 2c) Vary the way they move and complete actions and movement phrases in different environments <i>Knowledge & Skills:</i> - Know what travelling is and be able to explain some different ways you can travel using your feet/ body - Know what it means to find space and be able to show and explain this - Be able to identify, and travel using, different techniques using their feet/ body (walking, running, hopping, skipping, jumping, crawling etc.) - Be able to link different movements together to create sequences of movement	MS (Movement): travel, movement, still, agility, balance, space, direction	different purposes and when playing different games.	be further developed and built upon in the aesthetic activities units for dance and gymnastics for all years. In year 2, pupils will continue to develop their knowledge of actions, but will be using greater independence to select and perform these.
<u>Year 1</u> Spring 1 st half term	<u>Gymnastics (Floor)</u> <i>Unit Outcomes:</i> 1a) Explore basic movements and gymnastic actions in isolation and linked in short phrases and sequences	Gym (Floor): action, sequence, travel, shape, balance, roll, star, tuck, pike, straddle, straight	EYFS: The knowledge of gymnastics that was learnt in the units from reception, will be revisited and further developed in Year 1. Pupils	Y2-6: The knowledge and skills learnt through the Gymnastics unit will help pupils when developing longer individual sequences

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	1b) Develop agility, balance and coordination when performing a number of shapes and actions 1c) Begin to compose short sequences by selecting and linking gymnastic actions 2b) Begin to explore simple compositional principles for aesthetic activities <i>Knowledge & Skills:</i> ● Be able to show and/ or recall the names of some of the 5 gymnastic shapes (with prompting) ● Be able to perform some travel, balance and rolling actions with some control ● Be able to link 2 or more 'like' actions together to create short movement phrases ● Explain or show how you start and finish a sequence of actions <u>Multi-Skills (Object)</u> <i>Unit Outcomes:</i> 1a) Develop basic skills including controlling, holding/ carrying and travelling with objects 1b) Develop agility, balance and coordination and begin to apply these in a range of physical activities and challenges 3a) Compete with, and improve upon, their own performances and results in a range of physical challenges 4a) Begin to describe what they are doing/ have done in order to control an object <i>Knowledge & Skills:</i> ● Be able to show or explain a range of ways you can control/ travel with a ball using your body ● Be able to travel with a ball using different techniques (carry, bounce, kick and with an implement)	MS (Object): ball, foot, hand, control, coordination, speed, space, travel, carry, dribble, bounce, roll	will revisit stillness, travel and turning and begin to practice and perform a wider range of techniques, expanding upon their current knowledge to produce performances with more control. The pupils previous learning around controlling and manipulating equipment from their Fundamentals unit will support the development of their learning in multi-skills object, where they will be carrying, manipulating and travelling with balls in different ways.	in Year 2, and then when selecting and applying their techniques to different gymnastic activities in KS2 (partner work in 3, group work in 4, rhythmic gymnastics in 5 and Freerunning in 6). Multi-skills object will be revisited in Year 2, where pupils will be challenged to adapt the techniques learnt in the ball skills unit and apply these to a wider range of different objects. This learning in turn will assist development of sport-specific techniques in KS2 (endball, dodgeball, tag rugby, futsal)
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	Be able to keep control of a ball while performing different action challenges using different parts of their body			
Year 1 Spring 2nd half term	<u>Gymnastics (Apparatus)</u> <i>Unit Outcomes:</i> 1c) Begin to compose short sequences 2b) Begin to select and apply simple compositional principles for aesthetic activities 2c) Vary the way they perform actions and movements based on different gymnastic environments (use of apparatus) 4a) Give simple descriptions of what they themselves and others have done, and begin to give feedback to make improvements <i>Knowledge & Skills:</i> - Be able to link 'like' and 'unlike' actions to create short movement phrases/ sequences - Be able to perform and adapt travel, shape, roll and balance actions for different environments/ apparatus - Be able to explain/ show how to jump, land and climb safely - Be able to show and/or describe how to start and finish a gymnastic sequence <u>Multi-Skills (Sending & Receiving)</u> <i>Unit Outcomes:</i> 1a) Develop basic skills for sending and receiving a range of objects 1b) Develop agility, balance and coordination and begin to apply these in a range of physical activities and challenges 3a) Compete with, and improve upon, their own performances and results in a range of physical challenges	Gym (Apparatus): apparatus, shape, balance, travel, roll, jump, climb, hang, hold, sequence, link, start, finish/ end, space MS (Send & Receive): sending, receiving, pass, kick, throw, hit/ strike, roll, control, trap	EYFS: Pupils will revisit how to safely engage with apparatus, including mounting and dismounting, and revisit safe jumping techniques from their learning in reception Gymnastics. They will also expand upon their previous learning for sending and receiving and revisit techniques from reception learning (rolling, bouncing, throwing, striking and kicking) Y1: The techniques and compositional skills learnt in the Y1 gymnastics floor unit will be revisited and expanded so that pupils can practice performing in a wider ranging environment.	Y2-6: The knowledge and skills learnt through the Gymnastics unit will be repeated, refined and consolidated in each year after this- with pupils continuing to learn about and develop their use of a variety of actions. The pupils learning of basic sending and receiving techniques, will provide the foundation for their development of skills in a range of future sports, including invasion games in all of KS2, and rhythmic gymnastics and target games.

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	<i>Knowledge & Skills:</i> • Be able to identify or show how you could send different objects to a target or person using appropriate techniques (e.g. kicking for a football) • Explain or show the 'ready position' to receive an object from someone else • Describe basic rules for different objects/ sports			
<u>Year 1</u> Summer 1st half term	<u>Fitness</u> <i>Unit Outcomes:</i> 1a) Develop basic movement techniques such as running and jumping 1b) Develop agility, balance and co-ordination, and begin to apply these in a range of exercises 4b) Describe why it is important to be active 4c) Describe how their bodies feel during and after different exercises <i>Knowledge & Skills:</i> • Be able to explain what exercise is • Know some of the 'components of fitness' skills (agility, balance, speed) with prompting • Be able to move in a range of ways and complete tasks showing agility and balance • Be able to perform 2 or more actions at the same time with some control (e.g. bouncing a ball) <u>Athletics</u> <i>Unit Outcomes:</i> 1a) Develop their technique for fundamental movements such as running, throwing and jumping 3a) Compete with and improve upon their own performance in different athletic activities 3b) Engage in competitive physical activities against others in a range of athletic events	Fitness: exercise, fitness, health, agility, balance, coordination, endurance, speed Athletics: run, jump, throw, push, pull, sprint, distance, speed, take-off, flight, landing, endurance	EYFS: The techniques learnt in reception and early stages of year 1, will enable pupils to develop their components of fitness by completing a series of physical challenges focused around travelling, moving and manipulating objects in a range of ways. Pupils will revisit previous athletic techniques of throwing, running and jumping. They will use their prior knowledge as a basis to explore beginning to improve their performances and using adapting their techniques to perform a wider range of challenges.	Y2-6: Fitness will be revisited in Year 2, where pupils will retrieve and expand upon their knowledge of components of fitness, as well as their techniques to complete physical activity challenges with control and accuracy. The knowledge and skills learnt through the Athletics unit will be repeated, refined and consolidated in each year after this- with pupils continuing to learn about and develop their techniques for running, jumping and throwing for different purposes. They will use the basic skills and techniques as a basis to improve performances.

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	4c) Describe how their bodies feel during and after different exercises <i>Knowledge & Skills:</i> • Be able to perform a safe jump • Explain what they can do with their body to increase the speed of their movements • Be able to run for at least 1 minute without stopping • Be able to perform a push and pull throw with control • Identify which body parts are being used for different actions/ events			
<u>Year 1</u> Summer 2nd half term	<u>Dodgeball</u> <i>Unit Outcomes:</i> 1a) Develop throwing techniques for accuracy and power 2a) Develop awareness of simple tactics for attacking and defending in different games 3b) Engage in a range of competitive games against other pupils 3d) Follow and apply rules for a number of activities and understand why we use rules in games <i>Knowledge & Skills:</i> • Identify who is attacking and who is defending in dodgeball • Be able to describe/ show a throwing technique for throwing at a target (overarm, underarm, overhead or sling) • Show the 'ready position' for dodging <u>Multi-Skills (Striking)</u> <i>Unit Outcomes:</i> 1a) Develop their basic techniques for striking, fielding and throwing 2a) Develop awareness of simple tactics for use in different striking games	Dodgeball: dodge, throw, overarm, underarm, sling, overhead, accuracy, aim, power, speed, reactions, agility, balance MS (Striking): striking, fielding, retrieving, catching, hitting, space, trapping, blocking, swing, follow-through, aiming, contact	EYFS: Pupils will use their basic knowledge of the concepts and rules of dodgeball as the basis for their learning in Year 1. They will further develop their basic techniques for throwing and dodging and begin to adapt these to use a wider range of movements and actions.	Y2-6: The knowledge and skills learnt through the Striking unit will be repeated, refined and consolidated in each year after this- with pupils continuing to learn about and develop their striking skills for use in a range of different sports, including Tennis in Year 3-5, and Striking and Fielding units in all of KS2. The skills and ideas learnt in dodgeball will again form the foundation of performances in future years, and will be further developed in year 2 and again in year 4. Once the physical skills are mastered and consolidated in lower KS2, the tactical skills will then be developed for more successful gameplay when in year 5 and 6.

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	3b) Engage in a range of competitive games against other pupils 3d) Follow and apply rules for a number of activities and understand why we use rules in games <i>Knowledge & Skills:</i> • Be able to strike a stationary ball with their foot/ hand and/or an implement • Know that you want to strike a ball into space away from the opposing players • Be able to describe how to play a striking & fielding game (with prompting) • Give simple tips for how to strike a ball			
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Y2	Knowledge	Key Vocabulary	Links to prior Learning	Links to Future Learning
<u>Year 2</u> Autumn 1 st half term	<u>Indoor Athletics</u> <i>Unit Outcomes:</i> 1a) Improve their techniques for fundamental movements such as running, throwing and jumping	Indoor Athletics: running, jumping, throwing, push, pull, speed, bounce, sprint, agility, balance, coordination, endurance	Y1: The skills and techniques learnt in Year 1's indoor athletics and multi-skills teams units will be recapped,	KS2: The learning from these units in Year 1 & 2 will directly inform future performances for athletics,

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3a) Compete with and improve upon their own performance in different athletic activities 3b) Engage in competitive physical activities against others in a range of athletic events 4a) Describe what they themselves and others have done and begin to use this to improve performances <i>Knowledge & Skills:</i> ● Identify and demonstrate basic tips to increase speed of movements ● Be able to show different ways to throw an object for distance (push and pull throw) ● Know what a jumping and bouncing are ● Be able to perform a safe 2 footed jumping technique, landing with control on 2 feet ● Adapt their jumping technique when jumping for distance and speed ● Identify which parts of their body are being used for different actions/ movements <u>Multi-Skills (Teams)</u> <i>Unit Outcomes:</i> 2a) Develop simple tactics for use in a variety of team games 3b) Engage in a range of competitive games/ challenges with and against other pupils 3c) Cooperate with team-mates to reach shared targets 3d) Follow and apply rules for a number of activities and understand why we use rules in games <i>Knowledge & Skills:</i> ● Know and can explain and follow rules for different games ● Can explain what they/ their team did in an activity and whether it was successful ● Know what it means to be in a team	MS Teams: team, group, teamwork, target/ goal, taking turns, share, speaking, listening, rules, communication	repeated and developed further through engagement in these units again in Year 2.	teambuilding and many other team sports including invasion games units. The fundamental running, jumping and throwing skills will be refined and expanded for performances of athletic events in KS2. The basic problem solving, following rules and working in groups/ teams will link to a range of future PE learning, but in particular it will be further developed in OAA teambuilding in KS2.
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	● Be able to provide a basic description of what communication is ● Be able to give basic examples of how you can show teamwork during PE games			
Year 2 Autumn 2 nd half term	<u>Dance</u> <i>Unit Outcomes:</i> 1a) Explore a range of basic dance movements and actions in isolation and linked in short dance phrases 1c) Select and link a range of contrasting dance actions with more confidence and creativity 2b) Explore and apply simple compositional principles to create structured dances 2c) Vary the way they perform actions to reflect ideas, moods and stimuli <i>Knowledge & Skills:</i> ● Know/ recall most of the 5 main dance actions- travel, stillness, gesture, turn & jump (with prompting) ● Copy and repeat simple ‘unlike’ dance actions and movements ● Be able to create and perform their own ideas for moving and still actions ● Confidently explain what ‘dancing’ is <u>Multi-Skills (Movement)</u> <i>Unit Outcomes:</i> 1a) Develop a range of basic movements including crawling, sliding, skipping, walking, running, lunging and jumping 1b) Improve their agility, balance and coordination and begin to apply these in a range of movement activities 1c) Begin to link and sequence ‘like’ and ‘unlike’ movements and actions in a range of situations competently 2c) Select and adapt the way they move and complete actions and movement phrases in different environments	Dance: action, space, copy, repeat, rhythm, beat, level, direction, speed, pathway, travel, turn, jump, gesture, stillness, balance, pose, sequence MS (Movement): travel, movement, still, agility, balance, coordination, speed, space, direction, level	Y1: Knowledge of actions and dynamics from dance will be revisited from prior learning. The basic concepts and compositional skills will be developed and pupils will begin to select and perform their own ideas more frequently when composing and performing dance phrases. Basic concepts for safe and effective movement will be revisited (e.g. finding and using space). Techniques will be further practiced and used in combination to complete challenges and to play a wider range of games.	KS2: The basic action and movement techniques developed in these units will be used in all years after this. The initial techniques for moving in a range of ways will be refined and further developed through a range of sports learnt in KS2, including games activities, aesthetic activities and athletics. The pupils’ compositional skills developed through dance will be further developed and built upon in the aesthetic activities units for dance and gymnastics for all years in KS2.

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	<i>Knowledge & Skills:</i> ● Explain what travelling is and give examples of some different ways you can travel using your feet/ body ● Know what it means to find space and be able to show/ explain this confidently ● Be able to identify, and travel in, different ways using their feet/ body (walking, running, hopping, skipping, jumping, crawling etc.) ● Begin to describe agility, balance, coordination and speed in a movement context (with prompting)			
<u>Year 2</u> Spring 1st half term	<u>Gymnastics (Floor)</u> <i>Unit Outcomes:</i> 1a) Explore and perform movements and gymnastic actions with more consistency in isolation and linked in short phrases and sequences 1c) Compose short sequences by selecting and linking a range of contrasting actions and movements 2b) Begin to explore simple compositional principles for aesthetic activities 2c) Vary the way they perform different gymnastic actions <i>Knowledge & Skills:</i> ● Be able to show and/ or recall the names of all of the 7 gymnastic shapes (with prompting if needed) ● Be able to perform different travel, balance and rolling actions with control ● Be able to link 2 or more ‘unlike’ actions together to create short movement phrases ● Explain or show how you start and finish a sequence of actions <u>Multi-Skills (Object)</u> <i>Unit Outcomes:</i> 1a) Improve basic skills including controlling, holding/ carrying and travelling with a range of objects	Gym (Floor): action, sequence, travel, shape, balance, turn, gesture, roll, attention, present MS (Object): ball, foot, hand, control, coordination, speed, space, travel, carry, dribble, balance	Y1: Previous learning of actions (travel, shape, balance, roll) will be revisited and used to compose and perform longer sequences of movement in gymnastics. Pupils will refine their techniques for different actions and start to show more quality and control in their techniques. Techniques and knowledge for controlling and travelling with objects will be expanded from year 1, where pupils practiced using a range of techniques to manipulate a ball, to now adapting these for a wider range of objects.	KS2: Pupils will begin to use the techniques and actions learnt in KS1, to produce longer performances in a range of different disciplines in future gymnastics learning. Their knowledge of actions and techniques to perform these will provide them with the tools to explore other compositional elements in KS2, including space and relationship. The knowledge and skills learnt through the multi-skills object unit will enable pupils to have foundational knowledge and techniques to be refined when performing a range of sports activities in KS2, including for tag rugby, futsal, endball and handball. The pupils learning of basic object handling and travelling, will provide the foundation for their development of skills in a range of future sports, most notably for invasion games.

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	1b) Develop agility, balance and coordination and begin to apply these in a range of physical activities and challenges 3a) Compete with, and improve upon, their own performances and results in a range of physical challenges 4a) Begin to describe what they are doing/ have done and make descriptions of different objects <i>Knowledge & Skills:</i> ● Be able to confidently show or explain how you control/ hold a range of objects using hands and feet ● Be able to travel with a range of objects using an appropriate technique competently ● Be able to keep control of a large ball while performing different action challenges ● Describe different objects and explain what they are used for ● Show more confidence and control when handling, controlling or travelling with a range of objects			
<u>Year 2</u> Spring 2nd half term	<u>Gymnastics (Apparatus)</u> <i>Unit Outcomes:</i> 1c) Link contrasting actions with more confidence and fluency 2b) Select and apply simple compositional principles to create well-structured sequences 2c) Vary the way they perform a range of actions and movements based on different gymnastic environments (use of apparatus) 4a) Give simple descriptions of what they themselves and others have done, and begin to give feedback to make improvements <i>Knowledge & Skills:</i> ● Be able to link 'like' and 'unlike' actions to create short movement phrases/ sequences in a range of environments	Gym (Apparatus): apparatus, shape, balance, travel, roll, jump, climb, hang, hold, sequence, link, start, finish/ end, space	Y1: The skills and techniques learnt in Year 1's gymnastics floor and multi-skills send & receive units will be recapped, repeated and developed further through engagement in these units again in Year 2. Y2: Learning from the earlier gymnastic floor unit will be revisited, refined and adapted to enable the pupils to compose sequences in a wider ranging environment.	KS2: The knowledge and skills learnt through the Gymnastics unit will be repeated, refined and consolidated in each year after this- with pupils continuing to learn about and develop their use of a variety of actions, with a particular focus on composing different performances. The pupils learning of basic sending and receiving techniques, will provide the foundation for their development of skills in a range of future sports, including invasion games in all of KS2, and rhythmic gymnastics, target games and

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	● Be able to perform and adapt travel, shape, roll and balance actions for different environments/ apparatus ● Be able to explain/ show how to jump, land and climb safely ● Be able to show and/or describe how to start and finish a gymnastic sequence <u>Multi-Skills (Sending & Receiving)</u> <i>Unit Outcomes:</i> 1a) Improve basic skills for sending and receiving a range of objects 1a) Perform a range of techniques including, throwing, rolling and kicking 1b) Develop agility, balance and coordination and begin to apply these in a range of physical activities and challenges 3a) Compete with, and improve upon, their own performances and results in a range of physical challenges <i>Knowledge & Skills:</i> ● Be able to identify or show how you could send different objects to a target or person using appropriate techniques (e.g. kicking for a football) ● Explain or show the 'ready position' to receive an object from someone else ● Describe basic rules for sending and receiving different objects/ in different sports ● Begin to explain what accuracy and power mean (with prompting)	MS (Send & Receive): sending, receiving, pass, kick, throw, hit/ strike, roll, control, trap		paralympic sports in Years 5 & 6.
<u>Year 2</u> Summer 1 st half term	<u>Fitness</u> <i>Unit Outcomes:</i> 1a) Improve basic movement techniques such as running and jumping 1b) Develop agility, balance, co-ordination and speed and begin to apply these in a range of exercises	Fitness: exercise, fitness, health, agility, balance, coordination, endurance, speed	Y1: Pupils will revisit knowledge and concepts from the previous fitness unit, including the components of fitness. Their previous learning in multi-skills movement and fitness units will enable them to	KS2: The knowledge of components of fitness and techniques of fundamental movement to improve performances will be used in future learning for all units. Athletics will be revisited in every year of KS2, with pupils

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(Long Term Plan- Progression Map)

3a) Compete with and improve upon their own performances in a range of tasks 4c) Describe how their bodies feel during and after different exercises <i>Knowledge & Skills:</i> ● Be able to give a reason why exercise is important ● Know some of the 'components of fitness' skills (agility, balance, coordination, endurance, speed) with prompting if needed ● Be able to move in a range of ways showing agility and balance ● Be able to perform 2 or more actions at the same time with some control (e.g. bouncing a ball) ● Be able to perform an exercise repeatedly/ for a period of time without stopping <u>Athletics</u> <i>Unit Outcomes:</i> 1a) Improve their technique for fundamental movements such as running, throwing and jumping 3a) Compete with and improve upon their own performance in different athletic activities 3b) Engage in competitive physical activities against others in a range of athletic events 4a) Describe what they themselves and others have done, being able to improve their performances <i>Knowledge & Skills:</i> ● Be able to perform a jump for distance with a safe landing on their feet ● Explain what they can do with their body to increase the speed of their movements ● Be able to move for at least 5 minutes without stopping	Athletics: run, jump, throw, push, pull, sprint, distance, speed, take-off, flight, landing, endurance	practice and perform a variety of physical activity challenges to develop their components of fitness. Pupils techniques for running, jumping and throwing will be refined from year 1 and pupils will learn how they can improve their performances in different athletic events.	continuing to refine techniques, focus on developing their personal best and adapting their techniques to new athletic disciplines (e.g. discus and triple jump)
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(Long Term Plan- Progression Map)

	● Be able to perform a push and pull throw with control and accuracy ● Identify which body parts are being used for different actions/ events			
<u>Year 2</u> Summer 2 nd half term	<u>Hockey</u> <i>Unit Outcomes:</i> 1a) Begin to travel with control, when dribbling using a hockey stick 1b) Develop agility, balance and coordination to travel and strike using an implement 3d) Follow basic rules for dribbling and striking in hockey <i>Knowledge & Skills:</i> ● Know how to hold a hockey stick ● Be able to simply describe the basic rules for travelling and hitting in hockey (with prompting if needed) ● Be able to travel with (dribble) a ball showing control ● Be able to push and hit a hockey ball to a target ● Show agility, balance and coordination to be able to control a ball when dribbling at different speeds and in different directions <u>Multi-Skills (Striking)</u> <i>Unit Outcomes:</i> 1a) Improve their basic techniques for striking, fielding and throwing 2a) Develop awareness of simple tactics for use in different striking games 3b) Engage in a range of competitive games against other pupils 3d) Follow and apply rules for a number of activities and understand why we use rules in games <i>Knowledge & Skills:</i>	Hockey: control, possession, travel, dribble, pass, tackle, shoot, attack, defend MS (Striking): striking, fielding, retrieving, catching, hitting, space, trapping, blocking, swing, follow-through, aiming, contact	Y1: Pupils will continue to recap, repeat and refine their techniques for striking activities in a wider context. Pupils will transfer their foundational knowledge of controlling and travelling with an object, and begin to apply this in a more sport-specific context through playing hockey	KS2: The knowledge and skills learnt through the Striking unit will be repeated, refined and consolidated in each year after this- with pupils continuing to learn about and develop their striking skills for use in a range of different sports, including Tennis and Striking & Fielding units in all of KS2. The knowledge and skills learnt in hockey will be revisited and refined as pupils revisit this learning in LKS2. The techniques and tactics for travelling and controlling a ball, will be learnt in more depth and the skill set will be expanded upon by learning a broader range of skills such as passing, shooting and defending.

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● Be able to strike a still or moving ball with their foot/ hand and/or an implement ● Know that you want to strike a ball into space away from the opposing players ● Be able to describe how to play a striking & fielding game (with prompting) ● Give simple tips for how to strike and field a ball			
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Y3	Knowledge	Key Vocabulary	Links to prior Learning	Links to Future Learning
<u>Year 3</u> Autumn 1 st half term	<u>Problem Solving & Teambuilding</u> <i>Unit Outcomes:</i> 2d) Follow and apply rules for different challenges and activities 3c) Develop basic communicative and cooperative skills when working in groups of different sizes 3d) Take part in a range of problem solving and team-building challenges 3e) participate healthily in a range of challenges, showing good personal character traits (e.g. HoM values) <i>Knowledge & Skills:</i> ● Develop knowledge of what communication is and why it is important for different tasks ● Have understanding of what it means to be in a team/ group ● Show self-belief, honesty and determination when trying to solve problems and participate in challenges and games <u>Capture the Flag</u> <i>Unit Outcomes:</i>	PS & Teambuilding: communication, teamwork, team, group, verbal, non-verbal, tactics, strategies, plans, target/ aim/ goal	KS1: The basic skills of working in groups/ teams and taking part in a range of team games in KS1 will form the basis of skills further developed in the Teambuilding units in lower KS2. The basic movement skills developed in KS1 through multi-skills movement and athletic units will also benefit the refinement of movement skills for use in Capture the Flag throughout KS2.	Y5/6: The basic problem-solving and teambuilding techniques developed through the Teambuilding unit in lower KS2, will be refined, consolidated and expanded in Year 6, when additional teambuilding challenges are completed. The basic teamwork skills explicitly taught in this unit will also benefit all team games and activities in future units throughout KS2. The basic techniques and principles of attacking and defending in Capture the Flag developed in lower KS2, will be the basis of learning for Year 5 & 6, where more of a focus will be on tactical developments and skill refinement once movement skills are mastered.

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	1b) Use running skills in isolation and in combination in order to attack and defend 1c) Use agility and balance in a range of ways and explain and explain why it's important to outwit an opponent 2a) Use basic attacking and defending tactics during games 3b) Take part in a range of competitive tagging activities <i>Knowledge & Skills:</i> ● Have basic knowledge of what it means to 'attack' and 'defend' in an invasion game ● Be able to explain or show at least one idea of how you can create or close down space, when attacking and defending ● Explain and be able to follow the basic rules of a range of tagging games ● Be able to move in different ways showing agility and balance	Capture the Flag: invasion, attack, defend, creating space, closing down space, pressure, outwit, confuse, tactics, agility, balance, speed		
<u>Year 3</u> Autumn 2nd half term	Target Games <i>Unit Outcomes:</i> 1b) Use a range of techniques to send an object with accuracy 1d) Begin to perform actions and techniques with more control, consistency and accuracy 2a) Plan and apply simple tactics when attacking and defending in target games 2d) Follow and apply basic rules for a variety of target games <i>Knowledge & Skills:</i> ● Be able to explain what accuracy and power are ● Be able to roll, slide and shoot an object with consistent control ● Be able to position their body to aim with accuracy when sending an object to a target using different techniques	Target Games: aim, accuracy, power, line, length, direction, release, composure, evaluate, decision making, patience, communication	KS1: The skills developed during the sending and receiving units in KS1 will form the basis of techniques for target games. Pupils will expand upon their knowledge of accuracy and power, in order to send objects to a target using a range of techniques. Pupils will begin to play competitive games that require sending to a target. Pupil's existing understanding of principles of game play, working in teams and following rules will be developed, and pupils will begin to apply these to an invasion game setting. The	Y5/6: Knowledge of sending objects and the associated skills will be useful for the children in upper KS2 when they complete units such as dodgeball and cricket. The basic skill acquisition and learning of rules for endball will benefit pupil's progression in Years 5 & 6, where they will learn to select and apply these skills and techniques in a wider variety of recognised sports, including handball, netball and tag rugby. Pupils will also begin to consider tactics to use when playing in order to

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	- Be able to explain the basic rules of boccia, curling and archery <u>Endball</u> <i>Unit Outcomes:</i> 1a) Move, pass and receive a ball using a variety of different techniques with control 1b) Use running, throwing and catching skills in isolation and in combination 2c) Begin to use their knowledge of the principles behind different techniques so they can identify what is the correct method to use in different situations (decision making) 2d) Follow basic rules for moving, passing and receiving for a variety of endball related games <i>Knowledge & Skills:</i> - Be able to name at least 2 types of pass - Be able to travel with, pass and catch a large ball with some control - Have basic knowledge of when you may use different passing techniques (with prompting if needed) - Be able to explain how to play/ the main principles of endball games - Be able to follow the rules for a range of endball related games	Endball: pass, creating space, closing down space, attack, defend, footwork, pivot, speed, safe pass/ risky pass, decision making	skill developments made in KS1 for handling and sending/ receiving objects will form the baseline for new skill development for endball in lower KS2.	make their skills and performances more effective.
<u>Year 3</u> Spring 1 st half term	<u>Gymnastics (Pair)</u> <i>Unit Outcomes:</i> 1a) Perform and link basic gym actions in different ways, and begin to perform more complex actions 2b) Begin to apply basic compositional principles to partner sequences 3c) Begin to perform as part of a pair or small group, collaborating to perform actions and sequences 4c) Safely perform a range of partner actions, and be able to set up and use a range of equipment safely	Gymnastics: action, sequence, space, relationship, unison, canon, matching, mirroring, lead & follow, counter tension, counterbalance, partner support, contact balance	KS1: The actions and basic compositional principles for sequencing learnt in KS1 gymnastics will help pupils to adapt their performances, produce partner actions/ sequences and explore a wider range of compositional principles in their year 3 learning.	Y4-6: Pupils will continue to explore compositional principles in year 4, as they develop their knowledge of relationship when composing and performing group sequences in gymnastics. The basic techniques, skills and knowledge developed in hockey will be further developed in Year 4, as pupils

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	Knowledge & Skills: ● Be able to link a range of actions to create short movement phrases/ sequences in a range of environments ● Be able to perform and adapt travel, shape, roll/ rotation and balance actions ● Be able to work collaboratively with a partner to perform actions and sequences ● Begin to use some relationship structures in their sequences e.g. matching/ mirroring, canon/ unison Hockey <i>Unit Outcomes:</i> 1a) Travel, pass and receive a ball using a variety of different hockey related techniques with control 1b) Use running and striking skills in isolation and in combination 2c) Begin to use their knowledge of the principles behind different techniques so they can identify what is the correct method to use in different situations (decision making) 2d) Follow basic rules for dribbling, passing and shooting with more consistency Knowledge & Skills: ● Hold a hockey stick with a safe and effective technique ● Be able to simply describe the basic principles of play/ rules for hockey (with prompting if needed) ● Be able to travel with (dribble) and send/ receive a ball using an appropriate technique for hockey ● Begin to explain when you may use different techniques (dribble/ pass) during a game	Hockey: travel, dribble, pass, tackle, shoot, push pass, loose dribble, straight dribble, Indian dribble, attack, defend	Pupil's learning of hockey basics (including grip, stance and ball control) from year 2, will enable them to have more confidence and competence in their hockey learning.	start to select and apply skills with more consistency and apply these to a wider variety of challenges and games. The basic principles for invasion games learnt through the hockey until will be expanded upon and transferred to different contexts in future units including futsal, tag rugby, handball and netball.
Year 3 Spring 2nd half term	Dance <i>Unit Outcomes:</i>	Dance: action, space, copy, repeat, rhythm, beat, level, direction, speed, pathway, travel,	KS1: The basic action and composition skills developed in KS1 dance with be	Y4: The basic techniques, skills and knowledge developed in football will be further developed in Year 4,

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1a) Select and repeat a range of dance actions in different ways and link these to make short dance phrases 1d) Perform their dance phrases with more consistency, quality and control 2b) Begin to learn about and apply basic compositional and performance principles to their dances <i>Knowledge & Skills:</i> • Know and recall the 5 main dance actions (with prompting if needed) • Know how to start and finish a dance sequence/ routine • Be able to link 'unlike' actions to create short dance phrases and longer sequences of movement • Begin to reflect a clear theme/ stimuli within their dance actions and sequences • Begin to know how to use space (level, direction, speed, pathway) to make dances more interesting Futsal <i>Unit Outcomes:</i> 1b) Use movement and sending & receiving techniques in isolation and combination 2c) Begin to use their knowledge of the principles behind different techniques so they can identify what is the correct method to use in different situations (decision making) 2d) Follow basic rules for dribbling, passing and shooting <i>Knowledge & Skills:</i> • Be able to simply describe the basic rules for travelling and passing in football (with prompting if needed) • Be able to explain or show some different ways of dribbling a football, using different parts of the foot • Be able to travel with (dribble) and send/ receive a ball using an appropriate technique for football	turn, jump, gesture, stillness, balance, pose, dance phrase, sequence, space, dynamics Futsal: travel, dribble, pass, kick, foot, inside/ instep, outside/ outstep, sole, top/ laces, heel, strike, tackle, shoot, control, trap, touch	consolidated and expanded upon as pupils begin to compose and perform longer dance sequences, as well as interacting with other performers and objects in their dances. The basic learning completed around controlling, travelling with and sending and receiving objects will form the foundation of the pupil's skill developments for Futsal in Years 3 & 4.	as pupils start to select and apply skills with more consistency and apply these to a wider variety of challenges and games. Y5/6: Pupils will start to develop more complex aesthetic sequences in upper KS2, and they will use the basic actions and composition skills they learn in Year's 3 & 4, to adapt to a greater range of aesthetic disciplines.
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	Begin to explain when you may use different techniques (dribble/ pass) during a game			
Year 3 Summer 1 st half term	<u>Dance</u> <i>Unit Outcomes:</i> 1a) Select and repeat a range of dance actions in different ways and link these to make short dance phrases 1d) Perform their dance phrases with more consistency, quality and control 2b) Begin to learn about and apply basic compositional and performance principles to their dances <i>Knowledge & Skills:</i> - Know and recall the 5 main dance actions (with prompting if needed) - Know how to start and finish a dance sequence/ routine - Be able to link 'unlike' actions to create short dance phrases and longer sequences of movement - Begin to reflect a clear theme/ stimuli within their dance actions and sequences - Begin to know how to use space (level, direction, speed, pathway) to make dances more interesting <u>Athletics</u> <i>Unit Outcomes:</i> 1b) Improve their performance and techniques of running, jumping and throwing in different contexts for different purposes 1c) Develop their knowledge and abilities within Agility, Balance, Coordination, Speed, Reaction time, Endurance and Power 3a) Identify what makes a performance successful and be able to use this knowledge to improve performances 3b) Compete with their own previous performances in order to improve upon results	Dance: action, space, copy, repeat, rhythm, beat, level, direction, speed, pathway, travel, turn, jump, gesture, stillness, balance, pose, dance phrase, sequence, space, dynamics Athletics: run, jump, throw, speed, endurance, power, reaction time, personal best, push, pull, take-off, flight, landing, sprint, long-distance, pacing	KS1: The basic action and composition skills developed in KS1 dance will be consolidated and expanded upon as pupils begin to compose and perform longer dance sequences, as well as interacting with other performers and objects in their dances. Pupils will refine their techniques in running, jumping and throwing and also develop further specific techniques for throwing and running different distances.	Y5/6: The compositional techniques learnt in lower KS2 will be refined and further developed in Year 5 & 6, as pupils will adapt their techniques to new aesthetic disciplines including Gymnastics and other dance topics. Pupils will refine techniques and develop new skills for a wider range of athletic events.

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	<i>Knowledge & Skills:</i> ● Know what power, speed, endurance and reaction time are, and how these can link to running, jumping and throwing ● Know what personal best (PB) is and try to compete with their own performances in different events ● Be able to show safe techniques, including how to run for speed, a push and pull throw and a 2 footed jump			
<u>Year 3</u> Summer 2nd half term	<u>Net games (Racket Skills)</u> <i>Unit Outcomes:</i> 1b) Use running and striking techniques in different activities and for different purposes 1c) Continue to develop agility, balance and coordination for use in tennis activities 2d) Follow and show knowledge of the rules for tennis games 3b) Take part in a range of competitive net/ wall games activities <i>Knowledge & Skills:</i> ● Know how to hold a tennis racket ● Have basic knowledge of the aims of a net/ wall game (with prompting if needed) ● Be able to show some control when performing ball challenges e.g. balancing a ball on a racket ● Be able to hit and trap a moving ball using a forehand and backhand technique ● Be able to strike a rolling or bouncing ball with some control <u>Striking & Fielding (Rounders)</u> <i>Unit Outcomes:</i> 1b) Use running, striking, throwing and catching techniques in different activities and for different purposes	Racket skills: tennis ball, racket, grip, handle, one handed, double handed, shot, stroke, forehand, backhand Striking & Fielding: striking, fielding, retrieving, catching, hitting, space, blocking, swing,	KS1: The basic skills and principles of gameplay learnt for striking games in KS1 will form the basis of skills for development in lower KS2. The pupils will already have experienced handling a range of implements and performing basic striking techniques with a tennis racket. These techniques will be refined and further developed in lower KS2, plus the techniques will be adapted for use with other implements such as rounders and cricket bats.	Y4: The basic skills and techniques developed for Tennis in Year 3 will be repeated, refined and expanded upon in Year 4 and 5, where pupils will practice a wider variety of skills, learn to adapt these for different aims/ circumstances and play a range of different competitive games. Y5/6: The skills, techniques and knowledge of principles of play and rules developed through the Year 3 & 4 striking and fielding units will be developed upon in Years 5 and 6. The initial basic techniques of bowling, fielding and striking a ball will be further developed, and pupils will make decisions on tactics to use to outwit opponents. The knowledge of net games will also be developed as pupils apply their learning to tennis games (year 5) and other net games in year 6.

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	2d) Follow the rules for different rounders-style striking & fielding games (rounders, kickball, 3-ball) 3b) Take part in a range of competitive striking & fielding games activities 3c) Show basic cooperative skills including communication and teamwork <i>Knowledge & Skills:</i> ● Have basic knowledge of how to play a 'rounders style' striking and fielding game (kickball, 3-ball or rounders) ● Be able to describe what the attacking and defending team are responsible for in a striking and fielding game (with prompting if needed) ● Be able to strike a still or moving ball using their body and an implement (bat or racket) ● Begin to know basic tactics that can be used when striking or fielding a ball	follow-through, aiming, contact, tactic, foul, no-ball, run		
Y4	Knowledge	Key Vocabulary	Links to prior Learning	Links to Future Learning
<u>Year 4</u> Autumn 1 st half term	<u>Problem Solving & Teambuilding</u> <i>Unit Outcomes:</i> 2c) Develop knowledge of tactics and strategies for problem solving activities 2d) Follow and apply rules for different challenges and activities 3c) Develop communicative and cooperative skills when working in groups of different sizes 3d) Take part in a range of problem solving and team-building challenges	PS & Teambuilding: communication, teamwork, team, group, verbal, non-verbal, tactics, strategies, plans, target/ aim/ goal	KS1: The basic skills of working in groups/ teams and taking part in a range of team games in KS1 will form the basis of skills further developed in the Teambuilding units in lower KS2. The basic movement skills developed in KS1 through multi-skills movement and athletic units will also benefit the	Y5/6: The basic problem solving and teambuilding techniques developed through the Teambuilding unit in lower KS2, will be refined, consolidated and expanded in Year 6, when additional teambuilding challenges are completed. The basic teamwork skills explicitly taught in this unit will also benefit all team

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	<i>Knowledge & Skills:</i> ● Consolidate knowledge of what communication is and why it is important for different tasks ● Be able to explain what it means to be in a team/ group ● Know what skills are required to be a good team member ● Participate as a successful member of a team to complete a range of challenges <u>Capture the Flag</u> <i>Unit Outcomes:</i> 1b) Use running skills in isolation and in combination in order to attack and defend 2a) Select and apply different tactics for attacking and defending in different tagging games 3b) Start to show cooperative and competitive traits to try and achieve success in different games 4b) Develop knowledge of a warming up process for more intensive activities <i>Knowledge & Skills:</i> ● Be able to describe what it means to 'attack' and 'defend' in an invasion game ● Be able to explain or show at least two ideas of how you can create and close down space, when attacking and defending ● Explain the principles of play for capture the flag ● Be able to follow the basic rules of a range of tagging games ● Be able to change direction and speed showing agility and balance when travelling in different ways	Capture the Flag: invasion, attack, defend, creating space, closing down space, outwit, confuse, pressure, tactics, agility, balance, speed	refinement of movement skills for use in Capture the Flag throughout KS2.	games and activities in future units throughout KS2. The basic techniques and principles of attacking and defending in Capture the Flag developed in lower KS2, will be the basis of learning for Year 5 & 6, where more of a focus will be on tactical developments and skill refinement once movement skills are mastered.
<u>Year 4</u> Autumn 2nd half term	<u>Target Games</u> <i>Unit Outcomes:</i> 1b) Use a range of techniques to send an object with accuracy	Target Games: aim, accuracy, power, line, length, direction, release, composure, evaluate,	Year 3: Pupils will continue to develop the skills learnt in the Year 3 target games unit and build upon their prior knowledge. Pupils will begin	Y5/6: The basic skill acquisition and learning of rules for endball will benefit pupils progression in Years 5 & 6, where they will learn to

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1d) Begin to perform actions and techniques with more control, consistency and accuracy 2a) Plan and apply simple tactics when attacking and defending in target games 2d) Apply rules for a variety of target games when acting as a match official <i>Knowledge & Skills:</i> ● Be able to explain what accuracy and power are ● Be able to roll, slide, throw and strike an object with consistent control ● Be able to position their body to aim with accuracy when sending an object to a target ● Be able to explain the basic rules of boccia, curling and archery <u>Endball</u> <i>Unit Outcomes:</i> 1a) Continue to develop the range of techniques used for passing, receiving and moving, as well as developing shooting skills 2c) Begin to develop their knowledge of principles of play for this type of activity, including decision making, spatial awareness and attacking and defending principles 2d) Follow basic rules for moving, passing and receiving in different endball games 3b) Apply their skills in a range of collaborative and competitive contexts and games activities <i>Knowledge & Skills:</i> ● Be able to explain and show at least 3 types of pass ● Be able to bounce dribble a ball with control ● Have basic knowledge of when you may use different travel and passing techniques	decision making, patience, communication Endball: pass, creating space, closing down space, attack, defend, marking, pressure, footwork, pivot, speed, safe pass/ risky pass, decision making	to apply their knowledge and skills to more varied game based situations and take on different roles within competitive games. For endball, the pupils will further develop their sending and receiving skills and decision making, to take part in a wider range of endball related games.	select and apply these skills and techniques in a wider variety of recognised sports, including handball, netball and tag rugby. Pupils will also begin to consider tactics to use when playing in order to make their skills and performances more effective. Knowledge of sending objects and the associated skills will be useful for the children in upper KS2 when they complete units such as dodgeball and cricket
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	- Be able to explain the principles of play of an endball match independently - Be able to select and apply different techniques to suit the situation they are in during various gameplay			
Year 4 Spring 1 st half term	<u>Gymnastics (Group)</u> <i>Unit Outcomes:</i> 1d) Perform gym actions with more control and quality, and within a collaborative environment 2b) Apply basic compositional principles to sequences to make performances more engaging 3c) Perform as part of a larger group, showing a range of collaborative skills to perform actions and sequences 4c) Safely perform a range of actions in varied environments, and be able to set up and use a range of equipment safely <i>Knowledge & Skills:</i> - Collaborate with others to create and perform short movement phrases/ sequences in a varied environment - Be able to perform and adapt travel, shape, roll/ rotation and balance actions for different environments/ apparatus - Have knowledge of a range of relationship structures and use these in their sequences e.g. matching/ mirroring, canon/ unison - Be able to discuss how to make a successful aesthetic group sequence, giving examples of compositional strategies <u>Hockey</u> <i>Unit Outcomes:</i> 1a) Use a range of different attacking and defending skills when playing different hockey-based games 2a) Begin to select and apply tactics to gameplay in order to outwit opponents	Gymnastics: action, sequence, space, relationship, contact balance, counter-balance, counter-tension, partner support, unison, canon, matching, mirroring, lead & follow, complement, contrast Hockey: travel, dribble, pass, tackle, shoot, push pass, loose dribble, straight dribble, Indian dribble, attack, defend, marking,	KS1: The basic learning completed around handling, travelling with and sending and receiving objects will form the foundation of the pupil's skill developments for Hockey in Years 3 & 4. Pupils knowledge of actions and sequencing will enable them to explore compositional principles when performing gymnastics in year 4. Y3: The prior learning of relationship in aesthetic activities developed in Year 3 gymnastics will be revisited and adapted for group work, as pupils work in larger groups and in different environments. The basic techniques, skills and knowledge developed in hockey will be further developed in Year 4, as pupils start to select and apply skills with more consistency and apply these to a wider variety of challenges and games.	Y5/6: The pupils knowledge of relationship and space when composing an aesthetic performance will help them as they adapt and apply their skills and knowledge to a different discipline when they do rhythmic gymnastics and freerunning in Year 5 and 6. The pupils learning of general principles of play for invasion games, learnt through the hockey unit, will enhance their learning when they transfer these skills to different contexts in upper KS2.

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	2c) Show and explain their knowledge of the principles behind different techniques so they can identify what is the correct method to use in different situations (decision making) 2d) Follow basic rules for hockey gameplay, including when attacking and defending <i>Knowledge & Skills:</i> ● Be able to confidently describe the basic rules for hockey (with prompting if needed) ● Be able to travel with (dribble) and send/ receive a ball using an appropriate technique for hockey with control and accuracy ● Develop their defending skills including tackling, intercepting, pressuring and marking ● Be able to select and apply different attacking and defending skills appropriately and explain when to use different skills	pressure, closing down, intercepting		
<u>Year 4</u> Spring 2nd half term	<u>Dance</u> <i>Unit Outcomes:</i> 1a) Select and repeat a range of dance actions in different ways and link these to make short dance phrases 2b) Begin to learn about and apply basic compositional principles to dances including a range of levels, speeds and directions 3a) Show knowledge of what makes a dance successful and use this to improve their own and other's performances 3c) Collaborate with other pupils in order to create and perform dance phrases <i>Knowledge & Skills:</i> ● Know and recall the 5 main dance actions ● Be able to select and apply appropriate actions to start and finish a dance sequence/ routine	Dance: action, space, copy, repeat, rhythm, beat, level, direction, speed, pathway, travel, turn, jump, gesture, stillness, balance, pose, dance phrase, sequence, space, dynamics	KS1: The basic action and composition skills developed in KS1 dance will be consolidated and expanded upon as pupils begin to compose and perform longer dance sequences, as well as interacting with other performers and objects in their dances. The basic learning completed around controlling, travelling with and sending and receiving objects will form the foundation of the pupil's skill developments for Futsal in Years 3 & 4.	Y5/6: Pupils will start to develop more complex aesthetic sequences in upper KS2, and they will use the basic actions and composition skills they learn in Year's 3 & 4, to adapt and transfer to a greater range of aesthetic disciplines. The learning of basic principles of play for invasion games as part of the futsal unit, will support future learning in other invasion games. Pupils will transfer their knowledge of attacking and defending to different contexts when they complete tag rugby, handball and netball units.

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	● Be able to link 'unlike' actions to create longer dance phrases and sequences of movement ● Be able to perform and adapt actions and sequences to reflect moods and a theme/ stimuli ● Use space with more variety in their performances (level, direction, speed, pathway) to make dances more interesting <u>Futsal</u> <i>Unit Outcomes:</i> 1b) Use travel, sending, receiving and shooting skills in isolation and in combination 2a) Plan, apply and adapt basic tactical principles suitable for attacking and defending in competitive games 2b) Develop and use their knowledge of the principles behind the techniques so they can identify what is the correct method to use in different situations (decision making) 3b) Play a range of competitive games and apply their skills within varied challenging situations <i>Knowledge & Skills:</i> ● Be able to describe the basic principles of gameplay for football ● Be able to follow the basic rules for football with confidence and consistency ● Be able to explain and show some different ways of dribbling a football, using different parts of the foot and begin to explain when you would use different techniques (with prompting if needed) ● Be able to send and receive a football in different ways and adapt these techniques to different situations ● Be able to describe some tactics that can be used to defend an opponent (tackling, pressuring, intercepting, marking)	Futsal: travel, dribble, pass, kick, foot, inside/ instep, outside/ outstep, sole, top/ laces, heel, strike, tackle, shoot, control, trap, touch, marking, intercepting, pressure	Y3: The basic techniques, skills and knowledge developed in futsal will be further developed in Year 4, as pupils start to select and apply skills with more consistency and apply these to a wider variety of challenges and games. Pupils will use the foundational skills of dribbling and passing within more game based situations, and begin to explore how to defend	
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Year 4 Summer 1st half term	<u>Dodgeball</u> <i>Unit Outcomes:</i> 1a) Throw, dodge, catch and block using a variety of different techniques with control 1b) Use movement, throwing and catching skills in isolation and in combination 2a) Begin to plan, select and apply basic individual tactics in order to outwit opponents 2c) Make better choices using their knowledge of the principles behind different techniques so they can identify what is the correct method to use in different situations (decision making) <i>Knowledge & Skills:</i> ● Be able to explain or show 3 types of throw for target throwing ● Know what agility means and explain how to adopt an agile body position when playing dodgeball ● Be able to describe game situations where you may select and apply different throwing techniques ● Begin to apply individual tactics to outwit opponents in a range of games <u>Athletics</u> <i>Unit Outcomes:</i> 1b) Refine their performance and techniques of running, jumping and throwing in different contexts for different purposes 1c) Further their understanding and abilities within Agility, Balance, Coordination, Speed, Reaction time, Endurance and Power 3a) Identify what makes a performance successful and be able to use this knowledge to improve performances 3b) Compete with their own previous performances in order to improve upon results	Dodgeball: target, throw, dodge, catch, block, agility, balance, reaction time, aim, accuracy, power, outwit, attack, defend, elimination, overarm, underarm, sling, overhead Athletics: run, jump, throw, speed, endurance, power, reaction time, personal best, push, pull, take-off, flight, landing, sprint, long-distance, pacing	KS1: The basic movements and actions developed in the KS1 athletics units will form the foundation of improved performances in lower KS2. Pupils will refine their techniques in running, jumping and throwing and also develop further specific techniques for throwing and running different distances. The fundamental techniques for throwing and dodging from KS1 will be recapped and refined in lower KS2. Pupil's understanding of principles of game play and rules will be consolidated, and pupils will start to learn more complex rules and techniques, including those for blocking and catching a ball.	Y5/6: Pupils will use the techniques and basic tactics developed in year 4 dodgeball unit to enable pupils to explore tactics and strategies when selecting and applying different techniques. Pupils will refine running, jumping and throwing techniques and develop new skills for a wider range of athletic events. The swimming unit will form the basis of the pupils full swimming block in Year 5. This unit will increase their water safety and confidence in preparation for them to learn techniques in Year 5.
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	<i>Knowledge & Skills:</i> ● Know what power, speed, endurance and reaction time are, and how these can link to running, jumping and throwing ● Try to compete with their own previous performances in a range of activities by beating their personal best ● Be able to show safe techniques, including how to run for speed and distance, a push and pull throw and a 2 footed jump for distance <u>Swimming</u> <i>Unit Outcomes:</i> 1a) Develop their confidence and techniques for moving in a range of ways in water 3d) Take part in a range of water-based games and activities 4a) Begin to develop knowledge of how swimming can positively affect the body in the short and long term 4c) Learn why swimming is an essential life skill and how to keep yourself safe in different water-based situations <i>Knowledge & Skills:</i> ● Be confident in water, with water showered over their face/ putting their face into water ● Be able to enter and exit the pool safely ● Know at least 1 survival technique that can be used in different water-based situations ● Be able to begin to move or swim in water on their front and back in different ways (with support if needed)	Swimming: floating, showering, star, tuck, straddle, pike, straight, streamlined, treading water, submerge, jump, dive, stroke		
<u>Year 4</u> Summer 2nd half term	<u>Swimming</u> <i>Unit Outcomes:</i> 1a) Develop their confidence and techniques for moving in a range of ways in water 3d) Take part in a range of water-based games and activities	Swimming: floating, showering, star, tuck, straddle, pike, straight, streamlined, treading water, submerge, jump, dive, stroke	KS1: The basic skills and principles of gameplay learnt for striking games in KS1 will form the basis of skills for development in lower KS2. The pupils will already have experienced handling a range	Y5/6: The swimming unit will form the basis of the pupils full swimming block in Year 5. This unit will increase their water safety and confidence in preparation for them to learn techniques in Year 5.

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4a) Begin to develop knowledge of how swimming can positively affect the body in the short and long term 4c) Learn why swimming is an essential life skill and how to keep yourself safe in different water-based situations <i>Knowledge & Skills:</i> ● Be confident in water, with water showered over their face/ putting their face into water ● Be able to enter and exit the pool safely ● Know at least 1 survival technique that can be used in different water-based situations ● Be able to begin to move or swim in water on their front and back in different ways (with support if needed) <u>Net games (Tennis)</u> <i>Unit Outcomes:</i> 1b) Use a wider range of movement and striking techniques and be able to adapt these for different purposes 1c) Continue to develop agility, balance and coordination for use in tennis activities 2d) Follow and show knowledge of the rules for tennis games 3b) Take part in a range of competitive net/ wall games activities <i>Knowledge & Skills:</i> ● Have basic knowledge of the principles of a net game ● Be able to show some control when striking the ball to a target/ partner ● Be able to maintain a rally with another player, either with a rolling or bouncing ball ● Be able to hold a rally with another person for 4 or more shots <u>Striking & Fielding</u>	Tennis: tennis ball, racket, grip, handle, one handed, double handed, shot, stroke, forehand, backhand	of implements and performing basic striking techniques with a tennis racket. These techniques will be refined and further developed in lower KS2, plus the techniques will be adapted for use with other implements such as rounders and cricket bats. Y3: The basic skills and techniques developed for Tennis in Year 3 will be repeated, refined and expanded upon in Year 4, where pupils will practice a wider variety of skills, learn to adapt these for different aims/ circumstances and play a range of different competitive games.	The principles of play and techniques for tennis will enable pupils in year 5 to play a wider range of tennis related games and show more control in their performances. The skills, techniques and knowledge of principles of play and rules developed through the Year 3 & 4 striking and fielding units will be developed upon in Years 5 and 6. The initial basic techniques of bowling, fielding and striking a ball will be further developed, and pupils will make decisions on tactics to use to outwit opponents.
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	<i>Unit Outcomes:</i> 1b) Use a wider range of running, striking, throwing and catching techniques in different activities and for different purposes 2d) Follow and show knowledge of the rules for different rounders style striking & fielding games 3b) Take different roles within a range of competitive striking & fielding games activities 3c) Show basic cooperative skills including communication and teamwork <i>Knowledge & Skills:</i> ● Be able to simply explain how to play a striking and fielding game ● Be able to explain what the attacking and defending team are responsible for in a striking and fielding game ● Be able to strike a moving ball using their body and an implement (bat or racket) ● Begin to select and apply basic tactics that can be used when striking or fielding a ball	Striking & Fielding: striking, fielding, retrieving, catching, hitting, space, blocking, swing, follow-through, aiming, contact, tactic, foul, no-ball, run		
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Y5	Knowledge	Key Vocabulary	Links to prior Learning	Links to Future Learning
Year 5 Autumn 1 st half term	<u>Swimming</u> <i>Unit Outcomes:</i> 1a) Develop their confidence and competence to perform a range of swimming strokes 3d) Take part in a range of water-based games and activities and be able to perform safe self-rescue in different water-based situations 4a) Continue to develop knowledge of how swimming can positively affect health in the short and long term 4c) Consolidate knowledge of water-safety and how to swim safely in different situations <i>Knowledge & Skills:</i> ● Be able to swim using a range of stroke techniques ● Be able to swim on their front and back ● Be able to submerge with confidence ● Be able to perform a star float on their back for at least 1 minute ● Be able to tread water for at least 30 seconds ● Explain what to do if they fall into water in a pool and open water source <u>Orienteering</u> <i>Unit Outcomes:</i> 1a/d) Use their map reading skills and knowledge in a range of environments and contexts 2d) Be able to follow rules within a range of orienteering activities 3c) Cooperate with others in order to solve problems and reach goals 3d) Take part in a range of OAA orienteering activities <i>Knowledge & Skills:</i>	Swimming: floating, showering, star, tuck, straddle, pike, straight, streamlined, treading water, submerge, jump, dive, stroke, front crawl, backstroke, breaststroke, butterfly, dolphin, push & glide, somersault, barrel roll Orienteering: map, key, symbol, navigation, thumbing, orienting, relay, star, score	Y3/4: The water confidence and basic water skills developed in the Year 4 swimming introduction unit will form the basis of the Year 5 swimming units. Knowledge and skills developed through KS1 in team games and more specific problem solving and cooperation skills explored in Y3/4 units, will be revisited and refined as pupils encounter a wider range of problem solving and team challenge activities and have opportunities to repeat challenges to re-evaluate their performances	Y6: The learning around tactics that is introduced in Year 5 will form the basis of learning for year 6, as pupils will consolidate their knowledge of tactics and begin to develop their own ideas. The basic map reading and orienteering skills developed in Year 5 will be improved and refined as pupils experience a wider range of orienteering activities in Year 6.

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	● Be able to show how to hold and orientate a map ● Be able to explain some techniques that can be used for reading a map (orienting and thumbing) ● Describe what a map key is <u>Problem Solving & Teambuilding</u> <i>Unit Outcomes:</i> 2c) Use knowledge of strategic and tactical thinking to improve performances 2d) Be able to follow rules within a range of activities 3c) Cooperate with others in order to solve problems and reach goals 3d) Take part in a range of problem solving and team-building challenges and games <i>Knowledge & Skills:</i> ● Communicate effectively when participating in a range of tasks and challenges ● Be able to explain what it means to be in a team/ group and give some strategies for working well as a team ● Contribute to a team when working collaboratively to complete challenges ● Begin to apply or think of their own tactics in order to overcome problems and reach targets	PS & Teambuilding: communication, teamwork, team, group, verbal, non-verbal, tactics, strategies, plans, target/ aim/ goal		
<u>Year 5</u> Autumn 2 nd half term	<u>Swimming</u> <i>Unit Outcomes:</i> 1a) Develop their confidence and competence to perform a range of swimming strokes 3d) Take part in a range of water-based games and activities and be able to perform safe self-rescue in different water-based situations 4a) Continue to develop knowledge of how swimming can positively affect health in the short and long term	Swimming: floating, showering, star, tuck, straddle, pike, straight, streamlined, treading water, submerge, jump, dive, stroke, front crawl, backstroke, breaststroke, butterfly, dolphin, push & glide, somersault, barrel roll	Y3/4: The water confidence and basic water skills developed in the Year 4 swimming introduction unit will form the foundation for the Year 5 swimming learning. The basic knowledge of health and components of fitness from KS1 and lower KS2 will be revisited and consolidated in	Y6: The basic map reading and orienteering skills developed in Year 5 will be improved and refined as pupils experience more complex orienteering activities in Year 6. Pupils will again revisit fitness in Year 6, where they will consolidate knowledge of how different components of fitness benefit

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4c) Consolidate knowledge of water-safety and how to swim safely in different situations <i>Knowledge & Skills:</i> ● Be able to swim using a range of stroke techniques ● Be able to swim on their front and back ● Be able to submerge with confidence ● Be able to perform a star float on their back for at least 1 minute ● Be able to tread water for at least 30 seconds ● Explain what to do if they fall into water in a pool and open water source <u>Orienteering</u> <i>Unit Outcomes:</i> 1a/d) Use their map reading skills and knowledge in a wider range of environments and contexts 2d) Be able to follow rules within a range of orienteering activities 3c) Cooperate with others in order to solve problems and reach goals 3d) Take part in a range of OAA activities <i>Knowledge & Skills:</i> ● Know what orienteering is ● Be able to explain how to hold a map ● Be able to explain some techniques that can be used for reading a map ● Describe what a map key is <u>Fitness</u> <i>Unit Outcomes:</i> 1c) Develop their understanding and techniques within Agility, Balance, Coordination, Speed, Endurance, Flexibility, Strength and Power	Orienteering: map, key, symbol, navigation, thumbing, orienting, relay, star, score Fitness: exercise, health, fitness, components of fitness, agility, balance, coordination, speed,	the Year 5 fitness unit. Pupils will use and develop their existing abilities and techniques by practicing a number of more physically demanding activities and movements.	different sports performances. They will also explore the characteristics required to improve performance of a task and learn about different methods of training to improve fitness.
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	3a) Reflect on performances and success criteria to provide feedback to improve performances for themselves and others 3b) Compete with their own previous performances in order to improve upon results and achieve personal bests 4a) Know how to keep themselves healthy and safe during a physically active lifestyle, including warming up <i>Knowledge & Skills:</i> ● Be able to explain why exercise is an important part of a healthy lifestyle ● Be able to describe what components of fitness are, and how they impact movement and performance in sport ● Be able to perform actions and movement challenges using the components of fitness with more control and consistency ● Show determination and self-belief in their physical performances ● Be able to explain what determination and self-belief are, and why these are important when training to improve fitness and physical skills ● Consistently adopt body positions to show agility, balance, coordination, speed and power when performing a range of physical challenges	reaction time, endurance, training, circuit		
<u>Year 5</u> Spring 1 st half term	<u>Swimming</u> <i>Unit Outcomes:</i> 1a) Develop their confidence and competence to perform a range of swimming strokes 3d) Take part in a range of water-based games and activities and be able to perform safe self-rescue in different water-based situations 4a) Continue to develop knowledge of how swimming can positively affect health in the short and long term 4c) Consolidate knowledge of water-safety and how to swim safely in different situations	Swimming: floating, showering, star, tuck, straddle, pike, straight, streamlined, treading water, submerge, jump, dive, stroke, front crawl, backstroke, breaststroke, butterfly, dolphin, push & glide, somersault, barrel roll	Y3/4: The foundation skills and basic techniques learnt from previous years for target games and dodgeball will be recapped and pupils will start to learn how these can be adapted and make better decisions on when to select and apply these in different situations. Pupils will practice applying these skills and tactics in a wider	Y6: Pupils will revisit, repeat and further develop their skills, techniques and tactics for invasion games that will be learnt in the handball unit, and transfer these skills to a different recognised sport of netball. In this unit, they will learn additional knowledge and tactics about player positioning and roles.

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	<i>Knowledge & Skills:</i> ● Be able to swim using a range of stroke techniques ● Be able to swim on their front and back ● Be able to submerge with confidence ● Be able to perform a star float on their back for at least 1 minute ● Be able to tread water for at least 30 seconds ● Explain what to do if they fall into water in a pool and open water source <u>Handball</u> <i>Unit Outcomes:</i> 1b) Use physical skills such as moving, sending, receiving and shooting in combination with more control and confidence 2c) Continue to develop their knowledge of principles of play for invasion games, including decision making, spatial awareness and attacking and defending principles, and apply this to handball related games 2d) Learn and follow specific rules for handball 3b) Play within a range of invasion related games and activities and learn about the roles within these games <i>Knowledge & Skills:</i> ● Be able to show how to send and receive using at least two techniques with control and accuracy ● Be able to show how to travel with a ball in handball ● Explain the rules around travelling with the ball in handball ● Explain the main aims of an attacking and defending player/ team in handball ● Be able to explain when to select and apply different skills (e.g. passing, travelling or shooting) with prompting if needed ● Describe at least 3 main rules of handball	Handball: invasion, passing, travelling/ dribbling, shooting, tackle, intercept, attack, defend, creating space, closing down space, outwit, confuse, tactics, counter-attack, offensive, defensive	range of games. The basic knowledge of invasion games introduced in Y3/4 units such as capture the flag and endball, will help to give basic knowledge of principles of play for handball, as well as the techniques for sending/ receiving and tactics for attacking and defending Y5: Pupils will continue to develop stroke techniques and swimming skills from the previous unit in Year 5. They will expand upon their knowledge and quality of techniques and begin to start using a wider range of skills with more consistency.	Pupils will further develop techniques and knowledge of dodgeball in year 6, where they will focus more on selecting and applying their techniques to a wider range of games and considering tactics and strategies to improve performances.
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(Long Term Plan- Progression Map)

	<u>Dodgeball</u> <i>Unit Outcomes:</i> 1a) Use a broader range of throwing and dodging techniques within different contexts 1c) Further develop their agility, balance, coordination, speed and reaction time, as well as the knowledge than underpins these skills 2a) Plan, apply and adapt tactics for attacking and defending in a variety of game situations 2c) Use their knowledge of the principles behind different tactics/ techniques to identify what are the most effective methods to use to be successful in different situations (decision making) <i>Knowledge & Skills:</i> ● Be able to describe different throwing techniques and explain when you could use each effectively in a game ● Describe a range of attacking and defending skills and explain when each skill could be used effectively ● Describe tactics that can be used to outwit an opposing player when attacking and defending ● Be able to block and catch and moving ball with confidence ● Show an agile body position when attacking and defending ● Describe some examples of team tactics that can be used to outwit an opposing team	Dodgeball: dodge, throw, overarm, underarm, sling, accuracy, aim, power, speed, reactions, agility, balance, duck, jump, side-step, bend, block, catch, save, elimination, referee, counter-attack, offensive, defensive		
<u>Year 5</u> Spring 2nd half term	<u>Swimming</u> <i>Unit Outcomes:</i> 1a) Develop their confidence and competence to perform a range of swimming strokes 3d) Take part in a range of water-based games and activities and be able to perform safe self-rescue in different water-based situations	Swimming: floating, showering, star, tuck, straddle, pike, straight, streamlined, treading water, submerge, jump, dive, stroke, front crawl, backstroke, breaststroke, butterfly, dolphin,	Y3/4: The basic knowledge of invasion games introduced in Y3/4 units such as capture the flag and endball, will help to give basic knowledge of principles of play for handball, as well as the techniques for sending/	Y6: Pupils will revisit, repeat and further develop their skills, techniques and tactics for invasion games that will be learnt in the handball unit, and transfer these skills to a different recognised sport of netball. In this unit, they will

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4a) Continue to develop knowledge of how swimming can positively affect health in the short and long term 4c) Consolidate knowledge of water-safety and how to swim safely in different situations <i>Knowledge & Skills:</i> ● Be able to swim using a range of stroke techniques ● Be able to swim on their front and back ● Be able to submerge with confidence ● Be able to perform a star float on their back for at least 1 minute ● Be able to tread water for at least 30 seconds ● Explain what to do if they fall into water in a pool and open water source <u>Handball</u> <i>Unit Outcomes:</i> 1b) Use physical skills such as moving, sending, receiving and shooting in combination with more control and confidence 2c) Continue to develop their knowledge of principles of play for invasion games, including decision making, spatial awareness and attacking and defending principles, and apply this to handball related games 2d) Learn and follow specific rules for handball 3b) Play within a range of invasion related games and activities and learn about the roles within these games <i>Knowledge & Skills:</i> ● Be able to show how to send using at least two techniques with accuracy, and how to receive with control ● Be able to show how to travel with a ball in handball ● Explain the rules around travelling with the ball in handball	push & glide, somersault, barrel roll Handball: invasion, passing, travelling/ dribbling, shooting, tackle, intercept, attack, defend, creating space, closing down space, outwit, confuse, tactics, counter-attack, offensive, defensive	receiving and tactics for attacking and defending. The actions and basic compositional techniques developed for gymnastics in Year 3 and 4 will help to provide knowledge for Year 5 pupils to develop aesthetic sequences in a new discipline through rhythmic gymnastics. Y5: Pupils will continue to develop stroke techniques and swimming skills from the previous unit in Year 5. They will expand upon their knowledge and quality of techniques and begin to start using a wider range of skills with more consistency.	learn additional knowledge and tactics about player positioning and roles Y6: The actions and basic compositional techniques developed for gymnastics in Year 5 will help to provide knowledge for Year 6 pupils to develop aesthetic sequences in a new discipline through freerunning.
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(Long Term Plan- Progression Map)

	● Explain the main aims of an attacking and defending player/ team in handball ● Be able to explain when to select and apply different skills (e.g. passing, travelling or shooting) with prompting if needed ● Describe at least 3 main rules of handball <u>Gymnastics (Rhythmic)</u> <i>Unit Outcomes:</i> 1d) Perform and adapt a range of gym actions with more consistent control and quality 2c) Develop and use their knowledge of principles behind composition ideas to improve their effectiveness 3a) Identify what makes a performance effective and suggest improvements based on this information 3c) Work on their own or as part of a group to compose and perform longer gymnastic sequences <i>Knowledge & Skills:</i> ● Be able to explain what rhythmic gymnastics is ● Be able to select and adapt a range of actions to be performed with rhythmic apparatus ● Be able to describe different compositional techniques, with prompting if needed ● Perform actions and sequences showing consideration of compositional techniques ● Be able to explain the success criteria for a good aesthetic performance	Gymnastics: action, dynamics, sequence, space, relationship, matching, mirroring, contrast, compliment, action-reaction, canon, unison, lead & follow		
<u>Year 5</u> Summer 1 st half term	<u>Tag Rugby</u> <i>Unit Outcomes:</i> 1b) Use movement, sending and receiving skills in isolation and in combination 2a) Plan, apply and adapt basic tactical principles suitable for attacking and defending in competitive games	Tag Rugby: pass, catch, travel, forward-pass, knock-on, tap & go, offside, side-step, body-feint, overlap, dummy, agility, balance, speed	Y3/4: Pupils will not have played Tag Rugby before, but will recap transferrable skills from their Endball learning from lower KS2. Techniques for running, jumping and throwing will continue to be refined and will be adapted	Y6: The foundation skills and techniques developed in Year 5's Tag Rugby unit, will be recapped, refined and developed in Year 6. The pupils will begin to apply their skills in a wider range of competitive activities and be

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	2b) Develop and use their knowledge of the principles behind the techniques so they can identify what is the correct method to use in different situations 3b) Play a range of competitive games and apply their skills within varied challenging situations <i>Knowledge & Skills:</i> ● Be able to describe and follow the basic rules for tag rugby ● Be able to show how to hold a rugby ball and describe why this is effective for gameplay ● Be able to send and receive a rugby with control ● Be able to describe 2 attacking rules and 2 defending rules for tag rugby Be able to explain when you would use different attacking skills during gameplay (passing/ travelling) <u>Athletics</u> <i>Unit Outcomes:</i> 1d) Begin to refine their techniques of running, jumping and throwing and perform these with more quality and consistency 1c) Develop their understanding and abilities within Agility, Balance, Coordination, Speed, Reaction time, Endurance and Power 3a) Identify what makes a performance successful and be able to use this knowledge to work towards their personal best 3b) Compete with their own previous performances in order to improve upon results <i>Knowledge & Skills:</i> ● Be able to describe the 3 phases of a jump, with safety and performance tips for each phase	Athletics: run, jump, throw, speed, endurance, power, reaction time, personal best, push, pull, sling, discus, javelin, shot putt, take-off, flight, landing, long jump, triple jump, sprint, sprint-start, standing start, kneeling start, long-distance, pacing	for use in a wider range of athletic events.	able to take part in full matches of tag rugby. Techniques for running, jumping and throwing will continue to be refined and will be adapted for use in a wider range of athletic events.
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(Long Term Plan- Progression Map)

	- Know the 5 combinations of jump (1 to 1 same, 1 to 1 other, 1 to 2, 2 to 1, 2 to 2) with prompting if needed - Be able to show/ describe a standing long jump and triple jump technique - Know the 3 types of athletic throw and associated event (sling- discus, push- shot putt, pull- javelin) - Be able to show all 3 types of throws - Be able to explain tips for sprinting for a short distance straight track race - Be able to show how to start a sprint race - Describe the tactics for a long-distance race - Be able to run continuously for at least 5 minutes without stopping			
Year 5 Summer 2nd half term	<u>Striking & Fielding (Cricket)</u> <i>Unit Outcomes:</i> 1d) Apply striking and fielding techniques with more control, accuracy and consistency in a range of activities 2a) Plan and apply simple tactics to outwit opponents in small sided and larger group games and activities 3c) Use cooperative skills such as communication and team work to compete against others 4b) Explain why warming up is important and help contribute ideas for preparing for this type of activity <i>Knowledge & Skills:</i> - Be able to explain how to play a cricket related striking and fielding game - Be able to strike a stationary ball using a cricket bat - Be able to strike a moving ball from a drop feed or bowled at them with some control using a cricket bat - Be able to bowl a ball at a target using underarm technique (all) and overarm technique (some) - Be able to show a long-barrier technique for stopping a rolling ball	Striking & Fielding: striking, fielding, batting, bowling, retrieving, catching, hitting, space, blocking, swing, follow-through, aiming, contact, tactic, foul, no-ball, wide ball, run	Y3/4: The basic striking and fielding skills that are developed in lower KS2, will form the foundation of improvements in upper KS2. Pupils will refine their striking and fielding skills, and begin to transfer and apply these in a range of cricket related activities and games. The basic principles of play , and some of the techniques, especially in fielding, that are learnt for in Year 3 and 4 will help pupils to apply their knowledge and skills to new striking and fielding activities in Year 5/6. The techniques developed in year 3/4 tennis learning will enable pupils to play a wider range of games in year 5 and refine and adapt their techniques, to enable them	Y6: Skill techniques, tactical understanding and knowledge of rules for cricket games will be repeated and consolidated in the Year 6 unit. Children will use the knowledge and skills previously learnt as the basis to make additional progress and start to us those skills with more control and consistency. This in turn, should provide opportunities for pupils to start applying tactical awareness and develop knowledge of competing in a striking and fielding game.

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	● Be able to show the hand positioning for catching a ball under-head and overhead ● Be able to describe basic tactics for attacking and defending in any striking and fielding game <u>Net games (Tennis/ Pickleball)</u> <i>Unit Outcomes:</i> 1d) Perform movement and striking skills with more consistent control and accuracy 2a) Begin to apply tactics to outwit an opponent 2d) Be able to follow the rules and scoring systems for net games 3b/c) Take part in different roles in competitive net game activities <i>Knowledge & Skills:</i> ● Understand the principles of play for a net game ● Be able to show more control and accuracy when striking the ball to a target/ partner ● Be able to strike using forehand and backhand techniques, both on a ground stroke and volley ● Be able to maintain a rally with another player using a bouncing ball ● Be able to officiate and score a game of mini tennis/ pickleball	Net games: aim accuracy, power, speed, forehand, backhand, volley, ground stroke, rally, fault, umpire	to explore tactics and strategies.	
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(Long Term Plan- Progression Map)

Y6	Knowledge	Key Vocabulary	Links to prior Learning	Links to Future Learning
Year 6 Autumn 1 st half term	<u>Problem Solving & Teambuilding (5 weeks Autumn 1)</u> <i>Unit Outcomes:</i> 2c) Use knowledge of strategic and tactical thinking to improve performances 2d) Be able to follow rules within a range of activities 3c) Cooperate with others in order to solve problems and reach goals 3e) Show healthy participation skills in order to cooperate and compete with others <i>Knowledge & Skills:</i> ● Consolidate knowledge of what communication is and why it is important for different tasks ● Be able to effectively communicate with others for different purposes and in a wider range of contexts ● Be able to explain what it means to be in a team/ group and give some strategies for working well as a team ● Be an effective team member when completing and competing a range of different tasks ● Begin to apply or think of their own tactics in order to overcome problems and reach targets <u>Capture the Flag</u>	PS & Teambuilding: communication, teamwork, team, group, verbal, non-verbal, tactics, strategies, plans, target/ aim/ goal	Y3/4: Rules and basic principles of play for capture the flag are learnt in LKS2. Pupils begin to develop knowledge of basic attacking and defending tactics that they can select and apply during an invasion game. Pupils explore outwitting an opponent and practice applying their skills in 1:1 situations and isolated practice. Y5: The knowledge of tactics, problem solving techniques, cooperation and healthy participation that has been introduced previously throughout KS2 will be consolidated and expanded upon in Year 6. Pupils will repeat some challenges to see if they can improve upon previous performances, as	KS3: The tactical awareness and physical movement techniques developed in the capture the flag unit will enhance performances and understanding for a range of invasion game activities into KS3 and beyond. Likewise, the developments made to healthy participation, cooperation and problem solving will benefit the children in how they approach future tasks and physical challenges.

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	<i>Unit Outcomes:</i> 1d) Perform a range of movement skills (body feints, changes of direction/ speed) with more consistency and control 2c) Select and apply tactics and strategies to outwit opponents and opposing teams 3a) Identify what makes attacking and defending performances successful and use this to shape their performances 3c) Cooperate and compete with others in a range of running activities and games <i>Knowledge & Skills:</i> ● Be able to explain what it means to 'attack' and 'defend' in an invasion game ● Be able to describe at least 2 individual and 2 team tactics that could be used to outwit an opposing player/ team ● Be able to show the body position used when defending an opponent to close down space ● Be able to demonstrate at least 2 techniques that could be used by an attacker to evade an opponent ● Describe 1 team tactic that can be applied when attacking or defending to outwit opponents ● Be able to reflect on a performance and highlight areas for improvement ● Take an active role when performing as part of a team	Capture the Flag: invasion, attack, defend, creating space, closing down space, outwit, tactics, agility, balance, speed, counter-attack, offensive, defensive, overload, high line, low block, high press, compact	well as practicing applying their knowledge and skills to a wider range of new contexts and challenges.	
Year 6 Autumn 2 nd half term	<u>Dance (9 weeks- 2 Autumn 1 & 7 Autumn 2)</u> <i>Unit Outcomes:</i> 1a) Use a broader range of skills and actions in different ways and link them to make longer sequences of movement 2b) Apply a range of compositional principles to dances including a range of levels, speeds and directions 3a) Show knowledge of what makes a dance successful and use this to improve their own and other's performances	Dance: action, space, copy, repeat, rhythm, beat, level, direction, speed, pathway, travel, turn, jump, gesture, stillness, balance, pose, dance phrase, sequence, space, dynamics	KS1/2: Pupils prior knowledge of dance, developed from aesthetic activities lessons in KS1 and KS2, will help them when creating independent dances. Their basic knowledge of the elements of dance will be expanded and used to	KS3: Pupils will recap and expand upon orienteering and aesthetic activities skills in KS3.

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3c) Collaborate with other pupils within a group in order to create and perform dance phrases <i>Knowledge & Skills:</i> ● Be able to show the 5 main dance actions using examples ● Be able to create a 'dance fitness' style routine for others to follow ● Be able to link 'unlike' actions to create longer dance phrases and sequences of movement ● Be able to perform and adapt actions and sequences to reflect a given mood, theme or stimuli ● Know what the elements of dance are and be able to describe action, dynamics, space and relationship ● Use space and relationship techniques with more variety in their performances (level, direction, speed, pathway) to make dances more interesting <u>Orienteering</u> <i>Unit Outcomes:</i> 1a/d) Use their map reading skills and knowledge in a wider range of environments and contexts 2d) Be able to follow rules within a range of orienteering activities 3c) Cooperate with others in order to solve problems and reach goals 3d) Take part in a range of OAA activities <i>Knowledge & Skills:</i> ● Be able to explain what orienteering is ● Be able to explain and show how to read a map ● Be able to explain some techniques that can be used when reading a map ● Describe what a map key is	Orienteering: map, key, symbol, navigation, thumbing, orientation, relay, star, score	compose their own dance routines Y5: The basic map reading and orienteering knowledge and skills developed in Year 5 will be improved and refined as pupils consolidate their orienteering skills in Year 6.	
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(Long Term Plan- Progression Map)

	Show some success when competing in some different types of orienteering competition (star, relay, score)			
Year 6 Spring 1st half term	<u>Dodgeball</u> <i>Unit Outcomes:</i> 2a) Plan, apply and adapt tactics for attacking and defending in a variety of game situations 2c) Use their knowledge of the principles behind different tactics/ techniques to identify what are the most effective methods to use to be successful in different situations (decision making) 3b) Take part in a range of different dodgeball games and begin to look at the role of officiating a match 3e) Display healthy participation by showing good game etiquette and personal characteristics <i>Knowledge & Skills:</i> - Describe a range of attacking and defending skills and explain when each skill could be used effectively - Describe tactics that can be used to outwit an opposing player when attacking and defending - Be able to block and catch and moving ball with confidence - Show an agile body position when attacking and defending - Describe some examples of team tactics that can be used to outwit an opposing team <u>Netball</u> <i>Unit Outcomes:</i> 2a) Plan, apply and adapt basic tactical principles suitable for attacking and defending in competitive games 2b) Develop and use their knowledge of the principles behind the techniques so they can identify what is the correct method to use in different situations 2d) Follow rules for netball, including positional roles	Dodgeball: dodge, throw, overarm, underarm, sling, accuracy, aim, power, speed, reactions, agility, balance, duck, jump, side-step, bend, block, catch, save, elimination, referee, counter-attack, offensive, defensive, dummy Netball: invasion, passing, possession, footwork, shooting, marking, interception, attack, defend, creating space, closing down space, outwit, tactics, goal shoot, goal attack	KS2: Pupils will recap, further develop and expand upon their skills, techniques and tactics for invasion games. They will use knowledge developed in previous invasion games units in both Year 6, such as capture the flag, and previous years to improve their tactical understanding for both attacking and defending, both in dodgeball and netball. The foundation skills in sending and receiving, movement and attacking and defending learnt in the Endball units in LKS2 will help form a basis for gameplay in Netball.	KS3: Techniques and knowledge for dodgeball and netball will be required for participation in PE lessons for KS3 and beyond. Tactical understanding for attacking, defending and outwitting opponents can be transferred to improve performance in a range of ball sports.

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	3c) Communicate, collaborate and compete with each other in a range of physical activities <i>Knowledge & Skills:</i> ● Be able to show/ describe how to send and receive using more than one technique in netball ● Show understanding of attacking and defending in an invasion game, showing knowledge of skills and positions/ roles within a team ● Know when to select and apply different skills (e.g. passing, travelling or shooting) with prompting if needed ● Describe at least 3 main rules of any invasion games			
Year 6 Spring 2nd half term	<u>Gymnastics (Freerunning)</u> <i>Unit Outcomes:</i> 1a) Use a broader range of gymnastic skills creatively to engage with different apparatus 2c) Develop and use their knowledge of parkour/ freerunning principles to improve their performance 3a) Identify what makes a performance effective and suggest improvements based on this information 4c) Learn how to perform actions and tricks safely and how to manage risk when trying new physical challenges <i>Knowledge & Skills:</i> ● Be able to explain what parkour/ freerunning are ● Be able to vault over an obstacle using at least 1 technique safely ● Know the 5 combinations of jump (1 to 1 same, 1 to 1 other, 1 to 2, 2 to 1, 2 to 2) ● Be able to describe how to keep themselves/ others safe when performing different physical challenges <u>Fitness</u>	Gymnastics: action, sequence, space, relationship, jump, turn, gesture, travel, stillness, balance, shape, roll, rotate, vault, precision jump, safety roll	KS1/2: The actions and basic compositional techniques developed throughout pupil's time in school for gymnastics will help to provide knowledge for Year 6 pupils to develop aesthetic sequences in a new discipline through freerunning. Previous learning in KS1 and revisited in Year 5 will provide knowledge for fitness, including the components of fitness. Pupils will explore developing fitness through a wider range of training methods.	KS3: The knowledge, skills, techniques and compositional principles developed in Year 6 will be refined and expanded on in future gymnastics and fitness units in secondary PE.

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	<i>Unit Outcomes:</i> 1c) Consolidate their understanding and abilities within the components of fitness 3a) Identify what makes a performance successful and be able to use this knowledge to work towards improving their own performances and results 3b) Compete with their own previous performances in order to improve upon results and achieve personal bests 4a) Understand how exercise effects the body in the short and long term and have knowledge of how to keep themselves healthy using a range of training methods 4b) Know why a warmup is important and be able to design a warmup for themselves/ others <i>Knowledge & Skills:</i> ● Be able to define health and fitness ● Be able to give more than three reasons as to why exercise is important ● Be able to give at least 2 short term and long term effects of exercise ● Describe a range of the 'components of fitness' skills ● Identify which components of fitness are being developed when using different methods of training ● Lead an effective warm-up to prepare themselves or others for exercise	Fitness: health, fitness, exercise, physical activity, components of fitness, agility, balance, coordination, body composition, cardiovascular endurance, muscular endurance, flexibility, speed, strength, reaction time, power, methods of training, circuit, continuous, interval		
<u>Year 6</u> Summer 1st half term	<u>Tag Rugby</u> <i>Unit Outcomes:</i> 1d) Perform movement, sending and receiving skills with more control and accuracy in a wider variety of contexts 2a) Plan, apply and adapt basic tactical principles suitable for attacking and defending in competitive games 2c) Develop and use their knowledge of the principles behind the techniques so they can identify what is the correct method to use in different situations	Tag Rugby: pass, catch, travel, forward-pass, knock-on, tap & go, offside, side-step, body-feint, overlap, dummy, agility, balance, speed, tactic	Y5: The foundation skills and techniques developed in Year 5's Tag Rugby unit, will be recapped, refined and developed in Year 6. The pupils will begin to apply their skills in a wider range of competitive activities and be able to take part in full matches of tag rugby. Techniques for running,	KS3: Pupils are certain to complete athletics units in secondary school, and most are also likely to learn rugby also, so the knowledge and skills developed in these units will help accelerate their progress and performance as they enter KS3.

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	3c) Collaborate with and compete against others in a range of rugby related challenges and games <i>Knowledge & Skills:</i> ● Be able to send and receive a rugby with control using more than one technique ● Be able to describe 2 attacking rules and 2 defending rules for tag rugby ● Be able to explain when you would use different attacking skills during gameplay (passing/ travelling) ● Be able to describe at least 2 tactics that can be used to outwit an opponent <u>Athletics</u> <i>Unit Outcomes:</i> 1d) Begin to refine their techniques of running, jumping and throwing and perform these with more quality and consistency 1c) Develop their understanding and abilities within Agility, Balance, Coordination, Speed, Reaction time, Endurance and Power 3a) Identify what makes a performance successful and be able to use this knowledge to work towards their personal best 3b) Compete with their own previous performances in order to improve upon results <i>Knowledge & Skills:</i> ● Be able to describe the 3 phases of a jump, with tips for each phase ● Know the 5 combinations of jump (1 to 1 same, 1 to 1 other, 1 to 2, 2 to 1, 2 to 2) with prompting if needed ● Be able to show/ describe a standing long jump and triple jump technique	Athletics: run, jump, throw, speed, endurance, power, reaction time, personal best, push, pull, sling, discus, javelin, shot putt, take-off, flight, landing, long jump, triple jump, sprint, sprint-start, standing start, kneeling start, long-distance, pacing	jumping and throwing will continue to be refined and will be adapted for use in a wider range of athletic events.	
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	● Know the 3 types of athletic throw and associated event (sling- discus, push- shot putt, pull- javelin) ● Be able to show all 3 types of throws ● Be able to explain tips for sprinting for a short distance straight track race ● Be able to show how to start a sprint race ● Describe the tactics for a long-distance race			
Year 6 Summer 2 nd half term	<u>Net games (Pickleball)</u> <i>Unit Outcomes:</i> 1d) Perform racket sports actions and skills with more consistent control, accuracy and quality in a different context 2a) Plan, apply and adapt basic tactical principles suitable for outwitting opponents in competitive games 2d) Be able to apply the rules for different games as a player and when officiating 3b) Play a range of competitive games and apply their skills within varied challenging situations, including when officiating <i>Knowledge & Skills:</i> ● Be able to explain the general principles of play for net games racket sports and specifically pickleball ● Be able to strike a ball with a forehand and backhand technique with more control, accuracy and consistency ● Be able to follow and apply rules and scoring systems to play and officiate matches of pickleball ● Engage in healthy competition, showing honesty and respect when competing against others ● Be able to explain basic tactics that can be used to outwit an opponent in a net sport <u>Striking & Fielding (Cricket)</u> <i>Unit Outcomes:</i>	Net games: ground stroke, volley, forehand, backhand, lob, rally, serve, point, aim, accuracy, control, power Cricket: striking, fielding, retrieving, catching, batting, hitting, space, blocking, swing,	Y3-5: The skills and knowledge developed throughout KS2 for Tennis will help to provide pupils with the foundational and transferrable skills required to play pickleball. The pupils will learn a new sport that requires similar skills to what they have learnt previously. Y5: Skill techniques, tactical understanding and knowledge of rules for striking and fielding games will be recapped, repeated	KS3: The striking and fielding skills will be used for future units of rounders, cricket or more within KS3 and the net games skills may also be used for pickleball or tennis during secondary learning.

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	1b) Use movement and sending/ receiving techniques in isolation and apply them to game situations 2a) Plan and apply simple tactics to outwit opponents in small sided and larger group games and activities 2c) Develop their knowledge of the principles behind the skills and tactics in order to improve their performances 3a) Describe what makes performances in this activity effective and reflect on their own and other's performances 3c) Use cooperative skills more effectively such as communication and team work to compete against others <i>Knowledge & Skills:</i> ● Be able to explain how to play a striking and fielding game ● Be able to explain at least 3 rules of cricket ● Be able to describe the role of different positions on a cricket team (fielder, bowler, wicketkeeper, batter) ● Be able to strike a bowled ball using a bat ● Be able to describe basic tactics for attacking and defending in any striking and fielding game	follow-through, aiming, contact, tactic, foul, no-ball, wide ball, run, batting tee, wicket, stumps, run out, bowled out, caught out	and consolidated in Year 6 units. Pupils will practice using previously learnt techniques and tactics to a wider range of S&F games	
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