

Progression Document



WEST RISE

Physical Education



Progression Document - Physical Education



West Rise Curriculum

At West Rise, we grow Sports Enthusiasts who...

Know how to stay fit and healthy

Are able to develop behaviour and attitudes that will benefit them throughout school life and beyond

Understand the benefits of exercise

West Rise Aims and Purpose		
Intent	Aims	Character Traits
Physical Education is a beautiful opportunity to develop the whole child. Children are entitled to a rich, broad and balanced PE curriculum. Through PE, children should develop behaviour and attitudes that will benefit them throughout school life and beyond.	<ul style="list-style-type: none"> • Experience a broad range of activities through curriculum PE time • Know how to stay fit, healthy, and active and enjoy doing so, choosing to engage in physical activity and sport in their own time • Learn to win and lose, support others and be supported, showing sportsmanship and good character • Work as part of a team towards a common goal as well as individually improving their performance • Be allowed to be creative in a range of activities • Play competitively, respecting officials and other players • Develop spiritually, morally and culturally through diverse activities and opportunities 	<ul style="list-style-type: none"> • Strengthening thinking and decision-making skills • Building and increasing confidence and self-esteem • Developing character and resilience • Enhancing their commitment and desire to improve • Allowing opportunities for enjoyment, fun and free-spiritedness • Fostering feelings of safety and security

National Curriculum

National Curriculum Aims and Purpose		
Purpose of Study	Aims	Attainment Targets
<p>A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.</p>	<p>The national curriculum for Physical Education aims to ensure that all pupils:</p> <ul style="list-style-type: none"> ➤ Develop competence to excel in a broad range of physical activities ➤ Are physically active for sustained periods of time ➤ Engage in competitive sports and activities ➤ Lead healthy, active lives. 	<p>By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.</p>
Subject Content		
<p>Key Stage One Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Key Stage Two Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p>	<p>Key Stage One Pupils should be taught to:</p> <ul style="list-style-type: none"> • Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • Participate in team games, developing simple tactics for attacking and defending • Perform dances using simple movement patterns. <p>Key Stage Two Pupils should be taught to:</p> <ul style="list-style-type: none"> • Use running, jumping, throwing and catching in isolation and in combination • Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • Perform dances using a range of movement patterns • Take part in outdoor and adventurous activity challenges both individually and within a team • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p><i>Swimming and water safety</i> All schools must provide swimming instruction either in key stage 1 or key stage 2.</p> <ul style="list-style-type: none"> • In particular, pupils should be taught to: • Swim competently, confidently and proficiently over a distance of at least 25 metres • Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • Perform safe self-rescue in different water-based situations. 	

Curriculum Links

English

Aims

- Acquire a wide vocabulary
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas

Subject Content

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively in collaborative conversation, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising. Imagining and exploring ideas
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentation, performances, role play, improvisations and debates
- Gain, maintain and monitor the interest of listener(s)
- Consider and evaluate different viewpoints, attending to and building on the contributions of others
- Select and use appropriate registers for effective communication

Year 3

- Listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.
- Follow instructions in a range of unfamiliar situations.
- Recognise when it is needed and ask for specific additional information to clarify instructions.
- Ask questions that relate to what has been heard or what was presented to them.
- To begin to offer support for their answers to questions with justifiable reasoning.
- Use vocabulary that is appropriate to the topic
- Engage in discussions, making relevant points or asking relevant questions to show they have followed a conversation.
- Take account of the viewpoints of others when participating in discussions.

Year 4

- Listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.
- Follow complex directions/multi-step instructions without the need for repetition.
- Generate relevant questions to ask a specific speaker/audience in response to what has been said.
- Regularly offer answers that are supported with justifiable reasoning.
- Know and use language that is acceptable in formal and informal situations with increasing confidence.
- Engage in discussions, making relevant points and ask for specific additional information or viewpoints from other participants.
- Begin to challenge opinions with respect.
- Engage in meaningful discussions in all areas of the curriculum.

Year 5

- Listen carefully, making timely contributions and asking questions that are responsive to others' ideas and views, e.g. participate in a collaborative project where they listen to the ideas of others and adapt these to meet the needs of the groups.
- Follow complex directions/multi-step instructions without the need for repetition.
- Ask questions which deepen conversations and/or further their knowledge.
- Understand how to answer questions that require more detailed answers and justification.
- Know and use language that is acceptable in formal and informal situations with increasing confidence
- Develop, agree to and evaluate rules for effective discussion; follow their own rules in small groups and whole-class
- Ask questions, offer suggestions, challenge ideas and give opinions in order to take an active part in discussions.

Year 6

- Make improvements based on constructive feedback on their listening skills.
- Follow complex directions/multi-step instructions without the need for repetition.
- Regularly ask relevant questions to extend their understanding and knowledge.
- Articulate and justify answers with confidence in a range of situations
- Speak audibly, fluently and with a full command of Standard English in all situations.
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments with confidence.
- Consider and evaluate different viewpoints, adding their own interpretations and building on the contributions of others.
- Offer an alternative explanation when other participant(s) do not understand.

Mathematics

Aims

- Become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.

Subject Content

- Number - Number and Place Value
- Number - Multiplication and Division
- Measurement
- Geometry - Properties of Shape
- Geometry - Position and Direction
- Statistics

Year 3

Number - Number and Place Value

- Count from 0 in multiples of 4 and 8

Number - Multiplication and Division

- Recall and use multiplication and division facts for the 4 and 8 multiplication tables

Measurement

- Measure, compare lengths (m/cm/mm)
- Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight
- Compare durations of events [for example to calculate the time taken by particular events or tasks].

Geometry - Properties of Shape

- Recognise angles as a property of shape or a description of a turn
- Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle
- Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.

Year 4

Number - Multiplication and Division

- Recall multiplication and division facts for multiplication tables up to 12×12

Measurement

- Convert between different units of measure [for example, kilometre to metre; hour to minute]

Geometry - Position and Direction

- Describe positions on a 2-D grid as coordinates in the first quadrant
- Describe movements between positions as translations of a given unit to the left/right and up/down

Year 5

Measurement

- Convert between different units of metric measure

Year 6

Geometry - Position and Direction

- Describe positions on the full coordinate grid (all four quadrants)

Statistics

- Calculate and interpret the mean as an average.

Science

Aims

- Develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics

Subject Content

- Identify that humans and some other animals have skeletons and muscles for support, protection and movement.
- Describe the changes as humans develop to old age.
- Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- Describe the ways in which nutrients and water are transported within animals, including humans.

Year 3

- Identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Year 4

Year 5

Year 6

- Describe the changes as humans develop to old age.
- Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- Describe the ways in which nutrients and water are transported within animals, including humans.

Geography

Aims

- Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)

Subject Content

- Use maps
- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps)

Year 3

Geographical Skills and Fieldwork

- Use maps, atlases, globes and digital/computer mapping
- Use symbols and keys (including the use of Ordnance Survey maps)
- Use key vocabulary to demonstrate knowledge and understanding in this strand: sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, coordinates.

Year 4

Geographical Skills and Fieldwork

- Use maps, atlases, globes and digital/computer mapping
- Use symbols and keys (including the use of Ordnance Survey maps)
- Use key vocabulary to demonstrate knowledge and understanding in this strand: sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, coordinates.

Year 5

Geographical Skills and Fieldwork

- Use maps, atlases, globes and digital/computer mapping
- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps);
- Use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, key, symbol, Ordnance Survey, Silva compass, borders, fieldwork, map, sketch, graph

Year 6

Geographical Skills and Fieldwork

- Use maps, atlases, globes and digital/computer mapping
- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps);
- Use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, key, symbol, Ordnance Survey, Silva compass, borders, fieldwork, map, sketch, graph

Music

Aims

- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Subject Content

- Listen with attention to detail and recall sounds with increasing aural memory

Year 3	Year 4	Year 5	Year 6
<p>Listen and Appraise</p> <ul style="list-style-type: none"> • Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) • Identify the main sections of the song (introduction, verse, chorus etc.) • To confidently identify and move to the pulse. • To take it in turn to discuss how the song makes them feel. • Listen carefully and respectfully to other people's thoughts about the music <p>Musical Activities: Games</p> <ul style="list-style-type: none"> • Know how to find and demonstrate the pulse. • Know the difference between pulse and rhythm. • Know how pulse, rhythm and pitch work together to create a song. • Know that every piece of music has a pulse/steady beat. <p>Performance</p> <ul style="list-style-type: none"> • It involves communicating feelings, thoughts and ideas about the song/music 	<p>Listen and Appraise</p> <ul style="list-style-type: none"> • Some of the style indicators of that song (musical characteristics that give the song its style) • Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch) • Identify the main sections of the song (introduction, verse, chorus etc.) • To confidently identify and move to the pulse. • To talk about the musical dimensions e.g. if the song gets louder in the chorus (dynamics). • Talk about the music and how it makes them feel. • Listen carefully and respectfully to other people's thoughts about the music. • When you talk try to use musical words. <p>Musical Activities: Games</p> <ul style="list-style-type: none"> • Know and be able to talk about: <ul style="list-style-type: none"> ○ How pulse, rhythm and pitch work together ○ Pulse: Finding the pulse - the heartbeat of the music ○ Rhythm: the long and short patterns over the pulse ○ Know the difference between pulse and rhythm ○ Pitch: High and low sounds that create melodies ○ How to keep the internal pulse <p>Performance</p> <ul style="list-style-type: none"> • It involves communicating feelings, thoughts and ideas about the song/music 	<p>Listen and Appraise</p> <ul style="list-style-type: none"> • Some of the style indicators of the songs (musical characteristics that give the songs their style) • Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) • Identify the main sections of the songs (intro, verse, chorus etc.) • To identify and move to the pulse with ease. • To think about the message of songs. • Listen carefully and respectfully to other people's thoughts about the music. • When you talk try to use musical words. • To talk about the musical dimensions • Talk about the music and how it makes you feel. <p>Musical Activities: Games</p> <ul style="list-style-type: none"> • Know and be able to talk about: <ul style="list-style-type: none"> ○ How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song ○ How to keep the internal pulse <p>Performance</p> <ul style="list-style-type: none"> • A performance involves communicating ideas, thoughts and feelings about the song/music 	<p>Listen and Appraise</p> <ul style="list-style-type: none"> • The style indicators of the songs (musical characteristics that give the songs their style) • Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) • Identify the structure of the songs (intro, verse, chorus etc.) • To identify and move to the pulse with ease. • To think about the message of songs. • Listen carefully and respectfully to other people's thoughts about the music. • Use musical words when talking about the songs. • To talk about the musical dimensions. • Talk about the music and how it makes you feel, using musical language to describe the music. <p>Musical Activities: Games</p> <ul style="list-style-type: none"> • Know and be able to talk about: <ul style="list-style-type: none"> ○ How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music ○ How to keep the internal pulse <p>Performance</p> <p>A performance involves communicating ideas, thoughts and feelings about the song/music</p>

S.P.H.E.R.E.

Aims

- Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact.

Subject Content

- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- That mental wellbeing is a normal part of daily life, in the same way as physical health.
- The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- The characteristics and mental and physical benefits of an active lifestyle.
- The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- The risks associated with an inactive lifestyle (including obesity).
- How and when to seek support including which adults to speak to in school if they are worried about their health.

Year 3	Year 4	Year 5	Year 6
<p>Healthy Lifestyles (Physical Wellbeing)</p> <ul style="list-style-type: none"> • How to make informed decisions about health • About the elements of a balanced, healthy lifestyle • About the choices that support a healthy lifestyle, and recognise what might influence these • How to recognise that habits can have both positive and negative effects on a healthy lifestyle • How regular (daily/weekly) exercise benefits mental and physical health; recognise opportunities to be physically active and some of the risks associated with an inactive lifestyles • How and when to seek support, including which adults to speak to in and outside school, if they are worried about their health <p>Ourselves, Growing and Changing</p> <ul style="list-style-type: none"> • To recognise their individuality and personal qualities • To identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth • About how to manage setbacks/perceived failures, including how to re-frame unhelpful thoughts • <p>Keeping Safe</p> <ul style="list-style-type: none"> • How to predict, assess and manage risk in different situations <p>Shared Responsibilities</p> <ul style="list-style-type: none"> • To recognise reasons for rules and laws; consequences of not adhering to rules and laws • To recognise that there are human rights that are there to protect everyone • About relationships between rights and responsibilities • The importance of having compassions towards others, shared responsibilities we all have for caring for other people and living things how to show care and concern for others <p>Economic Wellbeing: Aspirations, Work and Career</p> <ul style="list-style-type: none"> • About some of the skills that will help them in their future careers e.g. teamwork communications and negotiation 	<p>Healthy Lifestyles (Physical Wellbeing)</p> <ul style="list-style-type: none"> • About the choices that support a healthy lifestyle, and recognise what might influence these • How to recognise that habits can have both positive and negative effects on a healthy lifestyle <p>Mental Health</p> <ul style="list-style-type: none"> • That mental health, just like physical healthy, is part of daily life, the importance of taking care of mental health • About strategies and behaviours that support mental health, including how good quality sleep, physical exercise, time outdoors, being involved in community groups, clubs and activities and spending time with friends and family and doing things for others can support mental health and wellbeing <p>Ourselves, Growing and Changing</p> <ul style="list-style-type: none"> • To identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth • About how to manage setbacks/perceived failures, including how to re-frame unhelpful thoughts • About how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene <p>Keeping Safe</p> <ul style="list-style-type: none"> • How to predict, assess and manage risk in different situations <p>Shared Responsibilities</p> <ul style="list-style-type: none"> • To recognise reasons for rules and laws; consequences of not adhering to rules and laws • To recognise that there are human rights that are there to protect everyone • About relationships between rights and responsibilities • The importance of having compassions towards others, shared responsibilities we all have for caring for other people and living things how to show care and concern for others 	<p>Healthy Lifestyles (Physical Wellbeing)</p> <ul style="list-style-type: none"> • How to make informed decisions about health • About the elements of a balanced, healthy lifestyle • About the choices that support a healthy lifestyle, and recognise what might influence these • How to recognise that habits can have both positive and negative effects on a healthy lifestyle • How regular (daily/weekly) exercise benefits mental and physical health; recognise opportunities to be physically active and some of the risks associated with an inactive lifestyles • How and when to seek support, including which adults to speak to in and outside school, if they are worried about their health <p>Ourselves, Growing and Changing</p> <ul style="list-style-type: none"> • To recognise their individuality and personal qualities • To identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth • About how to manage setbacks/perceived failures, including how to re-frame unhelpful thoughts <p>Managing Hurtful Behaviour and Bullying</p> <ul style="list-style-type: none"> • About discrimination and what it means and how to challenge it <p>Shared Responsibilities</p> <ul style="list-style-type: none"> • To recognise reasons for rules and laws; consequences of not adhering to rules and laws • To recognise that there are human rights that are there to protect everyone • About relationships between rights and responsibilities • The importance of having compassions towards others, shared responsibilities we all have for caring for other people and living things how to show care and concern for others <p>Economic Wellbeing: Aspirations, Work and Career</p> <ul style="list-style-type: none"> • To recognise positive things about themselves and their achievements set goals to help personal outcomes • About stereotypes in the workplace and that a persons' career aspirations should not be limited by these stereotypes • About what might influence people's decisions about a job or career e.g. personal interests and values family connections to certain trades or businesses strengths and qualities , ways in which stereotypical assumptions can deter people from aspiring to certain jobs • About some of the skills that will help them in their future careers e.g. teamwork communications and negotiation 	<p>Healthy Lifestyles (Physical Wellbeing)</p> <ul style="list-style-type: none"> • About the choices that support a healthy lifestyle, and recognise what might influence these • How to recognise that habits can have both positive and negative effects on a healthy lifestyle • How and when to seek support, including which adults to speak to in and outside school, if they are worried about their health <p>Mental Health</p> <ul style="list-style-type: none"> • That mental health, just like physical healthy, is part of daily life, the importance of taking care of mental health • About strategies and behaviours that support mental health, including how good quality sleep, physical exercise, time outdoors, being involved in community groups, clubs and activities and spending time with friends and family and doing things for others can support mental health and wellbeing <p>Ourselves, Growing and Changing</p> <ul style="list-style-type: none"> • To identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth • About how to manage setbacks/perceived failures, including how to re-frame unhelpful thoughts • About how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene <p>Shared Responsibilities</p> <ul style="list-style-type: none"> • To recognise reasons for rules and laws; consequences of not adhering to rules and laws • To recognise that there are human rights that are there to protect everyone • About relationships between rights and responsibilities • The importance of having compassions towards others, shared responsibilities we all have for caring for other people and living things how to show care and concern for others

West Rise - Sports Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 3	Cricket	Gymnastics	Dance	Gymnastics	Athletics	OAA
	Football	Handball	Hockey	Netball	Tennis	Rounders
Year 4	Cricket	Gymnastics	Dance	Gymnastics	Athletics	OAA
	Football	Handball	Hockey	Netball	Tennis	Rounders
	Swimming	Swimming	Swimming			
Year 5	Cricket	Gymnastics	Dance	Gymnastics	Athletics	OAA
	Tag Rugby	Handball	Hockey	Basketball	Tennis	Rounders
	Swimming	Swimming	Swimming			
Year 6	Cricket	Gymnastics	Dance	Gymnastics	Athletics	OAA
	Tag Rugby	Handball	Hockey	Basketball	Tennis	Rounders

West Rise Progression - Knowledge & Skills, Skill Development and Vocabulary

Subject Content	Knowledge and Skills			
	Year 3	Year 4	Year 5	Year 6
Athletics	<ul style="list-style-type: none"> • Control movements and body actions in response to specific instructions. • Demonstrate agility and speed. • Jump for height and distance with control and balance. • Throw with speed and power and apply appropriate force. 	<ul style="list-style-type: none"> • Using running, jumping, and throwing stations, children investigate different ways of performing these activities in small groups. • Using various equipment, ways of measuring and timing, comparing the effectiveness of different styles of runs, jumps and throws. 	<ul style="list-style-type: none"> • Sustain pace over short and long distances, such as running 100m and running for 2 minutes. • Able to run as part of a relay team working at their maximum speed. • Perform a range of jumps and throws, demonstrating increasing power and accuracy. 	<ul style="list-style-type: none"> • Become confident and expert in a range of techniques and recognise their success. • Apply strength and flexibility to a broad range of throwing, running and jumping activities. • Work in collaboration and demonstrate improvement when working with self and others. • Accurately and confidently judge across a variety of activities.
	<ul style="list-style-type: none"> ○ Combination jumps. ○ Recognising and performing different paced runs. ○ Approaching hurdles. ○ Pull action when throwing. ○ Recording scores accurately. 	<ul style="list-style-type: none"> ○ Aiming at targets. ○ Accelerating over short distances. ○ Taking off from run with one foot to increase distance. ○ Sling action when throwing. ○ Perform baton exchanges. 	<ul style="list-style-type: none"> ○ Prepare to run an individual leg. ○ Develop further the principles of pace. ○ Steeplechase and jump for distance. ○ Push action when throwing. ○ Baton exchange within a restricted area. 	<ul style="list-style-type: none"> ○ Sprint start techniques. ○ Run up for the long jump. ○ Recording data for different types of throws. ○ Use STEP principles. ○ Work collaboratively to judge and record. ○ Take part in specific modified events using laws/rules for each event.

Athletics - Skill Development

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Year 3	Take off combination jumps	Recognising the difference between fast, slow and medium pace	Approaching hurdles	Javelin throw	Skipping	Working as a group to record points
Year 4	Aiming at targets	Accelerating over short distances	Take off 1 foot when running	Sling throw	Baton exchange	Working to improve
Year 5	Preparing to run individual leg	Developing the principles of pace	Jumping for distance	Push throw	Baton exchange within a restricted area	Teaching STEP principle
Year 6	Sprint start	Run up for the long jump	Recording data for different throws	STEP	Judging	Judging

Subject Content	Vocabulary			
	Year 3	Year 4	Year 5	Year 6
Athletics	Run, jump, throw, agility, power, speed, track, force, distance, curve, accelerate, hurdles, pull, record, pace, approach, combine	Track, force, distance, curve, accelerate, hurdles, foam, javelin, vortex, howler, bounce, target, take off, sling, exchange, accuracy	Bounce, relay, baton, safety, rules, targets, record, set, take over, pass, sustain, push, receive, hop-step-jump	Safety, rules, targets, record, set, take over, pass, strength, judge, trajectory, sprint, shuttle, STEP

Subject Content	Knowledge and Skills			
Dance	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> • Practise different sections of a dance aiming to put together a performance. • Perform using facial expressions. • Perform with a prop. • Building stylistic qualities of Barn Dance through repetition and applying movement to own bodies. • Building basic creative choreography skills in travelling, dynamics and partner work in the specific style of Barn Dance. 	<ul style="list-style-type: none"> • Work to include freeze frames in routines. • Practise and perform a variety of different formations in dance. • Develop a dance to perform as a group with a set starting position. • Developing choreography and devising skills in relation to a theme. • Exploring dynamic quality and formations to communicate character. • Concentrating on a specific theme throughout and linking all activities to the communication of this to an audience. 	<ul style="list-style-type: none"> • Perform different styles of dance fluently and clearly. • Refine & improve dances adapting them to include the use of space rhythm & expression. • Worked collaboratively in groups to compose simple dances. • Recognise and comment on dances suggesting ideas for improvement. • Developing choreography and devising skills in relation to a theme. • Exploring dynamic quality and formations to communicate character. • Concentrating on one simple theme throughout and linking all activities to the communication of this to an audience. 	<ul style="list-style-type: none"> • Work collaboratively to include more complex compositional ideas • Develop motifs and incorporate them into self-composed dances as individuals, pairs & groups • Talk about different styles of dance with understanding, using appropriate language & terminology • Developing group devices and greater use of teamwork. • Demonstrating narrative through contact and relationships • Showing tension through pattern and formation
<ul style="list-style-type: none"> ○ Perform a jazz square. ○ Perform two contrasting characters. ○ Communicate ideas as part of a group. ○ Use a prop in a 4-action dance phrase. ○ Discuss examples of professional work. ○ Create your own floor patterns. ○ Demonstrate stylistic elements of a barn dance. ○ Apply feedback to improve your own performance. 	<ul style="list-style-type: none"> ○ Develop dance freeze frames. ○ Perform a slide and roll. ○ Replicate a set phrase. ○ Work collaboratively to sequence movements. ○ Create a 5- action routine. ○ Use formations to tell a story. ○ Perform without prompts. ○ Use devices to manipulate movements. ○ Perform contact work as a group. ○ Identify strengths in their performance. 	<ul style="list-style-type: none"> ○ Perform locomotor and nonlocomotor movements in a dance phrase. ○ Describe the key features of line dancing. ○ Work collaboratively in a group of 4. ○ Use basic knowledge of line dancing steps to create your own line dance. ○ Copy and perform a specific dance action to communicate a theme. ○ Communicate the idea of a hero. ○ Copy and execute a high energy jump sequence. ○ Create a low-level attack sequence 	<ul style="list-style-type: none"> ○ Explore space in a deeper way in relation to dance. ○ Identify appropriate dynamics and group formations for the Hakka. ○ Perform some basic street dance skills. ○ Compose a street dance performance. ○ Create a phrase of gestures that communicate a theme. ○ Describe the meaning/purpose of several different devices. ○ Show formations that create tension and relationships. ○ Create and perform a live aural setting. 	

Dance - Skill Development						
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Year 3 (Option 1)	Jazz square or	Perform as two contrasting characters	Improvisation	Uses a prop	Including facial expressions in our performance	'Being a Director'
Year 3 (Option 2)	Do se do, heel dig gallop, split tuck jump	Floor patterns	Dynamics	Creating action	Creating action with a partner	Performance quality
Year 4 (Option 1)	Freeze frame	Slide and roll	Formations	Cannon	Sequencing movements	Start positions / poses
Year 4 (Option 2)	Performing and developing action	Formations	Travelling movements	Introducing devices	Contact work	Preparing for a performance
Year 5 (Option 1)	Step touch and Bangra shoulders	Basic hip movement, 1, 2, 3 step and around the world	Group patterns	1, 2 and 4 wall patterns	3 steps	Slide, knee bends and pivot steps
Year 5 (Option 2)	Creating action	Manipulating actions	Changing level of movement	Creating flight through jumps	Creating bold actions	Improving quality
Year 6 (Option 1)	Stag leap and rebound jumping	Relationships- contact and simple lift	Copying movements	Dynamics	Freeze frame	Top rock & Slide step
Year 6 (Option 2)	Creating action	Group devices	Formations for tension & relationships	Live aural setting	Attacking movements	Performance qualities

Subject Content	Vocabulary			
	Year 3	Year 4	Year 5	Year 6
Dance	Dance, twist, rhythm, step, music, beat, stretch, levels, fast, slow, direction, huddle, group, mood, feeling, musicality, emotions, facial expressions, improvisations, rehearse, director Do Se Do, hop step change, dynamics, partner work, floor patterns, shape, angular, energetic, strong, mirroring, linear	Dance, turn, rhythm, stretch, levels, fast, slow, direction, huddle, mood, feeling, emotions, facial expression, improvisations, rehearse, director, choreographer, slide, formation, freeze frames Contact, dynamics, communicate, focus, facial expression, floor pattern, formation, level, speed, size, direction, background, ornamentation, facing	Dance, stretch, levels, mood, feelings, emotions, facial expression, improvisation, rehearse, director, choreographer, slide, formation, locomotion, Bangra, wall patterns, steps, dance style, pivot step Performance, quality, dynamics, formations, floor patterns, assemble, sissone, saute, jump, fall, travel, turn, gesture, stillness, chaine, retrograde, inversion, instrumental, fragmentation	Motif, phrase, street dance, Hakka, Step, slide, repeat, beat, composition, collaborate, formations, stag leap, rebound, expression, gesture, dynamics Cannon, contrast, variation, dynamics, facial expression, focus, devices, group devices, speed level, narrative, tension & relationships, aural setting, accompany, contact, quality, confidence

Subject Content	Knowledge and Skills			
<p style="text-align: center;">Gymnastics</p>	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> • Modify actions independently using different pathways, directions and shapes. • Consolidate and improve the quality of movements and gymnastics actions. • Relate strength and flexibility to the actions and movements they are performing. • To use basic compositional ideas to improve sequence work. • Identify similarities and differences in sequences. • Develop body management over a range of floor exercises. • Attempt to bring explosive moves into floor work through jumps and leaps. • Show increasing flexibility in shapes and balances. 	<ul style="list-style-type: none"> • To become increasingly competent and confident to perform skills more consistently. • Able to perform in time with a partner and group. • Independently use compositional ideas in sequences such as changes in height, speed and direction. • Develop an increased range of body actions and shapes to include in a sequence. • Define muscles groups needed to support the core of their body. • Refine taking weight on small and large body parts, for example, hand and shoulder. 	<ul style="list-style-type: none"> • Create longer and more complex sequences and adapt performances. • Take the lead in a group when preparing a sequence. • Develop symmetry individually, as a pair and in a small group. • Compare performances and judge strengths and areas for improvement. • Select a component for improvement—for example - timing or flow. • Take responsibility for your own warm-up, including remembering and repeating a variety of stretches. • Perform more complex actions, shapes and balances with consistency. • Use the information given by others to improve performance. 	<ul style="list-style-type: none"> • Lead group warm-up showing understanding for the need for strength and flexibility. • Demonstrate accuracy, consistency, and clarity of movement. • Work independently and in small groups to make up your own sequences. • Arrange own apparatus to enhance work and vary compositional ideas. • Experience flight on and off of high apparatus. • Perform increasingly complex sequences. • Combine your ideas with others to build sequences. • Compose and practise actions and relate to music. • Show a desire to improve across a broad range of gymnastics actions.
<ul style="list-style-type: none"> ○ Contrasting shapes, body control when rolling. ○ Partner unison. ○ Patterns. ○ Fluency in movement. ○ Half lever. ○ Bouncing, smooth transitions and extension. 	<ul style="list-style-type: none"> ○ Cartwheel progressions. ○ Using STEP. ○ Judging. ○ Speed changes. ○ Shoulder roll. ○ Shoulder stand. ○ Showing flow. ○ Fitness through tabattas 	<ul style="list-style-type: none"> ○ Symmetry & asymmetry. ○ Perform counterbalances. ○ Round off progressions. ○ Linking cartwheels & round offs. ○ Performing pathways. ○ Devising warm-ups. 	<ul style="list-style-type: none"> ○ Prepare for vaulting. ○ Dismounting from height. ○ Flight in unison & cannon. ○ Use music. ○ Create group patterns. ○ Entrance and relationships to one another. ○ Use stimuli such as ribbons and hoops 	

Gymnastics - Skill Development

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Year 3	Extend into full range in balance / shape	Moving in and out of contrasting shapes with fluency	Body control and strength when rolling	Jumping for height and distance	Basic partner unison	Starting and finishing patterns as a group
	Japana and control to transition smoothly	Bouncing and broad jump	Introduce dish with leg raise and half lever	Body control to link movements fluently	Introduce box splits and variations right and left	Extension in actions
Year 4	Changes in speeds of actions	Use STEP model	Cartwheel progressions	Developing four compositional ideas	Cooperation	Judging system
	Weighted bunny hop and travelling steps	Roll over the shoulder to knees	Engaging the core	Smooth transition from front to side	Should stand and cartwheel	Showing flow in action
Year 5	'Round off' stationary or running	Exploring symmetry in balance and travel	Over shoulder roll and asymmetry	Counter balances	Smooth transitions	Performance
	Creative use of space along a pathway	Round off and asymmetry	Over shoulder roll into differentiated handstand into a 180/half twist	Linking cartwheels	Getting into bridge/crab	Identify when extension is appropriate
Year 6	Flight into high apparatus	Dismount from high apparatus	Cannon	Including equipment in sequence	Paired unison and cannon sequence	Perform to music
	Working together to choose appropriate elements	Performing to music	Selecting appropriate actions to get a good score against criteria	Creating group patterns	Appropriate entrance to performance including the walk to and starting position	Timing to fit sequence into 1 minute

Subject Content	Vocabulary			
	Year 3	Year 4	Year 5	Year 6
Gymnastics	Fluency, contrasting, unison, low, combinations, full turn, half-turn, sustained, explosive, power, control, group, similar different	Fluency, contrasting, unison, low, combinations, full turn, half-turn, sustained, explosive, power, control, group, similar different, direction, speed, partner, actions, compositional, stamina, leap	Symmetry, sequences, combinations, direction, speed, partner, asymmetrical, elements, control, balance, strength, flexibility, asymmetrical, aesthetics	Flight, vault, sequences, combinations, direction, speed, partner, asymmetrical, elements, control, balance, strength, flexibility
	Fluency, contrasting, unison, low, combinations, full turn, half-turn, sustained, explosive, power, control, group, similar different, bounce, box splits, dynamic. static	Fluency, contrasting, unison, low, combinations, full turn, half-turn, sustained, explosive, power, control, group, similar different, bounce, box splits, tension, travelling steps, muscles (quadriceps, hamstrings, bicep, triceps, gastrocnemius, deltoid, abdominals, obliques), engage core, stabilise	Symmetry, sequences, combinations, direction, speed, partner, asymmetrical, elements, control, balance, strength, flexibility, asymmetrical,	Flight, sequences, combinations, direction, speed, partner, asymmetrical, actions, control, balance, strength, flexibility, half lever, box splits, bridge, broad jump, splits, dish, arch, bounce, competency. complex

Subject Content	Knowledge and Skills			
Invasion Games (Football & Rugby)	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> • To perform some basic invasion games skills, throwing, catching, kicking and dribbling. • To build attacking/offensive play. • Able to show basic control skills, including sending and receiving the ball. • To send the ball with some accuracy to maintain possession and build attacking play. • Able to implement basic rules of modified games, e.g. basketball. • Develop motor skills to handle sticks with ease and improve agility. • Show basic skills to maintain possession. • Use space efficiently to build an attack. • Link skills to perform as a team. 	<ul style="list-style-type: none"> • Show increases confidence and performs with more consistency a selection of basic skills such as dribbling, throwing and shooting • Develop a broader range of ball handling skills • Use footwork rules in a game situation and explore basic marking. • Passing over longer distance. • Moving towards the ball to receive the pass. • Pass and move with the ball as a team to build attacks. • Apply a small range of tactics in a competitive situation. • Demonstrate increased speed and endurance during gameplay. • Evaluating skills, tactics and team play to aid improvement. 	<ul style="list-style-type: none"> • Use strength, agility and coordination when defending. • Increase power and strength of passes, moving the ball accurately in a variety of situations. • Select and apply a range of tactics and techniques and play with consistency. • To play effectively in a variety of positions and formations on the pitch. • Relate a more significant number of attacking and defensive tactics to gameplay • Become more skilful when performing movements at speed. • Select and apply the appropriate skill in a game situation. • Play effectively as a team in defence, taking individual responsibility for your role. 	<ul style="list-style-type: none"> • Apply aspects of fitness to the game such as power, strength, agility and coordination. • Choose and implement a broader range of strategies to play defensively and offensively. • Grasp more technical aspects of the game. • Observe, recognise and analyse good individual and team performances. • Suggest, plan and lead simple drills for given skills. • Combine and perform more complex skills at speed in games. • Use set plays in game situation and explain when and why they are used. • Switch effectively as a team between defence and attack.
	<p><i>Football</i></p> <ul style="list-style-type: none"> ○ Using inside and outside of the foot, trapping. 	<p><i>Football</i></p> <ul style="list-style-type: none"> ○ Dribbling in different directions ○ Defensive tackling ○ Front of player and goal side marking 	<p><i>Football</i></p> <ul style="list-style-type: none"> ○ Turning with the ball ○ Running with the ball ○ Keeping possession ○ Step over 	<p><i>Football</i></p> <ul style="list-style-type: none"> ○ Setting up others to shoot ○ Denying space ○ Covering defender ○ Penalty shooting ○ Goalkeeping ○ Close control knee, chest.
<p><i>Tag Rugby</i></p> <ul style="list-style-type: none"> ○ Ball handling. ○ Running past defenders. ○ Evading taggers and tag protocol. 	<p><i>Tag Rugby</i></p> <ul style="list-style-type: none"> ○ Picking up and running with the ball, ○ Correct ball carrying position ○ Keeping possession. 	<p><i>Tag Rugby</i></p> <ul style="list-style-type: none"> ○ Tagging opposition ○ When to run and when to pass into space ○ Deny space to opponent ○ Pop pass, ○ Magic diamond formation ○ 3 steps and pass technique. 	<p><i>Tag rugby</i></p> <ul style="list-style-type: none"> ○ Set play for attacking, 'take the distance, not the time 	

Invasion Games - Football - Skill Development						
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Year 3	Sending the ball using the inside of the foot	Trapping a ball travelling along the ground	Passing over short distances and players moving to receive the ball	Finding space to receive the ball	Use the outside of the foot to control the ball and dribble	Working as a team show communication and cushioning the ball when receiving the pass
Year 4	Coming towards the ball to receive	Marking	Tackling	Dribbling in different directions	Passing over distance	Passing on the move
Year 5	Turning with the ball	Running with the ball	Passing on the move	Maintaining space on the pitch	Step over	Controlling a bouncing ball
Year 6	Setting up other players to shoot	Deny space, restricted space	Attacking set play routine	Attack and shoot in pairs learning a drill	Role of covering defender	Close control

Invasion Games - Tag Rugby - Skill Development						
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Year 3	Run past defenders	Handling a rugby ball	Evading tags when attacking	Tag protocol	Closing down the attacker	Introducing simple back passing
Year 4	Basic passing	Picking up and running with the ball	Keeping possession	Evading defenders	Running into space	Pacing runs throughout the game
Year 5	Tagging opposition	Running and passing accurately	Principles of defence	Pop pass	The 'magic diamond'	Take metres not the time
Year 6	Support player with the ball	Set plays for attacking	Take the distance not the time	Spaces not faces principles	Transition from attack to defence	Observe and analyse

Subject Content	Vocabulary			
	Year 3	Year 4	Year 5	Year 6
Invasion Games - Football	Control, use space, defend, attack, dribble, pass, tactics, compete, collaborate, teamwork, score, shoot, intercept, foot, inside of the foot, touch, possession	Control, use space, defend, attack, dribble, pass, tactics, compete, collaborate, teamwork, score, shoot, intercept, foot, inside of the foot, touch, possession	Control, use space, speed, mark, defend, attack, dribble, pass, tactics, compete, collaborate, teamwork, score, interchange, regain, shoot, positions, power, distance, perform, consistent, fair play, possessions, goal side	Control, use space, defend, attack, dribble, pass, tactics, strategy, compete, collaborate, teamwork, score, shoot, positions, power, distance, perform, consistent, fair play, tackle, covering, supporting, set up, assist, deny, set play, covering
Invasion Games - Rugby	Space, pass, accurately, mark, dodge, attack, defend, footwork, possession, change of direction, tactics, teamwork, zones, intercept, sidestep, send, tag, release, safe, passing back, feint	Passing, running, backwards, tag, straight, teamwork, try-area, defend, attack, compete, evade, pace, pickup, step	Passing, running, backwards, tag, straight, space, teamwork, try-area, defend, attack, retain, contest, possession, pressure, support, pop pass, turn over, loss pass	Passing, running, backwards, tag, straight, space, teamwork, try-area, defend, attack, retain, contest, possession, pressure, support

Subject Content	Knowledge and Skills			
<p data-bbox="189 170 516 247">Invasion Games (Handball and Hockey)</p>	Year 3	Year 4	Year 5	Year 6
	<ul data-bbox="647 212 1181 1037" style="list-style-type: none"> • To perform some basic invasion games skills, throwing, catching, kicking and dribbling. • To build attacking/offensive play. • Able to show basic control skills, including sending and receiving the ball. • To send the ball with some accuracy to maintain possession and build attacking play. • Able to implement basic rules of modified games, e.g. basketball. • Develop motor skills to handle sticks with ease and improve agility. • Show basic skills to maintain possession. • Use space efficiently to build an attack. • Link skills to perform as a team. 	<ul data-bbox="1210 212 1745 1037" style="list-style-type: none"> • Show increases confidence and performs with more consistency a selection of basic skills such as dribbling, throwing and shooting • Develop a broader range of ball handling skills • Use footwork rules in a game situation and explore basic marking. • Passing over longer distance. • Moving towards the ball to receive the pass. • Pass and move with the ball as a team to build attacks. • Apply a small range of tactics in a competitive situation. • Demonstrate increased speed and endurance during gameplay. • Evaluating skills, tactics and team play to aid improvement. 	<ul data-bbox="1774 212 2309 1079" style="list-style-type: none"> • Use strength, agility and coordination when defending. • Increase power and strength of passes, moving the ball accurately in a variety of situations. • Select and apply a range of tactics and techniques and play with consistency. • To play effectively in a variety of positions and formations on the pitch. • Relate a more significant number of attacking and defensive tactics to gameplay • Become more skilful when performing movements at speed. • Select and apply the appropriate skill in a game situation. • Play effectively as a team in defence, taking individual responsibility for your role. 	<ul data-bbox="2338 212 2873 1037" style="list-style-type: none"> • Apply aspects of fitness to the game such as power, strength, agility and coordination. • Choose and implement a broader range of strategies to play defensively and offensively. • Grasp more technical aspects of the game. • Observe, recognise and analyse good individual and team performances. • Suggest, plan and lead simple drills for given skills. • Combine and perform more complex skills at speed in games. • Use set plays in game situation and explain when and why they are used. • Switch effectively as a team between defence and attack.
	<p data-bbox="647 1171 774 1205"><i>Handball</i></p> <ul data-bbox="647 1213 1101 1373" style="list-style-type: none"> ○ Catching ready position. ○ Move correctly with the ball. ○ Attacking formations. ○ Effective hand grip. 	<p data-bbox="1210 1171 1338 1205"><i>Handball</i></p> <ul data-bbox="1210 1213 1516 1415" style="list-style-type: none"> ○ Protecting the ball ○ Basic shooting ○ 3 man weave ○ Turn on the move ○ 7m throw. 	<p data-bbox="1774 1171 1902 1205"><i>Handball</i></p> <ul data-bbox="1774 1213 2041 1373" style="list-style-type: none"> ○ Jump shot, ○ Closing angles ○ Pivoting to pass ○ Set plays 	<p data-bbox="2338 1171 2466 1205"><i>Handball</i></p> <ul data-bbox="2338 1213 2843 1373" style="list-style-type: none"> ○ Screening ○ Organisation around the D ○ Dribbling with precision in game ○ Utilising space
<p data-bbox="647 1507 753 1541"><i>Hockey</i></p> <ul data-bbox="647 1549 1169 1625" style="list-style-type: none"> ○ Using the flat side of the stick. ○ Close control, preparing to tackle. 	<p data-bbox="1210 1507 1317 1541"><i>Hockey</i></p> <ul data-bbox="1210 1549 1745 1667" style="list-style-type: none"> ○ Push pass, slap pass ○ Straight dribble ○ Stopping and turning with the ball. 	<p data-bbox="1774 1507 1881 1541"><i>Hockey</i></p> <ul data-bbox="1774 1549 2071 1919" style="list-style-type: none"> ○ Block tackle ○ Passing in the D ○ Sweep shot ○ Dragging the ball. ○ Handball ○ Jump shot ○ Closing angles ○ Pivoting to pass ○ Set plays 	<p data-bbox="2338 1507 2445 1541"><i>Hockey</i></p> <ul data-bbox="2338 1549 2763 1751" style="list-style-type: none"> ○ Shooting from close range ○ Long corners ○ Goal-side marking ○ Self-pass rule ○ Channelling the opposition. 	

Invasion Games - Handball - Skill Development						
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Year 3	Catching - Ready position	Passing	Moving with the ball and passing it to a teammate	Intercepting	Attacking in small sided games	Passing
Year 4	Protecting the ball	Basic shooting technique	3 man weave	Turn on move	7-metre throw	Gameplay
Year 5	Jump shot	Closing angles as a goalkeeper	Dribbling	Pivoting	Set plays	Implementing skills into games
Year 6	Conditioned game with three 3's rule	Screening	Organisation around the D	Dribbling	Recognising space	Basic skill selection

Invasion Games - Hockey - Skill Development						
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Year 3	Close contact with flat of the stick	Passing into space	Defensive tackling positions	Stopping the ball	Improving agility	Avoiding foot contact with the ball
Year 4	Push pass	Straight dribble	Stopping the ball with the reverse stick	Slap pass	Turning with the ball	Pacing runs in the game to be able to work continuously
Year 5	Block tackle	Passing into the D	Marking	Sweep (Open stick)	Dragging the ball left to right	One-handed dribble (open side)
Year 6	Shooting from close range	Positioning and strategies for long corners	Goal side marking	Channelling	Hit out	Indian dribble

Subject Content	Vocabulary			
	Year 3	Year 4	Year 5	Year 6
Invasion Games - Handball	Shoot, defend, attack, block, run, control, catch, pass, teamwork, score, intercept, possession, movement, using space	Control, use space, defend, attack, chest pass, tactics, compete, collaborate, teamwork, score, shoot, footwork, foul, free throw, link, teamwork, 3 step, double dribble	Control, use space, defend, attack, tactics, compete, collaborate, teamwork, score, shoot, footwork, foul, free pass, dribble, block, screen, steps, double fault, offensive, foul, free throw	Control, use space, defend, attack, chest pass, tactics, compete, collaborate, teamwork, score, shoot, footwork, foul, free pass, pivot, blocking, screen, goalkeeper, dribble, skill selection, conditioned games
Invasion Games - Hockey	Hockey, sticks, pitch, run, agility, stop, trap, attack, defend, shoot, control, aim, tackle, block, ball, quick, shaft	Control, use space, defend, attack, dribble, pass, push, slap, tactics, compete, collaborate, teamwork, score, shoot	Control, use space, defend, attack, dribble, pass, push, slap, tactics, compete, collaborate, teamwork, score, shoot, positions, power, distance, perform, consistent, fair play	Control, use space, defend, attack, dribble, pass, push, slap, tactics, compete, collaborate, teamwork, score, shoot, positions, power, distance, perform, consistent, fair play, tackle, covering, supporting

Subject Content	Knowledge and Skills			
Invasion Games (Netball and Basketball)	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> • To perform some basic invasion games skills, throwing, catching, kicking and dribbling. • To build attacking/offensive play. • Able to show basic control skills, including sending and receiving the ball. • To send the ball with some accuracy to maintain possession and build attacking play. • Able to implement basic rules of modified games, e.g. basketball. • Develop motor skills to handle sticks with ease and improve agility. • Show basic skills to maintain possession. • Use space efficiently to build an attack. • Link skills to perform as a team. 	<ul style="list-style-type: none"> • Show increases confidence and performs with more consistency a selection of basic skills such as dribbling, throwing and shooting • Develop a broader range of ball handling skills • Use footwork rules in a game situation and explore basic marking. • Passing over longer distance. • Moving towards the ball to receive the pass. • Pass and move with the ball as a team to build attacks. • Apply a small range of tactics in a competitive situation. • Demonstrate increased speed and endurance during gameplay. • Evaluating skills, tactics and team play to aid improvement. 	<ul style="list-style-type: none"> • Use strength, agility and coordination when defending. • Increase power and strength of passes, moving the ball accurately in a variety of situations. • Select and apply a range of tactics and techniques and play with consistency. • To play effectively in a variety of positions and formations on the pitch. • Relate a more significant number of attacking and defensive tactics to gameplay • Become more skilful when performing movements at speed. • Select and apply the appropriate skill in a game situation. • Play effectively as a team in defence, taking individual responsibility for your role. 	<ul style="list-style-type: none"> • Apply aspects of fitness to the game such as power, strength, agility and coordination. • Choose and implement a broader range of strategies to play defensively and offensively. • Grasp more technical aspects of the game. • Observe, recognise and analyse good individual and team performances. • Suggest, plan and lead simple drills for given skills. • Combine and perform more complex skills at speed in games. • Use set plays in game situation and explain when and why they are used. • Switch effectively as a team between defence and attack.
	<p><i>Netball</i></p> <ul style="list-style-type: none"> ○ Chest, shoulder and bounce pass. ○ Dodging to get free. 	<p><i>Netball</i></p> <ul style="list-style-type: none"> ○ Protecting the ball ○ Basic shooting ○ Playing within 3rds ○ 1to1 marking ○ Footwork rules 	<p><i>Netball</i></p> <ul style="list-style-type: none"> ○ Effective bounce pass in a game, ○ Use a greater variety of dodging skills ○ Pivot and pass, ○ Two-handed shooting 	<p><i>Netball</i></p> <ul style="list-style-type: none"> ○ Double bounce rule ○ Marking to pass or shoot ○ Organisation around the D ○ Rebounds as attacker and defender ○ Knocking the ball away.
<p><i>Basketball</i></p> <ul style="list-style-type: none"> ○ Jump Ball, two handed shot. ○ Defensive body position. 	<p><i>Basketball</i></p> <ul style="list-style-type: none"> ○ Use footwork rules ○ Explore basic marking ○ Cross over dribble ○ Bounce pass ○ Jump shot ○ Triple threat position. 	<p><i>Basketball</i></p> <ul style="list-style-type: none"> ○ Block ○ Forward pivot ○ Forward pass ○ Push pass, ○ Boxing out. 	<p><i>Basketball</i></p> <ul style="list-style-type: none"> ○ Fast break ○ Retreat dribble ○ Free throw rules ○ L-cut, v-cut, Pin down. 	

Invasion Games - Netball - Skill Development						
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Year 3	Chest pass for quick, accurate passing	Dodging	Moving to create space in the attack	Bounce pass to outwit defenders	Shoulder pass, throwing for distance	Keeping possession by working as a team to pass and move accurately
Year 4	Protecting the ball	Basic shooting technique	Playing within thirds	Marking	Footwork	Gameplay
Year 5	Bounce pass in a game situation	Finding space in play	Dodging	Pivoting	Two-handed shooting	Implementing learnt skills into games
Year 6	Recap throwing and catching skills used in netball	Marking the pass or shot	Organisation around the D	Rebounds	Knocking the ball away	Basic skill selection

Invasion Games - Basketball - Skill Development						
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Year 3	Dribbling - bouncing ball to waist height	Passing in pairs and moving to attack	Using defensive body position and running back	Basic two-handed shot	Jump ball	Running into space to receive ball
Year 4	Apply pressure as a defender	Crossover dribble	Man to man marking the ball handler	Bounce Pass	Jump shot	Jump stop
Year 5	Blocking	Forward Pivot	Forward pass	Push pass	Boxing out and winning the rebound	Catching consistently into triple threat
Year 6	Counterattack using the fast break	Retreat dribble	5,5,5, Free throw	V-cut	Driving to the basket	3 point shot

Subject Content	Vocabulary			
	Year 3	Year 4	Year 5	Year 6
Invasion Games - Handball	Space, pass, accurately, mark, dodge, attack, defend, footwork, possession, change of direction, tactics, teamwork, shooting, zones, intercept	Control, use space, defend, attack, chest pass, tactics, compete, collaborate, teamwork, score, shoot, footwork, foul, free pass, goal shooter (GS), goal attack (GA) centre (C), goal defence (GD) goal keeper (GK)	Control, use space, defend, attack, chest pass, tactics, compete, collaborate, teamwork, score, shoot, footwork, foul, free pass, pivot	Control, use space, defend, attack, chest pass, tactics, compete, collaborate, teamwork, score, shoot, footwork, foul, free pass, pivot, metre, organisation, knocking, rebounds, free
Invasion Games - Hockey	Control, bounce, shoot, target, assist, jump ball, attack, defend, shoot, offensive, dribble, space, contact	Turnover, double dribble, cross over ball, tip off, intercept, bounce pass, jump shot, travel, walking, steps, dead ball, forfeit, outwit	Blocking, pivot, forward, reverse, exploit, lay off, accurately, rebound, fake, feint	Fast break, counterattack, retreat, maintain, pressure, free throw, L-cut, V-cut, pin down

Subject Content	Knowledge and Skills			
<p data-bbox="231 170 477 201">Net/Wall Games</p>	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> • Identify and describe some rules of net/wall games. • Serve to begin a game. • Explore forehand hitting. • Play with some understanding of modified court boundaries. 	<ul style="list-style-type: none"> • Explore and use different shots with both the forehand and backhand. • Demonstrate different net/wall skills. • Practise some trick shots in isolation. • Work to return the serve. • Demonstrate different court positions in gameplay. 	<ul style="list-style-type: none"> • Use different types of serves in-game and new shots learnt in games. • Play with others to score and defend points in competitive games. • Move confidently around the playing area using footwork techniques. • Develop different ways of playing with others cooperatively and in competition. • Introduce Volley shots and Overhead shots. • Further, explore Tennis service rules. 	<ul style="list-style-type: none"> • Develop a broader range of shots. • Begin to select and apply more sophisticated tactics such as netplay and offensive and defensive positioning. • Play with fluency with a partner in doubles/partner scenarios. • Develop backhand shots. • Begin to use full scoring systems • Continue developing doubles play and tactics to improve.
<p data-bbox="647 961 744 993"><i>Tennis</i></p> <ul style="list-style-type: none"> ○ Ready position. ○ Hit to different areas of the court. ○ Perform a forehand shot. ○ Move towards the ball to return. ○ Serve with some accuracy to targets. 	<p data-bbox="1210 961 1308 993"><i>Tennis</i></p> <ul style="list-style-type: none"> ○ Correct position to return balls. ○ Consistently send forehand to targets. ○ Introduce backhand. ○ Work cooperatively to score points in simple doubles play. 	<p data-bbox="1774 961 1872 993"><i>Tennis</i></p> <ul style="list-style-type: none"> ○ Volley shots. ○ Clearing from the back of the court. ○ Different positioning for doubles games. ○ Approach the ball and forehand and backhand. ○ Conditioned games to encourage using different shot types. 	<p data-bbox="2338 961 2436 993"><i>Tennis</i></p> <ul style="list-style-type: none"> ○ Introduce the lob. ○ Communication in doubles play. ○ Two-handed backhand shot. ○ Use full rules for modified tennis games. ○ Use doubles tactics and court positioning effectively in competition. 	

Net / Wall Games - Tennis - Skill Development

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Year 3	Tennis ready position	Types of hitting	Serve	Returning towards to return a moving ball	Sending balls to a partner	Boundaries
Year 4	Being in a position to return the ball from around the court	Forehand to targets	Introduction to backhand shots	Moving to return the serve	Working with a partner	Scoring against opponents
Year 5	Putting skills into games	Volley shots	Overhead shots	Doubles play	Approaching the ball before the 2 nd bounce	Recognising ways to improve
Year 6	Communicating with each other in doubles games	Backhand shot - two handed backhand	Lob shot	Rules and Scoring	Positioning in doubles play	Tactics

Subject Content	Vocabulary			
	Year 3	Year 4	Year 5	Year 6
Net / Wall Games - Tennis	Hit, return, court, forehand, backhand, bounce, points, score, net, tactics, underarm, overarm	Hit, return, court, forehand, backhand, bounce, points, score, net, tactics, underarm, overarm, position, ready	Hit, return, court, forehand, backhand, bounce, points, score, net, tactics, underarm, overarm, position, ready, volley, overhead, singles, doubles	lob shot, positioning, footwork, listening skill, dispute, peers, attacking, defensive, improvement

Subject Content	Knowledge and Skills			
Outdoor and Adventurous Activity O.A.A.	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> • Work with others to solve problems. • Describe their work and use different strategies to solve problems. • Lead others and be led • Differentiate between when a task is competitive and when it is collaborative. 	<ul style="list-style-type: none"> • Work well in a team or group within defined and understood roles. • Plan and refine strategies to solve problems. • Identify the relevance of and use maps, compass and symbols. • Identify what they do well and suggest what they could do to improve. 	<ul style="list-style-type: none"> • Explore ways of communicating in a range of challenging activities. • Navigate and solve problems from memory. • Develop and use trust to complete the task and perform under pressure. 	<ul style="list-style-type: none"> • Use the information given by others to complete tasks and work collaboratively. • Undertake more complex tasks. • Take responsibility for a role in a task. • Use knowledge of PE and physical activities to suggest design ideas & amendments to games.
<ul style="list-style-type: none"> ○ Use non-verbal communication effectively. ○ Develop further simple map reading skills. ○ Respond to and resolve problems as a team. ○ Participate in trust activities. ○ Plan a route map. 	<ul style="list-style-type: none"> ○ Recognise compass points. ○ Use a compass. ○ Follow a course. ○ Work cooperatively with a partner to follow a map and solve problems. ○ Recognise a range of standard map symbols. ○ Evaluate their own success. 	<ul style="list-style-type: none"> ○ Use memory and recall skills. ○ Work at maximum physical capacity, e.g., when running. ○ Use control cards. ○ Perform under pressure. ○ Perform safely and with control. ○ Classify and interpret simple morse code. 	<ul style="list-style-type: none"> ○ Follow and orient a map. ○ Identify objects in a scavenger hunt. ○ Perform complex group pyramid balances. ○ Tie a reef knot. ○ Design your own game using, refining, and adapting group ideas. 	

Outdoor and Adventurous Activity (O.A.A.) - Skill Development

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Year 3	Work as part of a team	Identify basic symbols on a map	Read and follow a basic map	Respond to problems in a group situation	Identify what is needed to complete a challenge	Lead and be led by others
Year 4	Suggest ways to solve a problem	Recognise compass points	Explain what a compass is	Perform under time pressures	Follow a course	Recognise common map symbols
Year 5	Work as pairs to complete a challenge	Work at maximum capacity when running	Use memory and recall skills to navigate to destinations	Solve problems to complete a task	Perform safely and with control	Interpret Morse Code and use it to communicate with others
Year 6	Work as a pair to follow and orient a map	Run as fast as possible under control	Balance safely and with control	work collaboratively to complete a range of paired and group activities	Decide who should run and when in a team running challenge	Problem solve as part of a team

Subject Content	Vocabulary			
	Year 3	Year 4	Year 5	Year 6
Outdoor and Adventurous Activity (O.A.A.)	Maps, diagrams, scale, symbols, orienteering, controls, challenges, problem-solving, lead follow, plan, trust	Maps, diagrams, scale, symbols, orienteering, compass, challenges, problem-solving, lead follow, plan, trust, solve, cardinal points	Maps, diagrams, remember, symbols, orienteering, challenges, problem-solving, challenge, plan, trust, solve, team, design, instructions, extend, orient, Morse code, decipher, individual	Maps, diagrams, scale, symbols, orienteering, compass, challenges, problem solving, lead, follow, plan, trust, solve, team, design, instructions, extend, knot, orient

Subject Content	Knowledge and Skills			
Striking and Fielding Games	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> To be able to adhere to some of the basic rules of cricket of striking and fielding games. To develop a range of skills to use in isolation and a competitive context. To use basic skills with more consistency, including striking a bowled ball. Work cooperatively with others to complete fielding tasks. 	<ul style="list-style-type: none"> To develop the range of striking and fielding skills they can apply in a competitive context Choose and use a range of simple tactics in isolation and in a game context. Consolidate existing skills and apply with consistency. Strike to ball with intent, use decision making attempt direction. 	<ul style="list-style-type: none"> Link together a range of skills and use them in combination. Collaborate with a team to choose, use and adapt rules in games. Recognise how some aspects of fitness apply to striking and fielding, e.g., power, flexibility, and cardiovascular endurance Develop retrieving and returning the ball. 	<ul style="list-style-type: none"> Apply consistently standard rules in a variety of different styles of games. Attempt a small range of shots in isolation and competitive scenarios. Use a range of tactics for attacking and defending in the role of bowler, batter and fielder.
	<p><i>General</i></p> <ul style="list-style-type: none"> Bowl with some accuracy and consistency Use the long barrier to collect a rolling ball/collect and return a moving ball. 	<p><i>General</i></p> <ul style="list-style-type: none"> Directing hit to score runs. Attempt to stop a bouncing ground ball with some success 	<p><i>General</i></p> <ul style="list-style-type: none"> Throw for accuracy over short distances Recognise where to play 	<p><i>General</i></p> <ul style="list-style-type: none"> Demonstrate urgency when acquiring runs/rounders. Track and catch high balls. Work in pairs to field a long ball.
	<p><i>Cricket</i></p> <ul style="list-style-type: none"> Forward drive into space. Foot placement to hit the ball effectively Use overarm throw to send ball longer distances Explore role of wicket keeper. 	<p><i>Cricket</i></p> <ul style="list-style-type: none"> Anticipate when to run to score singles. Bowl overarm from a stationary position. Attempt a pull shot in a game. Intercept the ball with one hand. 	<p><i>Cricket</i></p> <ul style="list-style-type: none"> Calling for runs with a partner. Start to keep wicket. Attempt bowling with a run-up. Forward defensive shot. Setting a field. 	<p><i>Cricket</i></p> <ul style="list-style-type: none"> Fielding positions, slip, short leg and cover. Bowling short. On and off drive.
	<p><i>Rounders</i></p> <ul style="list-style-type: none"> Consistently hit one-handed. Use underarm bowling action to bowl a 'good' ball. Selecting the best base to throw to get players out. Introduction to the role of the backstop 	<p><i>Rounders</i></p> <ul style="list-style-type: none"> Run at speed to avoid being stumped Play backstop in a small game Use rounders scoring system. Explain bowling rules. Full and half rounders. 	<p><i>Rounders</i></p> <ul style="list-style-type: none"> Body position to catch a ball to stump players out Apply backwards hit rule, attempt to catch a backward hit. Distinguish between deep and close fielding. 	<p><i>Rounders</i></p> <ul style="list-style-type: none"> Play using standard rounders pitch layout. Bowling a fast ball. Play tactically to avoid overtaking teammates.

Striking and Fielding Games - Cricket - Skill Development						
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Year 3	Forward drive	Underarm bowling	Foot placement to strike the ball	Long barrier	Overarm throw for distance	Introducing the role of the wicketkeeper
Year 4	Directing the hit	Running between the wickets	Intercepting the ball with one hand	Overarm bowling	The pull shot	Stopping bouncing ground ball
Year 5	Calling for runs as partners	Throwing for accuracy over short distances	Following the path of the ball, keeping wicket	Overarm bowling with a run-up	Forward defensive shot	Setting a field
Year 6	Fielding positions for attacking	Tracking & catching a high ball	Bowling short	Working as pairs to field a long ball	On and off drive	Rules of Inter Cricket

Striking and Fielding Games - Rounders - Skill Development						
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Year 3	Being ready to field a ball	Bowling action	One-handed hitting	Long barrier	Long distance throwing	Introducing a backstop
Year 4	Directing the hit	Running between the posts	Intercepting the ball with one hand	Under arm bowling	Backstop role and positions	Scoring full and half rounders
Year 5	Identifying how many zones can be run to based on the distance of the hit	Throwing for accuracy over short distances	Following the path of the ball	Playing the backwards hit rule from batter and backstop perspectives	Attacking shot	Setting a field
Year 6	Attacking bowling	Tracking & catching a high ball	Bowling fast at speed	Working as pairs to field a long ball	Running around bases	Positions during a full game

Subject Content	Vocabulary			
	Year 3	Year 4	Year 5	Year 6
Striking and Fielding Games - Cricket	Batting, fielding, bowling, bat, wicket, stumps, ball, crease, boundary, run, batsman, bowler, wicketkeeper, field, innings	Batting, fielding, bowling, bat, wicket, stumps, ball, crease, boundary, run, batsman, bowler, wicketkeeper, field, innings, strike, cross, four, six, single over, balls, pull, shot, forward	Stance, bowling, bat, wicket, stumps, crease, boundary, batsman, bowler, wicketkeeper, ball, field, innings, strike, cross, four, six, single over, balls, pull, shot, forward, defensive, offensive	Tactics, shots, bowling, wicket, stumps, crease, boundary, stance, innings, strike, cross, four, six, single, over, balls, shot, forward, defensive, offensive, wide, no ball
Striking and Fielding Games - Rounders	Batting, fielding, bowling, bat, bases, ball, run, batter, bowler, fielder, innings, no ball, batting box, backstop, rounder, half-rounder	Batting, fielding, bowling, bat, batsman, bowler, bases, backstop, field, innings, strike, cross, rounder, half-rounder, balls, shot, forward	Stance, bowling, bat, box, batsman, bowler, backstop, field, innings, strike, cross, rounder, half-rounder, over, balls, shot, defensive, offensive	Stance, bowling, bat, box, batsman, bowler, backstop, field, innings, strike, cross, rounder, half-rounder, over, balls, shot, defensive, offensive, predict, place, select, tactics

Subject Content	Knowledge and Skills - Skill Development		
<p style="text-align: center;">Swimming</p>	Beginners	Intermediate	Advanced
	<ul style="list-style-type: none"> • Swim short distances unaided between 5 & 20 metres using one consistent stroke. • Propel themselves over longer distances with the assistance of swimming aids. • Move with more confidence in the water, including submerging themselves fully. • Enter and exit the water independently. 	<ul style="list-style-type: none"> • Swim over greater distances, between 10 & 20 meters, with confidence in shallow water. • Begin to use basic swimming techniques, including correct arm and leg action. • Explore and use basic breathing patterns. • Enter and exit the water in a variety of ways. • Take part in problem-solving activities such as group floats and team challenges. 	<ul style="list-style-type: none"> • Bring control and fluency to at least two recognised strokes. • Implement good breathing techniques to allow for smooth stroke patterns. • Attempt personal survival techniques as an individual and group with success. • Link lengths together with turns and attempt tumble turn in isolation and during a stroke.
<ul style="list-style-type: none"> ○ Pulling and pushing. ○ Stabilising - feet upright off the ground. ○ Submerging. ○ Prone float. ○ Supine float. ○ Leg action on back. ○ Push, glide, turn. ○ Doggy paddle. ○ The transition from glide to stroke. 	<ul style="list-style-type: none"> ○ Jump in from the side of the pool and submerge. ○ Sink and roll. ○ Front crawl legs. ○ Surface dive. ○ Linking 3 different types of floating techniques. ○ Breaststroke legs. ○ Somersault in water. ○ Sculling face in the water. ○ Kicking while submerged. 	<ul style="list-style-type: none"> ○ Relay change over. ○ Mushroom float. ○ Partner support. ○ Crouching dive. ○ Surface dive. ○ Treading water. ○ Tumble turn/tumble underwater. ○ Combining fluent breaststroke arm and leg technique. ○ Head out entry to water 	

West Rise Weekly Overview - Skill Development (Year Group)

Year 3						
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Football	Sending the ball using the inside of the foot	Trapping a ball travelling along the ground	Passing over short distances and players moving to receive the ball	Finding space to receive the ball	Use the outside of the foot to control the ball and dribble	Working as a team show communication and cushioning the ball when receiving the pass
Cricket	Forward drive	Underarm bowling	Foot placement to strike the ball	Long barrier	Overarm throw for distance	Introducing the role of the wicketkeeper
Handball	Catching - Ready position	Passing	Moving with the ball and passing it to a teammate	Intercepting	Attacking in small sided games	Passing
Gymnastics	Extend into full range in balance / shape	Moving in and out of contrasting shapes with fluency	Body control and strength when rolling	Jumping for height and distance	Basic partner unison	Starting and finishing patterns as a group
Hockey	Close contact with flat of the stick	Passing into space	Defensive tackling positions	Stopping the ball	Improving agility	Avoiding foot contact with the ball
Dance	Jazz square or	Perform as two contrasting characters	Improvisation	Uses a prop	Including facial expressions in our performance	'Being a Director'
Dance	Do se do, heel dig gallop, split tuck jump	Floor patterns	Dynamics	Creating action	Creating action with a partner	Performance quality
Netball	Chest pass for quick, accurate passing	Dodging	Moving to create space in the attack	Bounce pass to outwit defenders	Shoulder pass, throwing for distance	Keeping possession by working as a team to pass and move accurately
Gymnastics	Japana and control to transition smoothly	Bouncing and broad jump	Introduce dish with leg raise and half lever	Body control to link movements fluently	Introduce box splits and variations right and left	Extension in actions
Tennis	Tennis ready position	Types of hitting	Serve	Returning towards to return a moving ball	Sending balls to a partner	Boundaries
Athletics	Take off combination jumps	Recognising the difference between fast, slow and medium pace	Approaching hurdles	Javelin throw	Skipping	Working as a group to record points
Rounders	Being ready to field a ball	Bowling action	One-handed hitting	Long barrier	Long distance throwing	Introducing a backstop
O.A.A.	Work as part of a team	Identify basic symbols on a map	Read and follow a basic map	Respond to problems in a group situation	Identify what is needed to complete a challenge	Lead and be led by others

Year 4						
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Football	Coming towards the ball to receive	Marking	Tackling	Dribbling in different directions	Passing over distance	Passing on the move
Cricket	Directing the hit	Running between the wickets	Intercepting the ball with one hand	Overarm bowling	The pull shot	Stopping bouncing ground ball
Handball	Protecting the ball	Basic shooting technique	3 man weave	Turn on move	7-metre throw	Gameplay
Gymnastics	Changes in speeds of actions	Use STEP model	Cartwheel progressions	Developing four compositional ideas	Cooperation	Judging system
Hockey	Push pass	Straight dribble	Stopping the ball with the reverse stick	Slap pass	Turning with the ball	Pacing runs in the game to be able to work continuously
Dance	Freeze frame	Slide and roll	Formations	Cannon	Sequencing movements	Start positions / poses
Dance	Performing and developing action	Formations	Travelling movements	Introducing devices	Contact work	Preparing for a performance
Netball	Protecting the ball	Basic shooting technique	Playing within thirds	Marking	Footwork	Gameplay
Gymnastics	Weighted bunny hop and travelling steps	Roll over the shoulder to knees	Engaging the core	Smooth transition from front to side	Should stand and cartwheel	Showing flow in action
Tennis	Being in a position to return the ball from around the court	Forehand to targets	Introduction to backhand shots	Moving to return the serve	Working with a partner	Scoring against opponents
Athletics	Aiming at targets	Accelerating over short distances	Take off 1 foot when running	Sling throw	Baton exchange	Working to improve
Rounders	Directing the hit	Running between the posts	Intercepting the ball with one hand	Under arm bowling	Backstop role and positions	Scoring full and half rounders
O.A.A.	Suggest ways to solve a problem	Recognise compass points	Explain what a compass is	Perform under time pressures	Follow a course	Recognise common map symbols

Year 5						
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Tag Rugby	Tagging opposition	Running and passing accurately	Principles of defence	Pop pass	The 'magic diamond'	Take metres not the time
Cricket	Calling for runs as partners	Throwing for accuracy over short distances	Following the path of the ball, keeping wicket	Overarm bowling with a run-up	Forward defensive shot	Setting a field
Handball	Jump shot	Closing angles as a goalkeeper	Dribbling	Pivoting	Set plays	Implementing skills into games
Gymnastics	'Round off' stationary or running	Exploring symmetry in balance and travel	Over shoulder roll and asymmetry	Counter balances	Smooth transitions	Performance
Hockey	Block tackle	Passing into the D	Marking	Sweep (Open stick)	Dragging the ball left to right	One-handed dribble (open side)
Dance	Step touch and Bangra shoulders	Basic hip movement, 1, 2, 3 step and around the world	Group patterns	1, 2 and 4 wall patterns	3 steps	Slide, knee bends and pivot steps
Dance	Creating action	Manipulating actions	Changing level of movement	Creating flight through jumps	Creating bold actions	Improving quality
Basketball	Blocking	Forward Pivot	Forward pass	Push pass	Boxing out and winning the rebound	Catching consistently into triple threat
Gymnastics	Creative use of space along a pathway	Round off and asymmetry	Over shoulder roll into differentiated handstand into a 180/half twist	Linking cartwheels	Getting into bridge/crab	Identify when extension is appropriate
Tennis	Putting skills into games	Volley shots	Overhead shots	Doubles play	Approaching the ball before the 2 nd bounce	Recognising ways to improve
Athletics	Preparing to run individual leg	Developing the principles of pace	Jumping for distance	Push throw	Baton exchange within a restricted area	Teaching STEP principle
Rounders	Identifying how many zones can be run to based on the distance of the hit	Throwing for accuracy over short distances	Following the path of the ball	Playing the backwards hit rule from batter and backstop perspectives	Attacking shot	Setting a field
O.A.A.	Work as pairs to complete a challenge	Work at maximum capacity when running	Use memory and recall skills to navigate to destinations	Solve problems to complete a task	Perform safely and with control	Interpret Morse Code and use it to communicate with others

Year 6						
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Tag Rugby	Support player with the ball	Set plays for attacking	Take the distance not the time	Spaces not faces principles	Transition from attack to defence	Observe and analyse
Cricket	Fielding positions for attacking	Tracking & catching a high ball	Bowling short	Working as pairs to field a long ball	On and off drive	Rules of Inter Cricket
Handball	Conditioned game with three 3's rule	Screening	Organisation around the D	Dribbling	Recognising space	Basic skill selection
Gymnastics	Flight into high apparatus	Dismount from high apparatus	Cannon	Including equipment in sequence	Paired unison and cannon sequence	Perform to music
Hockey	Shooting from close range	Positioning and strategies for long corners	Goal side marking	Channelling	Hit out	Indian dribble
Dance	Stag leap and rebound jumping	Relationships- contact and simple lift	Copying movements	Dynamics	Freeze frame	Top rock & Slide step
Dance	Creating action	Group devices	Formations for tension & relationships	Live aural setting	Attacking movements	Performance qualities
Basketball	Counterattack using the fast break	Retreat dribble	5,5,5, Free throw	V-cut	Driving to the basket	3 point shot
Gymnastics	Working together to choose appropriate elements	Performing to music	Selecting appropriate actions to get a good score against criteria	Creating group patterns	Appropriate entrance to performance including the walk to and starting position	Timing to fit sequence into 1 minute
Tennis	Communicating with each other in doubles games	Backhand shot - two handed backhand	Lob shot	Rules and Scoring	Positioning in doubles play	Tactics
Athletics	Sprint start	Run up for the long jump	Recording data for different throws	STEP	Judging	Judging
Rounders	Attacking bowling	Tracking & catching a high ball	Bowling fast at speed	Working as pairs to field a long ball	Running around bases	Positions during a full game
O.A.A.	Work as a pair to follow and orient a map	Run as fast as possible under control	Balance safely and with control	work collaboratively to complete a range of paired and group activities	Decide who should run and when in a team running challenge	Problem solve as part of a team