Physical Education Skills Progression Overview

PF Overview



Every child a leader – Every chance taken – Every day counts

The national curriculum for PE aims to ensure that all pupils:

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. The national curriculum for physical education aims to ensure that all pupils:

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 and lead healthy, active lives.

National Curriculum Knowledge Pupils should...

KS1 KS₂ develop fundamental movement skills, become increasingly competent and 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. confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. enjoy communicating, collaborating and competing with each other.

- be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.
- be taught to: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defendina
- perform dances using simple movement patterns

- develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
- be taught to: 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 tennis1, 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
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

All schools must provide swimming instruction either in key stage 1 or key stage 2 (Year 4 at James Elliman). 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
 - perform safe self-rescue in different water-based situations

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Value	Resilience	Integrity	Gratitude	Democracy	Diversity	Creativity

	Physical Literacy can be described as the motivation, confidence, physical competence, knowledge and understanding that provides children with the
Key PE Terminology	movement foundation for lifelong participation in physical activity. Enabling them to be physically literate supports their development as competent,
	confident and healthy movers. Our PE curriculum sees the children progress and develop key motor skills in the EYFS stage and this progresses
	through to pupils being able to apply and develop a broader range of skills, learning how to use them in different ways (Sport specific) and to link them
	to make actions and sequences of movement by the end of KS2.

Key stage	Our physical Education Curriculum follows both the PE Curriculum and the physical literacy framework to allow for all children to progress within sport.
EYFS	Through the provision of structured and free play, create environments which introduce and develop control and co-ordination in large and small movements. Helping children to move confidently in a range of ways, negotiating space safely. Helping them to understand factors that contribute to keeping healthy, such as physical exercise and the food they eat. Pupils can express themselves about things they can do to keep themselves healthy and safe.
KS1	Creating a movement foundation to underpin lifelong participation, enabling pupils to access a range of learning experiences which supports the development of competent and confident mover.
Lower KS2 (Y3 & 4)	Adapted physical activities through which a young person develops and applies a broad range of skills in different contexts — enhancing their creative, social and thinking skills in PE. They also begin to gain an understanding of the positive benefits of being physically active.
Upper KS2 (Y5 & 6)	Learning physical, social and thinking skills through sport specific activities (modified to be age and stage appropriate). They are also developing leadership skills and are able to articulate the benefits of regular exercise.

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Units Covered 2023/24	Autumn Term 1	Autumn Term 1 –	Autumn Term 1 –	Autumn Term 1 –	Autumn Term 1 –	Autumn Term 1 –	Autumn Term 1 –
	- Introduction to PE – spatial awareness, use	- Invasion (PE Teacher	- Invasion (PE Teacher	- Basketball (PE Teacher	- Basketball (PE Teacher	- Footballl (PE Teacher	- Footballl (PE Teacher
	of equipment, working with a partner (PE	- Fundamentals (Class Teacher)	- Fundamentals (Class Teacher)	- Dance (Class Teacher)	- Ball Skills Y3/4 Autumn Term 2	- Badminton Y5/6	- Badminton Y5/6
	Teacher)	Autumn Term 2	Autumn Term 2	Autumn Term 2		Autumn Term 2	Autumn Term 2
	Autumn Term 2	- Gymnastics (PE Teacher)	- Gymnastics (PE Teacher)	- Dodgeball (PE Teacher)	- Dodgeball (PE Teacher)	- Gymnastics (PE Teacher)	- Gymnastics (PE Teacher)
	- Gymnastics (PE Teacher)	- Ball Skills (Class	- Ball Skills (Class	- Fundamentals	- Dance (Class Teacher)	- Basketball	- Basketball

Spring Term 1 - Dance (PE Teacher) -	Spring 1 - Sending and Receiving (PE	Spring 1 - Sending and	Teacher) Spring 1	Spring 1 - Gymnastics (PE	Spring 1	Spring 1
- Dance (PE	- Sending and Receiving (PE	- Sending and	Spring 1	- Gymnastics (PF	Spring 1	Spring 1
•	Receiving (PE	_	Spring 1	- Gymnastics /DF		
•	Receiving (PE	_		- Gyiiiiastics (FE		
Teacher) -	• ,			Teacher)	- Netball (PE	- Netball (PE
-	T 1 \	Receiving (PE	- Gymnastics (PE		Teacher)	Teacher)
	Teacher)	Teacher)	Teacher)	- Swimming		
				(Externally	- Dance (Class	- Fitness (Class
Spring Term 2	- Fitness (Class	- Fitness (Class	- Ball Skills	provided)	Teacher)	Teacher)
D G : /DE	Teacher)	Teacher)	Y3/4(Class			
			leacher)			
Teacher)	Spring Term 2	Spring Term 2	Continue Towns 2	Spring Term 2	Spring Term 2	Spring Term 2
-	Chuilding and	Chuilding and	Spring Term 2	Tomaio (DE	Cristant /DE	Cristat /DE
Summer Torm 1		_	Tonnis (DE	,	,	- Cricket (PE Teacher)
Summer Term 1			· ·	reacher)	reacher)	reacher)
- Fundamental	reacher)	reactier)	reactiet)	- Swimming	- Fitness (Class	- Dance (Class
	- Target Games	- Target Games	- Football (Class		•	Teacher)
= :		_	· ·	,	reactiet)	reactiet)
•	(class reaction)	(Class Teacher)	reaction	provided		
• •					Summer 1	Summer 1
	Summer 1	Summer 1	Summer 1	Summer 1		
•					- Athletics (PE	- Athletics (PE
,	- Net and Wall	- Net and Wall	- Cricket (PE	- Cricket (PE	Teacher)	Teacher) `
	(PE Teacher)	(PE Teacher)	Teacher)	Teacher)	,	,
Summer Term 2			·	,	- Dodgeball	- Rounders (Class
	- Team Building	- Dance (Class	- Netball(Class	- Netball(Class	(Class Teacher)	Teacher)
- Games (PE	(Class Teacher)	Teacher)	Teacher)	Teacher)		
Teacher)					Summer 2	Summer 2
	Summer 2	Summer 2	Summer 2	Summer 2		
					- Tennis (PE	- Tennis (PE
	,	,	,	,	Teacher)	Teacher)
	Teacher)	Teacher)	Teacher)	Teacher)		
					`	- Athletics (Class
	· ·			`	Teacher)	Teacher)
	Teacher)	(Class Teacher)	Teacher)	Teacher)		
	skills – integrity, team spirit, honesty, communication , rules (PE Teacher) Summer Term 2 - Games (PE	Teacher) Summer Term 1 Fundamental skills – integrity, team spirit, honesty, communication , rules (PE Teacher) Teacher) Summer Term 2 Spring Term 2 Striking and Fielding (PE Teacher) Target Games (Class Teacher) Summer 1 Net and Wall (PE Teacher) Summer Term 2 Team Building (Class Teacher)	Teacher) Spring Term 2 Spring Term 2 Striking and Fielding (PE Teacher) Fundamental skills – integrity, team spirit, honesty, communication , rules (PE Teacher) Net and Wall (PE Teacher) Summer Term 2 Summer Term 2 Net and Wall (PE Teacher) Summer Term 2 Teacher) Summer 1 Teacher) Summer 1 Teacher) Summer 1 Teacher) Summer 2 Athletics (PE Teacher) Summer 2 Athletics (PE Teacher) Team Building Class Teacher) Summer 2 Athletics (PE Teacher) Team Building Teacher)	Teacher) - Summer Term 1 - Striking and Fielding (PE Teacher) - Fundamental skills – integrity, team spirit, honesty, communication , rules (PE Teacher) - Teacher) - Summer Term 2 - Striking and Fielding (PE Teacher) - Target Games (Class Teacher) - Teacher) Summer 1 - Net and Wall (PE Teacher) - Teacher) - Summer Term 2 - Team Building (PE Teacher) - Teacher) - Summer 2 - Summer 2 - Athletics (PE Teacher) - Teacher) - Summer 2 - Athletics (PE Teacher) -	Teacher) - Summer Term 1 - Striking and Fielding (PE Teacher) - Fundamental skills – integrity, team spirit, honesty, communication, rules (PE Teacher) - Net and Wall (PE Teacher) - Summer Term 2 - Striking and Fielding (PE Teacher) - Target Games (Class Teacher) - Target Games (Class Teacher) - Teacher) - Net and Wall (PE Teacher) - Summer Term 2 - Spring Term 2 - Tennis (PE Teacher) - Teacher) - Summer 1 - Teacher) - Teacher) - Summer 2 - Teacher) - Summer 2 - Teacher) - Teache	Teacher) - Spring Term 2 - Striking and Fielding (PE Teacher) - Fundamental skills – integrity, team spirit, honesty, communication , rules (PE Teacher) - Net and Wall (PE Teacher) - Games (PE Teacher) - Games (PE Teacher) - Games (PE Teacher) - Games (PE Teacher) - Athletics (PE Teacher) - Rounders (Class Teacher)

	Topics	cs					
Reception (EYFS)	Ball Skills	Skills Dance Fundamentals Games Introduction to PE Gymnastics					
	Introduction	Introduction	Introduction	Introduction	Introduction	Introduction	

In this unit children will develop their ball skills through the topic of minibeasts'. Children will develop fundamental ball skills such as rolling and receiving a ball, throwing to a target, bouncing and catching, dribbling with feet and kicking a ball. Children will be able to develop their fine and a range of game play using and remember actions. a variety of equipment. Children will be given opportunities to work independently and with a partner.

In this unit, children will develop their expressive movement through the topic of 'everyday life'. Children explore space and how to use space safely. They explore travelling movements, shapes and balances. Children choose their own actions in response to a stimulus. They are given the gross motor skills through opportunity to copy, repeat begin to understand They are introduced to counting to help them keep behave when winning in time with the music. They and losing. perform to others and begin to provide simple feedback.

In this unit, children will In this unit. children develop their understanding of playing understanding of of 'transport'. Children will practice and further develop fundamental movement skills through fundamental games. They will also learn how to score and play by the rules, how to will also learn how to work with a partner and what a team is, as well as learning how to

will develop their be introduced to Physical Education and games through the topic playing games through structured movement the topic of 'transport', through the topic of Children will practice and further develop They will spend time of a PE lesson such as movement skills through games. They finding space, freezing on command, using and score and play by the sharing equipment and rules, how to work working individually, with a partner and with a partner and group. They will take begin to understand what a team is, as well part in activities, which as learning how to will develop behave when winning and losing. skills such as running, iumping, skipping,

In this unit, children will In this unit, children will develop their basic gymnastic skills through the topic of 'animals and their habitats'. Children 'fantasy and adventure', explore basic movements. creating shapes, balances. learning basic principles and jumps and begin to develop rocking and rolling. They show an awareness of space and how to use it safely and perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences. They fundamental movement begin to understand using levels and directions when traveling and balancing.

Key Skills:

Physical: rolling a ball, stopping a rolling ball, throwing at a target, bouncing a ball, dribbling a ball with feet, kicking a ball Social: co-operation. supporting others Emotional: honesty, perseverance Thinking: using tactics, decision making

Key Skills:

Physical: travelling, copying Physical: running, and performing actions, co-balancing, changing ordination Social: respect, co-operatingthrowing with others Emotional: working independently, confidence Thinking: counting. observing and providing feedback, selecting and applying actions

Key Skills:

direction, striking a ball, Social: communication, co-operation, taking turns, supporting and encouraging others Emotional: honesty and fair play, managing emotions Thinking: using tactics, decision making

Key Skills:

Physical: running, balancing, changing direction, striking a ball, throwing Social: communication, Social: sharing, co-operation, taking turns, supporting and encouraging others **Emotional:** honesty and fair play, managing Thinking: decision emotions Thinking: using tactics, applying actions decision making

Key Skills:

leadership

Emotional:

confidence

Physical: moving safely, running, jumping, travelling throwing, catching, following a path perseverance. making, selecting and

Key Skills:

Physical: shapes, balances, jumps, rocking, rolling, Social: taking turns, cooperation, communication Emotional: confidence, determination Thinking: selecting and applying skills, creating sequences

Year 1 (KS1)	Athletics	Ball Skills	Dance	Fitness	Fundamentals	Gymnastics
	Introduction	Introduction	Introduction	Introduction	Introduction	Introduction
	In this unit, pupils will	In this unit, pupils will	Each dance unit covers	In this unit, pupils	In this unit, pupils will	In this unit pupils learn to
	develop skills required in	<u> </u>	four different themes,	develop their	explore the fundamenta	,
	athletic activities such as	ball skills such as throwing	with three lessons of	understanding of the	skills of balancing,	effectively. They explore
	running at different	and catching, rolling, hitting	planning for each theme	benefits of exercise	running, changing	and develop basic
	speeds, changing	a target, dribbling with both	If you want to teach just	and a healthy lifestyle	direction, jumping,	gymnastic actions on the
	direction, jumping and	hands and feet and kicking a	6 lessons of dance you	on their physical body,	hopping and skipping.	floor and using low
	throwing. In all athletic	ball. Pupils will have the	can chose two of the	their mood and their	They will explore these	apparatus. Basic skills of
	based activities, pupils will	opportunity to work	four themes. Learning is	overall health. They	skills in isolation as well	jumping, rolling, balancing
	engage in performing skills	independently, in pairs and	progressively embedded	will work	as in combination. Pupils	and travelling are used
	and measuring	small groups.	complete within each	independently, in pairs	will be given	individually and in
	performance, competing		theme so your pupils	and small groups to	opportunities to identify	combination to create
	to improve on their own	Key Skills:	won't miss out on	complete challenges in	areas of strength and	movement phrases. Pupils
	score and against others.	Physical: rolling, kicking,	learning and the lessons	which they will	areas for improvement.	are given opportunities to
	They are given	Physical: throwing,	will still flow.	sometimes need to	Pupils will work	select their own actions to
	opportunities to work	catching, bouncing,		persevere to achieve	collaboratively with	build short sequences and
	collaboratively as well as	dribbling	Pupils will explore	their personal best.	others, taking turns and	develop their confidence in
	independently.	Social: co-operation,	travelling actions,		sharing ideas.	performing. Pupils begin to
		communication, leadership,	movement skills and	Key Skills:		understand the use of
	Key Skills:	supporting others	balancing. They will	Physical: running, co-	Key Skills:	levels, directions and
	Physical: running at	Emotional: honesty,	understand why it is	ordination, stamina,	Physical: balancing,	shapes when travelling and
	varying speeds, agility,	perseverance, challenging	important to count to	strength, agility,	sprinting, jogging,	balancing.
	balance, jumping, hopping	myself	music and use this in	balance	dodging, jumping,	
	and leaping in	Thinking: using tactics,	their dances. Pupils will	Social: co-operation,	hopping, skipping	Key Skills:
	combination and for	exploring actions	copy and repeat actions	support, responsibility	Social: taking turns,	Physical: travelling actions,
	distance, throwing for		linking them together to	Emotional: kindness,	supporting and	shapes, balances, jumps,
	distance		make short dance	perseverance, honesty,	encouraging others,	barrel roll, straight roll,
	Social: working safely,		phrases. Pupils will work	independence	working safely,	forward roll progressions
	collaborating with others		individually and with a	Thinking:	communication	Social: sharing, working
	Emotional: working		partner to create ideas	comprehension,	Emotional: challenging	safely
	independently, honesty		in relation to the theme.	• • •	myself, perseverance,	Emotional: confidence
	and playing to the rules,		Pupils will be given the	solving, reflection	honesty	Thinking: observing and
	determination		opportunity to perform		Thinking: selecting and	providing feedback,
			and also to provide		applying, identifying	selecting and applying
			feedback, beginning to			actions
			use dance terminology		following instructions	
			to do so.			
			Kov Skills:			
			Key Skills:			

		Dhysical: traval conving			
		Physical: travel, copying			
		and performing actions,			
		using shape, balance, co-			
		ordination			
		Social: co-operation,			
		communication, coming			
		to decisions with a			
		partner, respect			
		Emotional: confidence,			
		acceptance			
		Thinking: counting,			
		observing and providing			
		feedback, selecting and			
		applying actions			
Invasion	Net and Wall	Sending and Receiving	Striking and Fielding	Target Games	Team Building
Introduction	Introduction	Introduction	Introduction	Introduction	In this unit pupils develop
	Pupils will be introduced to				their communication and
	•	develop their sending		develop their aim using	problem solving skills. They
•	Net and Wall games. Pupils		_	both underarm and	work individually, in pairs
_	will learn the importance of	_			and in small groups,
<u> </u>	the ready position. They will		<u> </u>	will be given	learning to take turns,
_	develop throwing, catching			opportunities to select	work collaboratively and
•	and racket skills, learning to		including throwing and		lead each other. They are
•		opportunities to work		appropriate action for	given the opportunity to
_	will learn to play against an	' '		1 * * * *	discuss and plan their ideas
		sized balls. They will	_		to get the most successful
•				the challenge. They will	
	_	individually, in pairs and	, ,	apply their skills	
•	-	in small groups and		individually, in pairs and	Kev Skills:
_		begin to organise and	_	in small groups and	Physical: balancing,
· ·	_			begin to organize and	travelling actions
	_	activities. They will	· ·	self-manage their own	Social; communication,
They work independently,	'	understand the		activities. They will	sharing ideas, inclusion,
with a partner and in a	·	importance of abiding by	ľ	understand the	encouraging and
•	Key Skills:	the rules to keep		importance of abiding	supporting others
		·	games and use these to	'	Emotional: confidence,
_	,	safe.	play fairly. They show		trust, honesty
	tracking a ball		respect towards others		Thinking: decision making,
		Key Skills:	when playing		using tactics, providing

 onnononts	communication	Physical: rolling, kicking,	competitively and	You Skills:	instructions planning
opponents.	Emotional: honesty and fair		develop	Key Skills: Physical: underarm	instructions, planning, problem solving
	•	<u> </u>	•	1 '	problem solving
-	· · · · · · · · · · · · · · · · · · ·	•	communication skills.	throwing, overarm	
_		Social: taking turns,	Vov Ckille	throwing, aim, hand eye	
catching, kicking, dribbling			Key Skills:	co-ordination	
· ·			Physical: throwing,	Social: communication,	
	comprehension	respect, communication		supporting and	
Social: co-operation,		0 0	ball, tracking a ball,	encouraging others,	
communication,			striking a ball	leadership	
supporting and			Social: communication,		
encouraging others,			supporting and	perseverance, honesty,	
respect and kindness		_	encouraging others,	fair play	
towards others		skills	consideration of others		
Emotional: honesty and			Emotional:	selecting and applying	
fair play, managing			perseverance, honesty	skills, decision making	
emotions This lives are a stirre			and fair play		
Thinking: connecting			Thinking: using tactics,		
information, decision			selecting and applying		
making, recalling			skills, decision making		
information					
Yoga					
Introduction					
Pupils learn about					
mindfulness and					
awareness. They begin to					
learn poses and					
techniques that will help					
them connect their mind					
and body. The unit looks					
to improve wellbeing by					
building strength,					
flexibility and balance. The					
learning includes postures,					
breathing and meditation					
taught through fun and					
engaging activities.					
Key Skills:					

 ·	 <u></u>	 	
Physical: breathing,			
relaxation, balance,			
flexibility, strength			
Social: working safely,			
sharing ideas, leadership			
Emotional: calmness,			
patience, understanding,			
independence			
Thinking: selecting			
actions, comprehension,			
focus, providing feedback			
locus, providing reedback			
1			

Year 2 (KS1)	Athletics	Ball Skills	Dance	Fitness	Fundamentals	Gymnastics
	Introduction	Introduction	Introduction	Introduction	Introduction	Introduction
		In this unit, pupils will	Each dance unit covers	Pupils will take part in	Pupils will develop the	In this unit pupils learn
	1		four different themes,	· ·	fundamental skills of	explore and develop basic
	athletic activities such as		with three lessons of	•	balancing, running,	gymnastic actions on the
	running at different	and catching, rolling, hitting		•	changing direction,	floor and using apparatus.
	_	a target, dribbling with both	r –		jumping, hopping and	They develop gymnastic
	1.	hands and feet and kicking a	, .		skipping. Pupils will be	skills of jumping, rolling,
	based activities, pupils will		can choose two of the		given opportunities to	balancing and travelling
	engage in performing skills	opportunity to work	four themes. Learning is	ordination, speed and	work with a range of	individually and in
	and measuring	independently, in pairs and	progressively embedded	stamina. Pupils will be	different equipment.	combination to create
	performance, competing	small groups.	complete within each	given the opportunity	Pupils will be asked to	short sequences and
	to improve on their own		theme so your pupils	to work independently	observe and recognise	movement phrases. Pupils
	score and against others.	Key Skills:	won't miss out on	and with others. Pupils	improvements for their	develop an awareness of
	They are given	Physical: rolling, kicking,	learning and the lessons	will develop	own and others' skills	compositional devices
	opportunities to work	Physical: throwing,	will still flow.	perseverance and	and identify areas of	when creating sequences
	collaboratively as well as	catching, bouncing,		show determination to	strength. Pupils will be	to include the use of
	independently. They learn	dribbling	Pupils explore space and	work for longer periods	given the opportunity to	shapes, levels and
	how to improve by	Social: co-operation,	how their body can	of time.	work collaboratively	directions. They learn to
	identifying areas of	communication, leadership,	move to express and		with others, taking turns	work safely with and
	strength as well as areas	supporting others	idea, mood, character or	Key Skills:	and sharing ideas.	around others and whilst
	to develop.	Emotional: honesty,	feeling. They expand	Physical: agility,		using apparatus. Pupils are
		perseverance, challenging	their knowledge of	balance, co-ordination,	Key Skills:	given opportunities to
	Key Skills:	myself	travelling actions and	speed, stamina,	Physical: balancing,	provide feedback to others
		Thinking: using tactics,	use them in relation to a	''	sprinting, jogging,	and recognise elements of
		, -	stimulus. They will build	Social: taking turns,	dodging, jumping,	high quality performance.
	for distance, throwing for		on their understanding		hopping, skipping	
	distance		of dynamics and		<u> </u>	Key Skills:
	Social: working safely,		expression. They will use		supporting and	Physical: shapes, balances,
	collaborating with others		counts of 8 consistently		encouraging others,	shape jumps, travelling
	Emotional: working		to keep in time with the		respect, communication	
	independently,		music and a partner.			straight roll, forwards roll
	determination		Pupils will also explore		, , ,	Social: sharing, working
	Thinking: observing and		pathways, levels, shapes,	_	•	safely
	providing feedback,		directions, speeds and	improvement,	Thinking: selecting and	Emotional: confidence,
	exploring ideas		timing. They will be	•	applying, identifying	independence
			given the opportunity to	_	strengths	Thinking: observing and
			work independently and			providing feedback,
			with others to perform			selecting and applying
			and provide feedback			actions

		beginning to use key			
		terminology.			
		Key Skills:			
		Physical: travel, copying			
		and performing actions,			
		using dynamics,			
		pathway, expression and			
		speed, balance,			
		coordination			
		Social: respect,			
		consideration, sharing			
		ideas, decision making			
		with others			
		Emotional: acceptance,			
		confidence			
		Thinking: selecting and			
		applying actions,			
		counting, observing and			
		providing feedback,			
		creating			
Invasion Games	Net and Wall	Sending and Receiving	Striking and Fielding	Target Games	Team Building
Introduction	Introduction	Introduction	Introduction	Introduction	Introduction
Pupils develop their	Pupils will develop the basic		In this unit, pupils		Pupils develop their
understanding of invasion	The state of the s	·	develop their	'	communication and
	wall games. They will	skills including throwing	•	~	problem-solving skills.
of defending and	develop their understanding		principles of striking	games. Pupils learn how	
attacking. They use and	of the principles of net and		and fielding games.	to score points and play	
develop skills such as	wall games such as using	stopping a ball. They will	They develop the skills		Throughout, there is an
sending and receiving with	the ready position to	also use equipment to	of throwing and	develop the skills of	emphasis on teamwork.
both feet and hands, as		send and receive a ball.	catching, tracking and	throwing, rolling and	They learn to discuss, pla
well as dribbling with both	sending the ball away from		retrieving a ball and		and reflect on ideas and
feet and hands. They have	an opponent to maximise	opportunities to work	striking a ball. They	They begin to self-	strategies. They lead a
the opportunity to play	their chances of scoring.	with a range of different	begin to self-manage	manage their own	partner whilst considering
uneven and even sided	They will learn to play	sized balls. They will	small sided games.	games selecting and	safety. Pupils have the
games They learn how to	games honestly, abiding by	apply their skills	Pupils learn how to	applying the skills they	opportunity to show
Barries. Triey learn now to	http://linearization.com/	individually, in pairs and	score points and play		honesty and fair play.
score points in these types	the rules and showing	individually, in pairs and	beer e permes and play		
,	_	• • • • • • • • • • • • • • • • • • • •		to the situation.	, , ,

Kev Skills: Physical: travelling actions. self-manage their own how to use skills. **Kev Skills: Kev Skills:** activities. They will build strategies and tactics Physical: throwing. iumping, balancing, on their knowledge of rolling, striking Physical: throwing and Physical: throwing. to outwit the Social: communication. catching, kicking, dribbling catching, racket skills, ready sending and receiving by opposition appropriate Social; communication. listening, leading, inclusion collaboration, kindness, with hands and feet. position, hitting a ball applying their skills in to the situation. Emotional: trust, honesty dodging, finding space Social: support, codifferent situations. and fair play, acceptance support Social: communication. **Kev Skills:** Emotional: honesty. Thinking: planning. operation, respect. **Kev Skills:** Physical: throwing and perseverance. decision making, problem respect, co-operation. communication Emotional: perseverance, Physical: rolling, kicking, catching, tracking a kindness independence, manage solving throwing, catching, ball, bowling, batting Emotional: empathy. honestv emotions Thinking: decision making. integrity, independence, Social: communication, Thinking: select and tracking determination, reflection, comprehension, Social: co-operation, collaboration apply, using tactics, perseverance selecting and applying communication, keeping Emotional: honesty, decision making, provide Thinking: creativity. others safe acceptance, controlling feedback, problem reflection, decision Emotional: emotions solving making, comprehension. Thinking: select and perseverance. transferring knowledge apply, using tactics, Thinking: identifying how decision making Yoga to improve, transferring Introduction skills Pupils learn about mindfulness and body awareness. They begin to learn voga poses and techniques that will help them to connect their mind and body. The unit builds strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will work independently and with others, sharing ideas and creating their own poses in response to a theme. **Key Skills:** Physical: breathing, balance, flexibility,

strangth			
strength Social: working safely,			
sharing ideas, leadership			
Emotional: calmness,			
patience, understanding			
Thinking: selecting			
actions, creating poses,			
focus, providing feedback			

Year 3 – Specific	Athletics	Dance	Gymnastics	OAA Outdoor	Tennis	
progressions				Adventurous Activities		
	Introduction	Introduction	Introduction	Introduction	Introduction	
	In this unit, pupils will	Each dance unit covers four		Pupils develop problem		
	develop basic running,		on improving the quality		•	
	jumping and throwing		of their gymnastic	range of challenges.	required for tennis such	
	techniques. They are set	for each theme. If you want	· ·	Pupils work as a pair	as the ready position,	
	challenges for distance	to teach just 6 lessons of	introduced to the terms	and small group to	racket control and	
	and time that involve	dance you can choose two	'extension' and 'body	plan, solve, reflect and	hitting a ball. They learn	
	using different styles and	of the four themes.	tension.' They develop		how to score points and	
	combinations of running,		<u> </u>	They learn to be	how to use skills, simple	
	jumping and throwing. As	embedded complete within	, , ,		strategies and tactics to	
	in all athletic activities,	, , ,	and use them	work collaboratively to	• •	
	•	won't miss out on learning	individually and in	_	Pupils are given	
	achieve their greatest	and the lessons will still	combination. Pupils	Pupils learn to	opportunities to play	
	possible speed, distance	flow.	develop their sequence	orientate a map,	games independently	
	or accuracy and learn how		work, collaborating with		and are taught the	
	to persevere to achieve	Pupils create dances in	others to use matching	and follow routes.	importance of being	
	· · · · · · · · · · · · · · · · · · ·	relation to an idea including			honest whilst playing to	
	are also given	historical and scientific	and shapes and develop		the rules.	
	opportunities to measure,	-	linking sequences	Physical: balance,		
	time and record scores.	•	smoothly with actions	running	Key Skills:	
		and in small groups, sharing	·		·	
	Key Skills:	·	their confidence to	teamwork, trust,	backhand, throwing,	
	Physical: sprinting,	_	perform, considering the		catching, ready position	
			quality and control of		Social: collaboration,	
	and pull throwing for		their actions.	Thinking: planning,	respect, supporting	
	distance	and levels in their dances.			others	
	Social: working	,	Key Skills:	making, problem	Emotional: honesty,	
	collaboratively, working		Physical: individual point	solving	perseverance	
	safely	others and provide	and patch balances,		Thinking: decision	
	Emotional: perseverance,	.	straight roll, barrel roll,		making, understanding	
	determination	terminology.	forward roll, straight		rules, using tactics	
	Thinking: observing and	W	jump, tuck jump, star			
	providing feedback	Key Skills:	jump, rhythmic			
		Physical: using canon,	gymnastics			
		unison, formation,	Social: collaboration,			
		dynamics, pathways,	communication, respect			
		direction, copying and	Emotional: confidence			
		performing actions, control,	innking: observing and			

		1		
	balance	providing feedback,		
	Social: sharing ideas,	selecting and applying		
	respect, inclusion of others,			
	leadership, working safely	improving		
	Emotional: confidence,			
	acceptance			
	Thinking: selecting and			
	applying actions, creating,			
	observing and providing			
	feedback			
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Year 3 and 4	Ball Skills	Basketball	Cricket	Dodgeball	Fitness	Football
combined						
progressions	Introduction	Introduction	Introduction	Introduction	Introduction	Introduction
	Pupils will have the	Pupils will be encouraged to	Pupils learn how to	Pupils will improve on	Pupils will take part in a	Pupils will be encouraged
	opportunity to develop	persevere when developing	strike the ball into space	key skills used in	range of fitness	to persevere when
	their accuracy and	competencies in key skills	so that they can score	dodgeball such as	challenges testing and	developing competencies
	consistency when tracking	and principles such as	runs. When fielding, they	throwing, dodging and	record their scores. They	in key skills and principles
	a ball. They will explore a	defending, attacking,	learn how to keep the	catching. The learn	will learn about	such as defending,
	variety of throwing	throwing, catching and	batters' scores low. In all	how to apply simple	different components of	attacking, sending,
	techniques and will learn	dribbling. Pupils will learn to	games activities, pupils	tactics to the game to	fitness; speed, stamina,	receiving and dribbling a
	to select the appropriate	use attacking skills to	have to think about how	outwit their opponent.	strength, coordination,	ball. They will start by
	throw for the situation.	maintain possession of the	they use skills, strategies	In dodgeball, pupils	balance and agility.	playing uneven and then
	They will develop catching	ball. They will start by	and tactics to outwit the	achieve this by hitting	Pupils will be given	move onto even sided
	with one and two hands as	playing uneven and then	opposition. In cricket,	opponents with a ball	opportunities to work at	games. They learn to work
	well as dribbling with feet	move onto even sided	pupils achieve this by	whilst avoiding being	their maximum and	one on one and
	and hands. These skills wil	lgames. Pupils will	striking a ball and trying	hit. Pupils are given	improve their fitness	cooperatively within a
	then be applied to small	understand the importance	to avoid fielders, so that	opportunities to play	levels. They will need to	team, showing respect for
	group games. Pupils will	of playing fairly and to the	they can run between	games independently	persevere when they get	their teammates,
	have the opportunity to	rules. They will be	wickets to score runs.	and are taught the	tired or when they find a	opposition and referee.
	take on different roles and	encouraged to think about	Pupils are given	importance of being	challenge hard and are	Pupils will be given
	work both individually and	how to use skills, strategies	opportunities to work in	honest whilst playing	encouraged to support	opportunities to select and
	with others.	and tactics to outwit the	collaboration with	to the rules. Pupils are	others to do the same.	apply tactics to outwit the
		opposition as well as learn	others, play fairly	given opportunities to	Pupils are asked to	opposition.
	Key Skills:	how to evaluate their own	demonstrating an	evaluate and improve	recognise areas for	
	Physical: tracking a ball,	and others' performances.	understanding of the	on their own and	improvement and	Key Skills:
	throwing, catching,		rules, as well as being	others performances.	suggest activities that	Physical: dribbling, passing,
	dribbling	Key Skills:	respectful of the people		they could do to do this.	ball control, tracking/
	Social: supporting others,	Physical: throwing and	they play with and	Key Skills:	Pupils will be	jockeying, turning,
	co-operation,	catching, dribbling,	against.	Physical: throwing,	encouraged to work	receiving
	communication, managing	intercepting, shooting		catching, dodging,	safely and with control.	Social: communication,
	games	Social: working safely,	Key Skills:	blocking		collaboration, cooperation
	Emotional: perseverance,	communication,	Physical: underarm and	Social: communication,	Key Skills:	Emotional: honesty,
	honesty, respect,	collaboration	overarm throwing,	collaboration, respect	Physical: strength,	perseverance
	challenging self	Emotional: honesty and fair	catching, over and	Emotional: honesty,	speed, power, agility,	Thinking: selecting and
	Thinking: decision making,	play, perseverance	underarm bowling,	perseverance	coordination, balance,	applying tactics, decision
	developing tactics,	Thinking: planning	fielding and tracking a	Thinking: decision	stamina	making
	creativity	strategies and using tactics,	ball, batting	making, selecting and	Social: supporting	
		observing and providing	Social: collaboration and	applying skills	others, working safely	
		feedback	communication, respect		Emotional:	
			Emotional:		perseverance,	
			perseverance, honesty		determination	

			Thinking: observing and providing feedback, applying strategies		Thinking: identifying areas of strength and areas for development	
Fund	damentals	Golf	Handball	Hockey	Netball	Rounders
Intro	oduction	Introduction	Introduction	Introduction	Introduction	Introduction
Pupi	•	Pupils will develop the skills	Pupils will be	Pupils will learn to	Pupils will be	Pupils learn how to score
fund	lamental skills of	and apply them to striking,	encouraged to persevere	contribute to the game	encouraged to	points by striking a ball
bala	ncing, running,	chipping, putting, and	when learning key skills	by helping to keep	persevere when	into space and running
jum	ping, hopping and	playing a short and long	such as throwing,	possession of the ball,	developing	around cones or bases.
skipį	ping. Pupils will	game. They will develop	catching, dribbling,	use simple attacking	competencies in key	When fielding, they learn
deve	elop their ability to	their coordination,	shooting and principles	tactics using sending,	skills and principles such	how to play in different
char	nge direction with	accuracy, and control of	of defending and	receiving and dribbling	as defending, attacking,	fielding roles. They focus
bala	nce and control. They	movements. These lesson	attacking. Pupils will use	a ball. They will start by	throwing, catching and	on developing their
will	be given the	plans will enable teachers	their attacking skills to	playing uneven and	shooting. They will learn	throwing, catching and
oppo	ortunity to explore	to provide pupils with	maintain possession in	then move onto even	to use a range of	batting skills. In all games
how	the body moves at	activities that help them	game situations. They	sided games. They will	different passes in	activities, pupils have to
diffe	erent speeds as well as	understand the principles of	will play small-sided, un-	begin to think about	different situations to	think about how they use
how				defending and winning	keep possession and	skills, strategies and tactics
				•		to outwit the opposition.
Pupi	ils will be asked to	be used in game situations.			· ·	Pupils are given
obse	erve and recognise		importance of playing	about how to use skills,	defending and attacking	opportunities to work in
impr	rovements for their	Pupils will be given the	fairly and following the	strategies and tactics	play as they begin to	collaboration with others,
own	and others'	opportunity to work with a	rules. They will be	to outwit the	play even-sided versions	play fairly demonstrating
perf	ormances and identify	range of different	encouraged to think	opposition. Pupils will	of 5-a-side Netball. They	an understanding of the
area	is of strength and		about how to apply the	understand the	will learn key rules of	rules, as well as being
area	'		_	importance of playing	the game such as	respectful of the people
Pupi	_	recognise improvements for		, , ,	footwork, held ball,	they play with and against.
	,		'	•	contact and obstruction.	
theiı	r own and with others,	•	a scoring opportunity, as	encouraged to be a		Key Skills:
takir	ng turns and sharing	strengths. Pupils will be			Key Skills:	Physical: underarm and
idea	S.	given the opportunity to	-			overarm throwing,
		work on their own and	will also evaluate their	behaviour is important.	catching, footwork,	catching, tracking a ball,
Key	Skills:	others, taking turns and	own and others'		intercepting, shooting	fielding and retrieving a
	•	sharing ideas.	T'	=	Social: working safely,	ball, batting
runn	ning, hopping,			Physical: passing,	communication,	Social: collaboration and
-	ping, dodging, skipping	-	_	Ď,	collaboration	communication, respect,
	, ,		· ·		•	supporting and
		•		Social: communication,		encouraging others
resp	ect, communication,	striking, throwing	moving with the ball,	collaboration, inclusive	Thinking: planning	Emotional: honesty and

taking turns	Social: taking turns,	dribbling, shooting	Emotional: honesty	strategies and using	fair play, confident to take
Emotional: challenging	supporting and encouraging	Social: working safely,	and fair play,	tactics, observing and	risks, managing emotions
myself, perseverance,	others, respect,	communication, respect	perseverance, empathy	providing feedback	Thinking: observing and
honesty	communication	Emotional: honesty and	Thinking: planning		providing feedback, using
Thinking: selecting and	Emotional: challenging	fair play, perseverance	strategies and using		tactics, decision making
applying skills, observing	myself, perseverance,	Thinking: planning	tactics, observing and		
others and providing	honesty, determination	strategies, observing and	providing feedback,		
feedback, identifying	Thinking: selecting and	providing feedback	decision making		
_	applying skills, identifying				
1	strengths, identifying				
	weaknesses, creativity				
Tag Rugby	Yoga				
Introduction	Introduction				
	Pupils learn about				
learn to keep possession	mindfulness and body				
of the ball using attacking	awareness. They learn yoga				
skills. They will play	poses and techniques that				
uneven and then even	will help them to connect				
sided games, developing	their mind and body. The				
strategies and social skills	unit looks to improve well				
to self-manage games.	being by building strength,				
Pupils will understand the	flexibility and balance. The				
importance of playing	learning includes breathing				
fairly and keeping to the	and meditation taught				
rules. Pupils will think	through fun and engaging				
	activities. Pupils will work				
strategies and tactics to	independently and with				
outwit the opposition.	others to create their own				
They will learn how to	yoga flows.				
evaluate their own and					
others' performances and	-				
suggest improvements.	Physical: breathing,				
	balance, flexibility, strength,				
Key Skills:	coordination				
Physical: passing, catching,	0 ,.				
	sharing ideas, leadership				
Social: communication,	Emotional: calmness, focus,				
collaboration, inclusion	confidence				

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Emotional: honesty and	Thinking: selecting actions,		
fair play, perseverance,	creating poses and flows,		
confidence	providing feedback		
Thinking: planning	providing recasaess		
strategies and using			
tactics, observing and			
providing feedback			

Year 4 – Specific	Athletics	Dance	Gymnastics	OAA – Outdoor	Swimming	Tennis
progressions				Adventurous Activities		
	Latination Co.	Later de alter	Latin de alta a	Latin de alla c	Latina di salta a	Later de aller
	Introduction	Introduction	Introduction	Introduction	Introduction	Introduction
	In this unit, pupils will	Each dance unit covers four		· ·	This unit is aimed at	In this unit pupils develop
	develop basic running,	different themes, with	more complex	problem solving skills	developing swimmers.	the key skills required for
	jumping and throwing		· ·	through a range of		tennis such as the ready
	techniques. They are set	for each theme. If you want	_			position, racket control
	challenges for distance	to teach just 6 lessons of	actions and include the	as a pair and small	swimming strokes on	and forehand and
	and time that involve	dance you can choose two	use of pathways. They	group to plan, solve,	their front and on their	backhand ground strokes.
	,	of the four themes.	•	reflect and improve on	•	Pupils learn how to score
	combinations of running,	Learning is progressively		strategies. They learn	· ·	points and how to use
		embedded complete within			submerge with	skills, strategies and tactics
		, , ,	ways to include	others and work	increasing confidence.	to outwit the opposition.
	7	~	apparatus. They will	collaboratively to	They will learn and use	Pupils are given
	J	and the lessons will still	demonstrate control in	overcome challenges.	different kicking and	opportunities to play
	possible speed, distance	flow.	their behaviour to create		arm actions. Pupils will	games independently and
	or accuracy and learn how		a safe environment for	knowledge of map	be given opportunities	are taught the importance
	•	,	themselves and others	reading, identifying key		of being honest whilst
	their personal best.		to work in. They work	,	provide feedback. They	playing to the rules.
		through movement and	independently and in	routes.	will also be introduced	
	Key Skills:	gesture. They gain	collaboration with a		to some personal	Key Skills:
	Physical: pacing, sprinting		partner to create and	Key Skills:	survival skills and how to	l -
		stimuli, working	develop sequences.	Physical: balance,	stay safe around water.	
	distance, throwing for	individually, in pairs and	Pupils are given	dodging, running		forehand, backhand, ready
	distance	_ ·	opportunities to receive	Social: communication,	<u> </u>	position
	Social: working		•	teamwork, trust,	Physical: submersion,	Social: collaboration,
	collaboratively, working		order to make	inclusion, listening	floating, gliding, front	respect, supporting others
		explore and communicate	improvements on their	Emotional: confidence,		Emotional: honesty,
	Emotional: perseverance,	ideas and issues, and their	performances. In	resilience,	breaststroke, rotation,	perseverance
		_	gymnastics as a whole,	determination,		Thinking: decision making,
		Pupils will develop	pupils develop	honesty, integrity	handstands, surface	understanding rules,
	providing feedback,	confidence in performing	performance skills	Thinking: planning,	dives, H.E.L.P and	selecting and applying
	exploring ideas	and will be given the	considering the quality	map reading, decision	huddle position	skills and tactics
		opportunity to provide	and control of their	making, tactics,	Social: communication,	
		feedback and utilise	actions.	problem solving	supporting and	
		feedback to improve their			encouraging others,	
		own work.	Key Skills:		keeping myself and	
			Physical: individual and		others safe	
		Key Skills:	partner balances, jumps		Emotional: confidence	
		Physical: performing a	using rotation, straight		Thinking:	

using canon, unison, formation, dynamics, character, structure, space, balance, control, technique Social: collaboration, consideration, inclusion, respect Emotional: empathy, confidence Thinking: observing and providing feedback, selecting and applying skills	variety of dance actions,	roll, barrel roll, forward	comprehension,	
formation, dynamics, character, structure, space, balance, control, technique collaboration, social: collaboration, communication, respect consideration, inclusion, respect Thinking: observing and Emotional: empathy, confidence selecting and applying Thinking: observing and providing feedback, improving sequences				
character, structure, space, balance, control, technique collaboration, social: collaboration, communication, respect consideration, inclusion, respect Thinking: observing and Emotional: empathy, confidence selecting and applying Thinking: observing and providing feedback, improving sequences		_	, · · · · · · · · · · · · · · · · · · ·	
balance, control, technique collaboration, Social: collaboration, communication, respect consideration, inclusion, Emotional: confidence respect Thinking: observing and Emotional: empathy, providing feedback, confidence selecting and applying Thinking: observing and providing feedback, improving sequences				
Social: collaboration, communication, respect consideration, inclusion, Emotional: confidence respect Thinking: observing and Emotional: empathy, confidence selecting and applying Thinking: observing and providing feedback, improving sequences				
consideration, inclusion, respect Thinking: observing and Emotional: empathy, providing feedback, confidence selecting and applying Thinking: observing and providing feedback, improving sequences				
respect Thinking: observing and Emotional: empathy, providing feedback, confidence selecting and applying Thinking: observing and providing feedback, improving sequences				
Emotional: empathy, providing feedback, confidence selecting and applying Thinking: observing and actions, evaluating and providing feedback, improving sequences				
confidence selecting and applying Thinking: observing and actions, evaluating and providing feedback, improving sequences	·			
Thinking: observing and actions, evaluating and providing feedback, improving sequences				
providing feedback, improving sequences				
		_		

Year 5 – Specific	Athletics	Dance	Gymnastics	OAA – Outdoor	Tennis	
progressions				Adventurous activities		
	Introduction	Introduction	Introduction	Introduction	Introduction	
	In this unit, pupils are set	Each dance unit covers four	In this unit, pupils create	Pupils develop	In this unit pupils	
	challenges for distance	different themes, with	longer sequences	teamwork skills	develop their	
	and time that involve	three lessons of planning	individually, with a	through completion of	competencies in racket	
	using different styles and	for each theme. If you want	partner and a small	a number of	skills when playing	
	combinations of running,	to teach just 6 lessons of	group. They learn a	challenges. Pupils work	Tennis. They learn	
	jumping and throwing. As	dance you can choose two	wider range of actions	individually,	specific skills such as a	
	in all athletic activities,	of the four themes.	such as inverted	collaboratively in pairs	forehand, backhand,	
	pupils think about how to	Learning is progressively	movements to include	and groups to solve	volley and underarm	
	achieve their greatest	embedded complete within	cartwheels and	problems. They are	serve. Pupils are given	
	possible speed, height,	each theme so your pupils	handstands. They	encouraged to be	opportunities to work	
	distance or accuracy and	won't miss out on learning	explore partner	inclusive of others,	cooperatively with	
	learn how to persevere to	and the lessons will still	relationships such as	share ideas to create	others and show	
	achieve their personal	flow.	canon and	strategies and plans to	honesty and fair play	
	best. They learn how to		synchronization and	produce the best	when abiding by the	
	improve by identifying	Pupils learn different styles	matching and mirroring.	solution to a challenge.	rules. Pupils develop	
	areas of strength as well	of dance, working	Pupils are given	Pupils are also given	their tactical awareness,	
	as areas to develop. Pupils	individually, as a pair and in	opportunities to receive	the opportunity to lead	learning how to outwit	
	are also given	small groups. In dance as a	and provide feedback in	groups and utilise	an opponent.	
	opportunities to lead	whole, pupils think about	order to make	negotiation skills.		
	when officiating as well as	how to use movement to	improvements on their	Pupils learn to	Key Skills:	
	observe and provide	explore and communicate	performances. In	orientate and navigate	Physical: forehand	
	feedback to others.	ideas and issues, and their	Gymnastics as a whole,	using a map.	groundstroke, backhand	
		own feelings and thoughts.	pupils develop		groundstroke, forehand	
	In this unit pupils learn the	As they work, they develop	performance skills	Key Skills:	volley, backhand volley,	
	following athletic	an awareness of the	considering the quality	Physical: stamina,	underarm serve	
		historical and cultural	and control of their	running	Social: collaboration,	
	longer distances,	origins of different dances.	actions.	Social: communication,	communication, respect	
	sprinting, relay, triple	Pupils will be provided with		teamwork, negotiation,	Emotional: honesty	
	jump, shot put and javelin.		Key Skills:	empathy, inclusion,	Thinking: decision	
		and perform their work.	Physical: symmetrical	listening	making, selecting and	
	-	They will be asked to	and asymmetrical	Emotional: confidence	applying tactics	
			balances, straight roll,	Thinking: planning,		
		correct dance terminology	forward roll, straddle	map reading, decision		
	7, 1	and will be able to use this	roll, backward roll,	making, problem		
	1	feedback to improve their	cartwheel, bridge,	solving		
	_	work. Pupils will work safely				
	Social: collaborating with	with each other and show	Social: responsibility,			

others, supporting others	respect towards others.	collaboration,		
Emotional: perseverance,		communication, respect		
	Key Skills:	Emotional: confidence		
	Physical: performing a	Thinking: observing and		
	variety of dance actions,	providing feedback,		
	using canon, unison,	selecting and applying		
	formation, dynamics,	actions, evaluating and		
	character, structure, space,	improving sequences		
	emotion, matching,			
	mirroring, transitions			
	Social: collaboration,			
	consideration and			
	awareness of others,			
	inclusion, respect,			
	leadership			
	Emotional: empathy,			
	confidence			
	Thinking: creating,			
	observing and providing			
	feedback, using feedback to			
	improve, selecting and			
	applying skills			

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Year 5 and 6	Badminton	Basketball	Cricket	Dodgeball	Fitness	Football
Combined .						
progressions	Introduction	Introduction	Introduction		Introduction	Introduction
	Pupils focus on developing		Pupils develop the range		Pupils will take part in a	1
	the skills they need to play		and quality of striking	key skills used in	~	defending and attacking
	continuous rallies in	principles such as	_		_	play, developing further
	badminton. They will learr		their understanding of		record their scores. They	_
	about the ready position,		cricket. They learn how	,	will learn different	principles and tactics of
	racket control, serving and		to play the different	learn how to select and	•	each. Pupils will begin to
	hitting over a net and how		roles of bowler, wicket		<u> </u>	develop consistency and
			keeper, fielder and	game to outwit their	stamina, strength,	control in dribbling,
	the game difficult for their	possession as well as	batter. In all games	opponent. In		passing and receiving a
	opponent. In all games	defending skills to gain	activities, pupils have to	dodgeball, pupils	and agility. Pupils will be	ball. They will also learn
	activities, pupils have to	possession. Pupils will be	think about how they	achieve this by hitting	given opportunities to	the basics of goalkeeping.
	think about how they use	encouraged to work	use skills, strategies and	opponents with a ball	work at their maximum	Pupils will evaluate their
	skills, strategies and	collaboratively to think	tactics to outwit the	whilst avoiding being	and improve their	own and other's
	tactics to outwit the	about how to use skills,	opposition. In cricket,	hit. Pupils are given	fitness levels. They will	performances, suggesting
	opposition. Pupils will be	strategies and tactics to	pupils achieve this by	opportunities to play	need to persevere when	improvements. They will
	given the opportunity to	outwit the opposition. They	striking a ball and trying	games independently	they get tired or when	learn the importance of
	work collaboratively with	develop their understanding	to avoid fielders, so that	and are taught the	they find a challenge	playing games fairly,
	others. They will	of the importance of fair	they can run between	importance of being	hard and are	abiding by the rules of the
	understand the	play and honesty while self	wickets to score runs.	honest whilst playing	encouraged to support	game and being respectful
	importance of abiding by	managing games, as well as	Pupils are given	to the rules. Pupils	others to do the same.	of their teammates,
	rules to keep themselves	developing their ability to	opportunities to work in	learn officiating skills	Pupils are asked to	opponents and referees.
	& others safe. Pupils will	evaluate their own and	collaboration with	when refereeing games	recognise areas in which	
	develop character and	others' performances.	others, play fairly	and are given	they make the most	Key Skills:
	control through engaging		demonstrating an	opportunities to	improvement using the	Physical: dribbling, passing,
	with coping strategies	Key Skills:	understanding of the	evaluate and suggest	scores they have	ball control, tracking /
	when exposed to	Physical: throwing and	rules, as well as being	improvements to their	collected.	jockeying, turning,
	competition and will be	catching, dribbling,	respectful of the people	own and others'		goalkeeping, receiving
	given the opportunity to	intercepting, shooting	they play with and	performances.	Key Skills:	Social: communication,
	take on the role of	Social: communication,	against.		Physical: strength,	collaboration, cooperation,
	referee.	collaboration		Key Skills:	speed, power, agility,	respect
		Emotional: perseverance,	Key Skills:	Physical: throwing,		Emotional: honesty,
	Key Skills:	honesty and fair play	Physical: underarm and	catching, dodging,	stamina	perseverance
	Physical: ready position,	Thinking: planning	1		Social: supporting and	Thinking: selecting and
	1 2	strategies and using tactics,	catching, over and	_	encouraging others,	applying tactics, decision
	serve, footwork	observing and providing		•		making
	Social: communication,	feedback	and short barrier, batting		Emotional:	
	respect, supporting and		Social: collaboration and		perseverance,	
	encouraging others		communication, respect	•	determination	

Emotional: confidence, perseverance, honesty Thinking: using tactics, selecting and applying skills, identifying strengths and areas for development			Thinking: decision making, selecting and applying tactics	Thinking: analysing scores	
Golf	Handball	Hockey	Netball	Rounders	Tag Rugby
Pupils will develop skills and apply them to striking, chipping, putting and playing a short and long game. They will develop their coordination, accuracy and control of movements. These lesson plans will enable teachers to provide pupils with activities that help them understand the principles of golf and develop fluid movements that can be used in game situations. They will be confident in selecting the appropriate shot for the situation. Pupils will be asked to observe and recognise improvements for their own and others' skills and identify areas of strengths.	Introduction Pupils will develop key skills of attacking and defending such as throwing, catching, dribbling, intercepting and shooting. Pupils use these skills to maintain possession of the ball and to create scoring opportunities in attack. They will develop defending principles such as gaining possession of the ball, denying space and stopping goals. They will be encouraged to work collaboratively to develop strategies and tactics in both attack and defence. They develop their understanding of the rules and the importance of fair play and honesty whilst selfmanaging matches. They will improve their ability to	Introduction In this unit pupils will improve their defending and attacking skills playing even-sided games. They will start to show control and fluency in dribbling, sending and receiving a ball in a small game situation and under some pressure. Pupils will be encouraged to think about how to use tactics and collaborate with others to outwit their opposition. Pupils will comment on their own and other's performances and suggest ways to improve. They will also recognise the importance of fair play	In this unit pupils will develop defending and attacking play during even-sided 5-a-side netball. Pupils will learn to use a range of different passes to keep possession and attack towards a goal. Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They will start to show control and fluency when passing, receiving and shooting the ball. They will learn key rules of the game such as footwork, held ball,	Introduction Pupils develop the quality and consistency of their fielding skills and understanding of when to use them such as throwing underarm and overarm, catching and retrieving a ball. They learn how to play the different roles of bowler, backstop, fielder and batter and to apply tactics in these positions. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils work with a partner and group to organise and self-manage their own games. Pupils play with	Introduction In this unit pupils will develop key skills and principles such as defending, attacking, throwing, catching, running and dodging. When attacking, pupils will support the ball carrier using width and drawing defence. When defending, pupils learn how to tag, how to track and slow down an opponent, working as a defensive unit. They will play collaboratively in both
opportunity to work on their own and others, taking turns and sharing	others' performance. Key Skills: Physical: throwing and	managing games. Key Skills: Physical: dribbling,	obstruction. Pupils also	when playing competitively. Key Skills:	importance of fair play and honesty while self managing games, as well as developing their ability to evaluate their own and others' performances.

ball, dribbling, intercepting, tackling, creating and catching, bowling, own course. managing games. tracking, fielding & **Kev Skills:** shooting using space, shooting **Kev Skills:** Social: communication. **Kev Skills:** retrieving a ball, batting Physical: throwing. Social: collaboration. Physical: accuracy. Physical: passing. Social: organising & self-catching, running, dodging, communication collaboration balance, coordination. catching, footwork, Emotional: honesty and fair Emotional: managing a game. scoring Social: communication. striking play, perseverance perseverance, honesty intercepting, shooting, respect, supporting & Social: taking turns. Thinking: planning and fair play dodging encouraging others, collaboration Thinking: Social: communication, communicating ideas & supporting and strategies and using tactics. Emotional: perseverance. planning observing and provide collaboration reflecting with others encouraging others. confidence, honesty and strategies and using Emotional: honesty & respect, communication. feedback tactics. observing Emotional: fair play sharing and agreeing on perseverance, honesty fair play, confident to and Thinking: planning providing ideas feedback, selecting and fair play take risks, managing strategies and using Emotional: challenging and applying skills Thinking: planning emotion tactics, observing and myself, perseverance. Thinking: decision providing feedback, strategies and using honesty, being of proud of making, using tactics, selecting and applying tactics, selecting and their work applying skills, skills identifying how to Thinking: selecting and decision making improve, selecting applying skills, identifying skills strengths and areas for development, creativity Volleyball Yoga Introduction Introduction Pupils focus on developing Pupils learn about the skills they need to play mindfulness and body continuous rallies in lawareness. They learn yoga volleyball. They will learn poses and techniques that about the ready position, will help them to connect ball control, sending a ball their mind and body. The over a net and how to use unit looks to improve well these skills to make the being by building strength, game difficult for their flexibility and balance. The opponent. In all games learning includes breathing activities, pupils have to and meditation taught think about how they use through fun and engaging skills, strategies and activities. Pupils will be tactics to outwit the given the opportunity to opposition. Pupils will be work collaboratively with

	T	T	T	T	T	
	· · · · · ·	others and be given the				
	-	oppotunity to create their				
	others and will develop	own flows and lead others.				
	confidence to achieve					
	their best. They will	Key Skills:				
	understand the	Physical: balance, strength,				
	importance of abiding by	flexibility, coordination				
	rules to keep themselves	Social: leadership, sharing				
	& others safe. Pupils will	ideas, working safely				
	develop character and	Emotional: confidence,				
	control through engaging	working independently				
	with coping strategies	Thinking: creating,				
	when exposed to	selecting and applying				
	competition and will be	actions, observing and				
	given the opportunity to	providing feedback				
	take on the role of					
	referee.					
	Key Skills:					
	Physical: volley, set, dig,					
	serve, ready position					
	Social: communication,					
	respect, supporting and					
	encouraging others					
	Emotional: confidence,					
	perseverance, honesty					
	Thinking: using					
	tactics, selecting and					
	applying skills,					
	identifying strengths					
	and areas for					
	development					
Year 6 – Specific	Athletics	Dance	Gymnastics	OAA – Outdoor	Tennis	
Progressions				adventurous activities		
_	Introduction	Introduction	Introduction	Introduction	Introduction	
		Each dance unit covers four		Pupils develop	In this unit pupils	
	challenges for distance		• •	teamwork skills	develop their racket	
	and time that involve	•	compositional principles		· ·	
	using different styles and	for each theme. If you want		a number of	tennis. They learn	
	combinations of running,		variations in level,	challenges. Pupils work	•	
		_	direction and pathway,	individually,	forehand, backhand,	
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in all athletic activities. pupils think about how to Learning is progressively achieve their greatest possible speed, distance to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also theme into dance given opportunities to lead when officiating as well as observe and provide feedback to others.

following athletic activities: long distance running, sprinting, triple

Key Skills:

jumping for distance, push show an awareness of throwing for distance, fling throwing for distance have the opportunity to Social: negotiating, collaborating with others Emotional: perseverance, determination Thinking: observing and providing feedback

of the four themes. embedded complete within a partner and apparatus, problems. They are each theme so your pupils or accuracy and learn how won't miss out on learning and the lessons will still flow.

Pupils will focus on

developing an idea or choreography. They will work in pairs and groups using different choreographing tools to create dances e.g. formations, timing, In this unit pupils learn the dynamics. Pupils will have opportunities to choreograph, perform and provide feedback on dance, and control of their jump, discus and shot put. Pupils think about how to use movement to convey ideas, emotions, feelings Physical: pacing, sprinting, and characters. Pupils will keeping others safe and will roll, counter balance, lead others through short warm ups.

Key Skills:

Physical: performing a variety of dance actions, using canon, unison, formation, dynamics, character, emotion, transitions, matching & mirroring Social: sharing ideas, consideration of others,

how to combine and link collaboratively in pairs volley and underarm actions, how to relate to and groups to solve when developing sequences. They build trust when working collaboratively in larger groups, using formations produce the best to improve the aesthetics of their performances. Pupils are the opportunity to lead self managing games. given opportunities to receive and provide feedback in order to make improvements on performances. In Gymnastics as a whole. pupils develop performance skills considering the quality actions.

Key Skills:

Physical: straddle roll, forward roll, backward counter tension, bridge, shoulder stand. handstand, cartwheel. headstand, vault Social: responsibility, collaboration, communication, respect Emotional: confidence Thinking: observing and providing feedback, selecting and applying actions, evaluating and improving sequences

encouraged to be inclusive of others. share ideas to create solution to a challenge, teammates as well as Pupils are also given a small group. Pupils learn to orientate and navigate using a map.

Key Skills:

Physical: stamina. running Social: communication, Key Skills: teamwork, trust. inclusion, listening Thinking: planning, map reading, decision making, problem solving

serve. Pupils develop their tactical awareness including how to play with a partner and against another pair. strategies and plans to They are encouraged to show respect for their their opponents when Pupils are also given opportunities to reflect on their own and other's performances and identify areas to improve.

Physical: forehand groundstroke, backhand Emotional: confidence groundstroke, forehand volley, backhand volley, underarm serve Social: collaboration, communication, respect Emotional: honesty, perseverance Thinking: decision making, selecting and applying tactics, evaluating and improving

	lead oth			
	con Thir	otional: empathy, ifidence nking: observing & viding feedback, using		
	fee	dback to improve, ecting & applying skills		
Enrichment Opportunities				