



Grange Primary Academy

The best in everyone™

Part of United Learning

PE End of Year Expectations

Overview: Whole School

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food	<p>Movement & Skills</p> <p>Gymnastics – Balances</p> <p>Health Related Fitness</p> <p>Dance</p>	<p>Gymnastics – Balances</p> <p>Tennis</p> <p>Health Related Fitness</p> <p>Netball</p>	<p>Netball</p> <p>Orienteering</p> <p>Health Related Fitness</p> <p>Dance</p>	<p>Netball</p> <p>Tennis</p> <p>Swimming</p> <p>Hockey</p>	<p>Dance</p> <p>Gymnastics</p> <p>Swimming</p> <p>Hockey</p>	<p>Tennis</p> <p>Cricket</p> <p>Dance</p> <p>Dodgeball/ Benchball</p>
Spring	Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.	<p>Basketball</p> <p>Gymnastics – Body Shapes</p> <p>Dance</p> <p>Football</p>	<p>Dance - Routine</p> <p>Football</p> <p>Ball Skills</p> <p>Rugby</p>	<p>Football</p> <p>Gymnastics</p> <p>Tennis</p> <p>Dance</p>	<p>Basketball</p> <p>Gymnastics</p> <p>Gymnastics</p> <p>Rugby</p>	<p>Dance</p> <p>Basketball</p> <p>Gymnastics</p> <p>Netball</p>	<p>Rugby</p> <p>Gymnastics</p> <p>Dance</p> <p>Hockey</p>
Summer	Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe..	<p>Gymnastics</p> <p>Athletics</p> <p>Cricket</p>	<p>Athletics</p> <p>Cricket</p> <p>Rounders</p> <p>Athletics</p>	<p>Rounders</p> <p>Athletics</p> <p>Cricket</p> <p>Athletics</p>	<p>Football</p> <p>Athletics</p> <p>Cricket</p> <p>Athletics</p>	<p>Rounders</p> <p>Athletics</p> <p>Cricket</p> <p>Athletics</p>	<p>Athletics</p> <p>Health Related Fitness</p> <p>Athletics</p> <p>Rounders</p>

KS1 will receive 2 hours per week KS2 will receive 2 hours per week

PE National Curriculum Expectations

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.

Nursery/Reception	<p style="text-align: center;">Pupils will be taught to</p> <ul style="list-style-type: none"> • Be active and interactive; and to develop their co-ordination, control, and movement. • Understand the importance of physical activity, and to make healthy choices in relation to food <ul style="list-style-type: none"> • Show good control and co-ordination in large and small movements. • Move confidently in a range of ways, safely negotiating space. • Know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.
	<p style="text-align: center;">Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food</p> <p style="text-align: center;">Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.</p> <p style="text-align: center;">Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe..</p>
KS1	<p style="text-align: center;">Pupils will 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 <ul style="list-style-type: none"> • Participate in team games, developing simple tactics for attacking and defending <ul style="list-style-type: none"> • Perform dances using simple movement patterns.

	<p>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>KS2</p>	<p>Pupils will 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 <ul style="list-style-type: none"> • Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] <ul style="list-style-type: none"> • 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>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>

KS3

Pupils should build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They should understand what makes a performance effective and how to apply these principles to their own and others' work. They should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity.

National Curriculum Unit Expectations

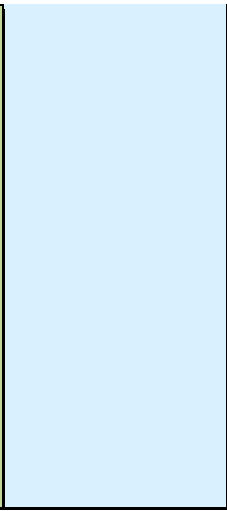
	Acquiring and developing skills	Selecting and applying skills, tactics and compositional ideas	Knowledge and understanding of fitness and health	Evaluating and improving performance
EYFS	Be active and interactive; and to develop their co-ordination, control, and movement.	<ul style="list-style-type: none"> • Show good control and co-ordination in large and small movements. ▪ Move confidently in a range of ways, safely negotiating space. 	Understand the importance of physical activity, and to make healthy choices in relation to food	Know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.
Y1	<ul style="list-style-type: none"> • explore movement ideas and respond imaginatively to a range of stimuli • move confidently and safely in their own and general space, using changes of speed, level and direction • be confident and safe in the spaces used to play games • explore and use skills, actions and ideas individually and in combination to suit the game they are playing • recognise good performance and identify the parts of a performance that need improving • use what they have learned to improve their work 	<ul style="list-style-type: none"> • compose and link movement to make simple dances with clear beginnings, middles and ends • perform movement phrases using a range of body actions and body parts • choose and use skills effectively for particular games • recognise good performance and identify the parts of a performance that need improving • use what they have learned to improve their work 	<ul style="list-style-type: none"> • recognise how their body feels when still and exercising • know that being active is good for them and fun • recognise good performance and identify the parts of a performance that need improving • use what they have learned to improve their work 	<ul style="list-style-type: none"> • talk about dance ideas inspired by different stimuli • copy, watch and describe dance movement • watch, copy and describe what others are doing • describe what they are doing • recognise good performance and identify the parts of a performance that need improving • use what they have learned to improve their work • Perform dances using simple movement patterns.

<p>Y2</p>	<ul style="list-style-type: none"> • explore, remember, repeat and link a range of actions with co-ordination, control and an awareness of the expressive qualities of dance • improve the way they coordinate and control their bodies and a range of equipment • remember, repeat and link combinations of skills 	<ul style="list-style-type: none"> • compose and perform dance phrases and short dances that express and communicate moods, ideas and feelings choosing and varying simple compositional ideas • choose, use and vary simple tactics 	<ul style="list-style-type: none"> • recognise and describe how different dance activities make them feel • understand the importance of warming up and cooling down • recognise and describe what their bodies feel like during different types of activity 	<ul style="list-style-type: none"> • watch and describe dance phrases and dances and use what they learn to improve their own work • recognise good quality in performance • use information to improve their work
<p>Y3</p>	<ul style="list-style-type: none"> • improvise freely on their own and with a partner, translating ideas from a stimulus into movement • consolidate and improve the quality of their techniques and their ability to link movements • develop the range and consistency of their skills in all games 	<ul style="list-style-type: none"> • create and link dance phrases using a simple dance structure or motif • perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups • improve their ability to choose and use simple tactics and strategies • keep, adapt and make rules for striking and fielding and net games 	<ul style="list-style-type: none"> • keep up activity over a period of time and know they need to warm up and cool down for dance • know and describe the short-term effects of different exercise activities on the body • know how to improve stamina • begin to understand the importance of warming up 	<ul style="list-style-type: none"> • describe and evaluate some of the compositional features of dances performed with a partner and in a group • talk about how they might improve their dances • recognise good performance and identify the parts of a performance that need improving • use what they have learned to improve their work
<p>Y4</p>	<ul style="list-style-type: none"> • explore and create characters and narratives in response to a range of stimuli • develop the range and consistency of their skills in all games 	<ul style="list-style-type: none"> • use simple choreographic principles to create motifs and narrative • perform complex dance phrases and dances that communicate character and narrative • devise and use rules • keep, adapt and make rules for striking and fielding and net games • use and adapt tactics in different situations 	<ul style="list-style-type: none"> • know and describe what you need to do to warm up and cool down for dance • recognise which activities help their speed, strength and stamina and know when they are important in games • recognise how specific activities affect their bodies 	<ul style="list-style-type: none"> • describe, interpret and evaluate their own and others' dances, taking account of character and narrative • explain their ideas and plans • recognise aspects of their work that need improving • suggest practices to improve their play

<p>Y5</p>	<ul style="list-style-type: none"> • explore and improvise ideas for movements in different styles, working on their own, with a partner and in a group • develop a broader range of techniques and skills for attacking and defending • develop consistency in their skills 	<ul style="list-style-type: none"> • compose dances by using adapting and developing steps, formations and patterning from different dance styles • perform dances expressively, using a range of performances • know and apply the basic strategic and tactical principles of attack, and to adapt them to different situations • choose and apply skills more consistently in all activities 	<ul style="list-style-type: none"> • organise their own warm-up and cool-down activities to suit the dance • show an understanding of why it is important to warm up and cool down • know and understand the basic principles of warming up, and understand why it is important for a good-quality performance • understand why exercise is good for their fitness, health and wellbeing 	<ul style="list-style-type: none"> • describe, analyse, interpret and evaluate dances, showing an understanding of some aspects of style and context • choose and use information to evaluate their own and others' work • suggest improvements in own and others' performances • 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
<p>Y6</p>	<ul style="list-style-type: none"> • explore, improvise and combine movement ideas fluently and effectively • choose, combine and perform skills more fluently and effectively in invasion, striking and net games • Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] 	<ul style="list-style-type: none"> • create and structure motifs, phrases, sections and whole dances • begin to use basic compositional principles when creating their dances • understand, choose and apply a range of tactics and strategies for defence and attack • use these tactics and strategies more consistently in similar games 	<ul style="list-style-type: none"> • understand why dance is good for their fitness, health and wellbeing • prepare effectively for dancing • understand why exercise is good for their fitness, health and wellbeing • understand the need to prepare properly for games 	<ul style="list-style-type: none"> • understand how a dance is formed and performed • evaluate, refine and develop their own and others work • develop their ability to evaluate their own and others' work, and to suggest ways to improve it • know why warming up and cooling down are important • 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

Overview EYFS - Nursery

Subject Progression					
	Key Vocab	Functional Movement	Aesthetic Movement	Manipulative Skills	Movement Concepts
Autumn	Run Walk Jump Throw Stop Body Roll Big Small	To walk in a variety of directions and to a variety of different speeds.	To develop a knowledge of the body parts and how they move.		
		To crouch before jumping horizontally and vertically; movement to include an upward flight.	To develop connections between body parts – crossing, joining, touching one to another.	To roll a ball in a set direction.	To create large and small body shapes.
		To bend and straighten knees with balance and core stability. Progress from two feet bend and balance to one foot with stabiliser.	To move arms and legs, focusing on body shape.	To trap a ball when receiving.	To travel over, under and through a variety of objects.
Spring		To jump from one foot to two and two feet to one; join moves together.	To move arms and legs, focusing on body movement.	To use hands to stop a variety of objects.	To move to a variety of tempos.
		To develop isolated upper and lower body strength.	To move at different levels and produce body shapes that are high, medium and low.	To use arms and body to scoop and trap.	To move cross-laterally using large spaces and equipment.
		To push away from and pull towards the body.	To copy a movement sequence that develops a change in levels.	To release a piece of equipment from hands and feet away from body.	To step sideways using various stride length.
		To develop body shape needed for a squat.	To follow a variety of pathways – straight, twisting, zigzag. To follow another person.	To push ball away from body using feet.	To step sideways over obstacles.
		To roll sideways.	To discover different ways of travelling along given pathways.	To hit a ball away from body using a large racket.	To walk in different directions.
Summer		To roll with a stretched and curled body.	To investigate the difference between fast and slow through a range of movements – travelling and static.	To use different parts of the body to stop and trap and object.	To move forwards, backwards, sideways, in between, in front of and behind.
		To rock and roll continuously.	To follow instructions when moving fast / slow and to change the speed of the action accordingly.	To bounce a ball.	To carry out movement instructions.
		To bend and curl isolated body parts. To straighten and tense isolated body parts.	To move continuously to music.		



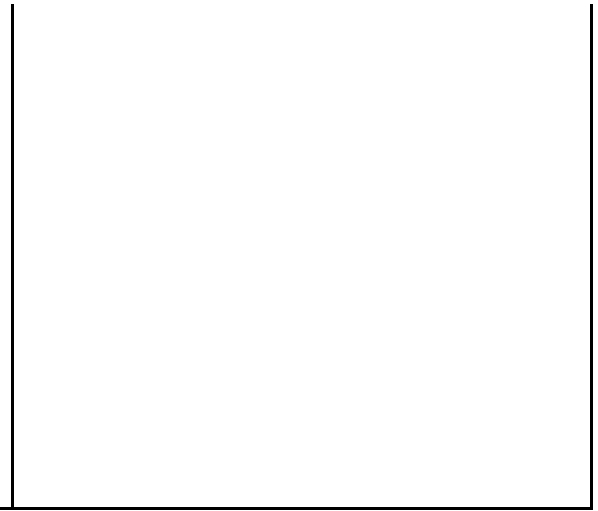
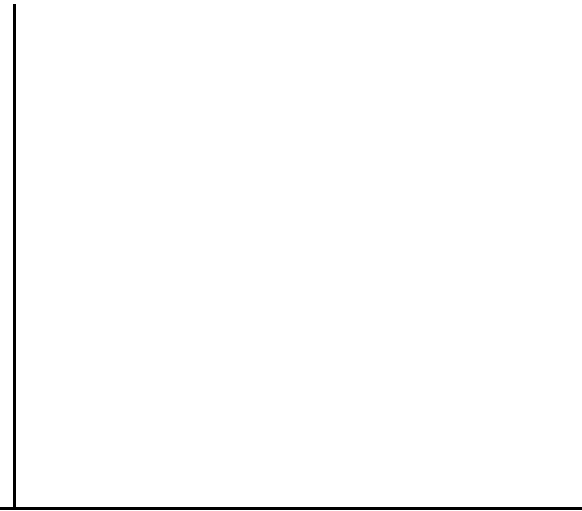
To twist and turn using isolated body parts and the trunk, keeping feet static. Vary levels.

To walk and balance along a variety of straight and curved lines with an upright body, placing one foot in front of the other.

To use equipment to stimulate movement - scarves.

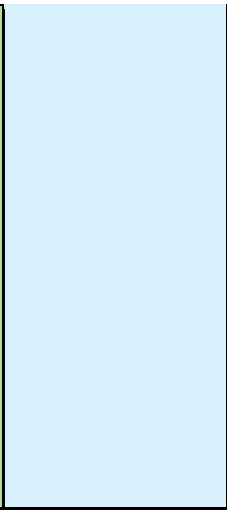
To travel in a variety of ways to music.

To use equipment to lead movement, e.g. scarves.



Overview EYFS - Reception

Subject Progression					
	Key Vocab	Functional Movement	Aesthetic Movement	Manipulative Skills	Movement Concepts
Autumn	Run Walk Jump Throw Stop Body Roll Big Small Tense Forwards Backwards Sideways Balance Stretch Curl Bend Throw Catch Climb Hope gallop Slide	To walk and run using a variety in the length of stride. To develop a take off action for a variety of jumps. To develop correct landing technique.	To investigate different ways of moving isolated body parts and linking these together. To travel using isolated body parts – back, stomach, bottom and feet. To link together symmetrical body shapes and movements.	To anticipate the direction and appropriate action needed to receive a variety of equipment. To trap a ball with hands and feet. To bounce and catch own ball. To throw up and catch own equipment. To vary the size of throw. To concentrate on trapping and pulling the object in.	To begin to estimate the number of travelling steps (hop, gallop, slide) needed to reach a destination. To move to a variety of tempos aesthetically, with music.
Spring		To develop lunge technique, bent knees, upright body to front, side and back. To jump from one foot to two feet, and one foot to one foot, leading with either leg. To direct body weight to support a push or pull action.	To link together asymmetrical body shapes and movements. To show different levels in movement of whole body and isolated body parts.	To release a ball or object towards a set direction or distance. To kick a ball in various directions using both feet.	To move to a variety of tempos aesthetically, with music. Use cross-lateral techniques to refine movement: walk, run, climb and throw. To leap sideways and to join these moves to form continuity of movement.
Summer		To develop a push and pull using a variety of body parts. To rise up from a squat. To run or travel from a squat. To roll sideways using a curl stretch-curl body shape. To perform a forward roll from hands and feet through a squat into sitting. To bend and stretch into spaces. To bend and stretch in a weight-bearing manner.	To show different levels in travelling moves. To change the direction of travel of isolated body parts and the whole body. To include balance. To change and link together different directions of travel, using apparatus. To move slowly, showing strength and tension in muscles. To move with speed. To show agility. To keep to a beat, move to a beat, then stop and change the movement, whilst keeping the beat.	To swing a racket or bat to strike a ball. To visually track a ball (and trap it with hands) and prepare to catch. To bounce and catch a ball. Vary levels of the bounce and anticipate height and timing of catch. To travel with a ball in a variety of ways.	To hop on alternate legs. To move a variety of objects up, down, forwards, backwards, right and left. To use a variety of techniques with accuracy when moving body and objects.



To rotate and twist the body to create shapes and movement.

To develop balance on various narrow surfaces.

To use beat as an indication to change movement.

Overview Year 1

Autumn	<p style="text-align: center;">Movement & Skills</p> <ul style="list-style-type: none"> • Develop fundamental movement skills, becoming increasingly confident and competent • Develop agility • Develop balance • Develop coordination • Recognise space • Move confidently and safely in their own and general space, using changes of speed, level and direction 	<p style="text-align: center;">Gymnastics</p> <ul style="list-style-type: none"> • Develop agility • Develop balance • Balance on the spot • Stand on 1 foot • March on the spot • Jog on the spot Jump on the spot • Sprint on the spot • Balance in different ways • Bend and stretch the body in different directions • Varying the actions and balances the children have to perform on the spot • Create linked movement phrases with beginnings, middles and ends 	<p style="text-align: center;">Health Related Fitness</p> <ul style="list-style-type: none"> • To understand why being healthy is important • To understand why a healthy diet is important • To understand why we exercise • To understand why a warm up is important before exercise • To learn basic muscles of the body 	<p style="text-align: center;">Dance</p> <ul style="list-style-type: none"> • Introduce the theme of the dance • Levels - Discuss the different levels that can be used in dance 1. High 2. Medium 3. Low • Progression: Discuss the different widths that can be added to our movements 1. Wide 2. Tall • Use movements and facial expressions to show the emotions of the different characters at different times through a story
Key Vocab	Agility, Balance, Co ordination, Space, Speed, Level, Direction	Agility, Balance, Run, Jog, Sprint, Movement, Sequence, Forwards, Backwards, Sideways, Roll, Slow, Body parts, Shape, Jump, Travel, Stretch, Wide , Narrow	Healthy, Diet, Warm Up, Exercise, Biceps, Triceps, Hamstrings, Quadriceps	Levels, High, Medium, Low, Movement, Sequence, Expression
Spring	<p style="text-align: center;">Basketball</p> <ul style="list-style-type: none"> • Send a ball in different ways e.g. throwing, pushing, rolling • Recognise space in games and use it to their advantage • Explore different ways to use and move with a ball • Describe what they have done or seen others doing 	<p style="text-align: center;">Gymnastics</p> <ul style="list-style-type: none"> • Develop agility, balance and coordination • Describe what they have done or seen others doing • Develop fundamental movement skills, becoming increasingly confident and competent 	<p style="text-align: center;">Dance</p> <ul style="list-style-type: none"> • Group Work: working together, cooperating to create a dance routine as part of a group • Split the class into two groups – Performers and Audience . The Performers, perform their routine to the audience . The audience give feedback – focus on positives and area that 	<p style="text-align: center;">Football</p> <ul style="list-style-type: none"> • Develop fundamental movement skills, becoming increasingly confident and competent • Move fluently, changing direction and speed • Recognise space in games and use it to their advantage

	<ul style="list-style-type: none"> • Show control of a ball with basic actions • Develop agility, balance and coordination • Successfully receive (catch/stop) a ball • Demonstrate a basic underarm throwing action with control and accuracy • Understand the concept of moving to get in line with a ball to receive it • Apply skills and tactics in simple games 	<ul style="list-style-type: none"> • Combine different ways of travelling • Move confidently and safely in their own and general space, using changes of speed, level and direction • Explore and link a range of movements and/or shapes • Create linked movement phrases with beginnings, middles and ends • Perform movement phrases using a range of different body actions and body parts 	<p>could be improved. The groups swap roles and repeat</p> <ul style="list-style-type: none"> • Expressions: in dance actions, movements as expressions have to tell the emotion of a story. Explain that one of the most powerful ways to show emotions is through facial expression. • Performance It is important the children are given the opportunity to perform the dance they have created. This can be done in several ways: Invite another class in to watch the final performance of the dance. Perform the dance in a school assembly - the available space is an important consideration here, is there room for everyone to sit and watch and for the children still perform as they have practiced? Record the final performance so it can be watched back by the children themselves, other classes in school or in an assembly. Split the class in half and one group performs as the other acts as the audience and then the groups swap roles .After the performance, discuss with the children how they found the experience of performing the dance in front of an audience 	<ul style="list-style-type: none"> • Describe what it feels like to breath quickly during exercise • Show control of a ball with basic actions • Describe what they have done or seen others doing • Dribble the ball moving fluently, changing direction and speed • Explore different ways to use and move dribbling a ball • Apply skills and tactics in simple games • Use skills in different ways when playing games
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<p style="text-align: center;">Key Vocab</p>	<p>Throwing, Pushing, Rolling, Catch, Throw, Shoot, Dribble, Bounce</p>	<p>Agility, Balance, Run, Jog, Sprint, Movement, Sequence, Forwards, Backwards, Sideways, Roll, Slow, Body parts, Shape, Jump, Travel, Stretch, Wide , Narrow</p>	<p>Routine, Perform, Audience, Expression, Emotion,</p>	<p>Pass, Dribble, Shoot, control, accurate</p>
<p style="text-align: center;">Summer</p>	<p style="text-align: center;">Gymnastics</p> <ul style="list-style-type: none"> • Move confidently and safely in their own and general space, using changes of speed, level and direction using apparatus • Explore and link a range of more complex movements and/or shapes using apparatus • Create linked movement phrases with beginnings, middles and ends using apparatus • Perform more complex movement phrases using a range of different body actions and body parts using apparatus 	<p style="text-align: center;">Athletics</p> <ul style="list-style-type: none"> • Apply basic movements in a range of activities and in combination • Begin to explore different running, jumping and throwing techniques • Evaluate successful and unsuccessful techniques • Show understanding of correct running technique • Show control, coordination and consistency when running • Develop jumping technique • Show control, coordination and consistency when jumping • To be able to jump in a variety of ways • Develop a correct underarm throw technique • Throw towards a target showing increased control • Develop the overarm throw technique • Throw a bean bag accurately towards a target • Experience competitive throwing 	<p style="text-align: center;">Cricket</p> <ul style="list-style-type: none"> • Show control of a ball with basic actions • Send/Pass a ball • Develop catching technique • Successfully receive (catch/stop) a ball • Develop throwing technique • Demonstrate a basic underarm throwing action with control and accuracy • Successfully receive (catch/stop) a ball • Demonstrate a basic underarm throwing action with control and accuracy • Show basic control and accuracy when striking a ball • Recognise space in games and use it to their advantage • Understand how to play in a safe way • Engage in competitive physical activities (both against self and against others) 	

Key Vocab	Speed, level, direction, apparatus, Phrases, Beginning, Middle, End	Running, Jumping, Throwing, Technique, Coordination, Control, Target, Competition	Throwing, Catching, Batting, Bowling, Bat, Wicket, Fielder
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Overview Year 2

Autumn	Gymnastics	Tennis	Health Related Fitness	Netball
	<ul style="list-style-type: none"> • Develop fundamental movement skills, becoming increasingly confident and competent • Develop coordination • Show control when moving • Form simple sequences of different actions, using the floor and a variety of apparatus • Move smoothly and in a controlled way from one position of stillness to another • Explore, remember, repeat and link a range of actions with coordination and control • Perform a range of actions with control and coordination • Use actions and ideas they have seen to improve their own skills • Explore and develop a range of gymnastics movements using the floor and apparatus • Form simple sequences of different actions, using the floor and a variety of apparatus • Create, repeat and perform a short sequence in which there is a clear beginning, middle and end • Combine ways of travelling, balancing and stillness using both the floor and apparatus 	<ul style="list-style-type: none"> • Throw/hit a ball in different ways e.g. High, low, fast, slow • Send/Pass a ball with increasing accuracy and consistency • Perform a range of catching and gathering skills with control • Use actions and ideas they have seen to improve their own skills • Show good awareness of others when playing games • Understand and follow the rules of games • Choose the correct skills to meet a challenge • Apply skills and tactics in small sided games 	<ul style="list-style-type: none"> • Understand and describe changes to their heart rate when playing a game • Begin to understand the importance of preparing safely and carefully for exercise - warming up 	<ul style="list-style-type: none"> • Perform a range of actions with control of the ball • Perform a variety of actions with the ball keeping it under control • Throw the ball in different ways e.g. low, high, fast, slow • Throw the ball with control • Catch the ball with control • Copy actions and ideas and use the information to improve their skills • Choose and use simple tactics to suit different situations • Pass the ball to keep possession of the ball • Watch and describe performances accurately • Can apply skills and tactics to small sided games

<p style="text-align: center;">Key Vocab</p>	<p>Coordination, Control, Explore, Sequence, Stillness, Agility, Balance, Run, Jog, Sprint, Movement, Sequence, Forwards, Backwards, Sideways, Roll, Slow, Body parts, Shape, Jump, Travel, Stretch, Wide , Narrow</p>	<p>Racket, Forehand, Backhand, Volley</p>	<p>Healthy, Diet, Warm Up, Exercise, Biceps, Triceps, Hamstrings, Quadriceps, Heart rate, cool down</p>	<p>Catching, Own space, Team, Speed , Direction, Passing, Controlling, Shooting, Scoring</p>
<p style="text-align: center;">Spring</p>	<p style="text-align: center;">Dance</p> <ul style="list-style-type: none"> • Perform dances using simple movement patterns • Explore, remember, repeat and link a range of actions with coordination and control • Develop agility, balance and coordination • Perform dances using simple movement patterns • Watch and describe a performance accurately • Perform a range of actions with control and coordination • Work individually and with others • Compose and perform short dances that express and communicate moods, ideas and feelings, choosing and varying simple compositional ideas • Begin to understand the importance of preparing safely and carefully for exercise - warming up • Perform dance phrases and short dances using rhythmic and dynamic qualities to express moods, ideas and feelings 	<p style="text-align: center;">Football</p> <ul style="list-style-type: none"> • Perform a range of actions with control of the ball • Perform a variety of skills keeping the ball under control • Create and make use of space • Dribble a ball with control, changing speed and direction • Show control when moving • Use actions and ideas they have seen to improve their own skills • Send/Pass a ball in different ways e.g. low, high, fast, slow • Engage in competitive physical activities (both against self and against others) • Pass a ball with control • Shoot a ball at a target with control and accuracy 	<p style="text-align: center;">Ball Skills</p> <ul style="list-style-type: none"> • Perform a range of actions with control of the ball using your hands, feet and equipment • Perform a variety of skills keeping the ball under control using your hands, feet and equipment • Create and make use of space • Dribble a ball with control, using your hands, feet and equipment changing speed and direction • Show control when moving • Use actions and ideas they have seen to improve their own skills • Send/Pass a ball in different ways e.g. low, high, fast, slow using your hands, feet and equipment • Engage in competitive physical activities (both against self and against others) • Pass a ball with control using your hands, feet and equipment • Shoot a ball at a target with control and accuracy using your hands, feet and equipment 	<p style="text-align: center;">Rugby</p> <ul style="list-style-type: none"> • To be able to follow the rules of a tag game • To be able to throw and catch a rugby ball • To start to learn how to tag other players • To be able to beat a defender • Very simple tactics in rugby/games • To be able to pass the ball in a game situation • Passing backwards • Play simple tag rugby games with understanding of basic rules

	<ul style="list-style-type: none"> Describe dance phrases and expressive qualities Explore, remember, repeat and link a range of actions with an awareness of the expressive qualities of dance Remember and repeat a short dance phrase, showing greater control, coordination and spatial awareness Explore, remember, repeat and link a range of actions with an awareness of the expressive qualities of dance 			
<p style="text-align: center;">Key Vocab</p>	<p style="text-align: center;">Travel Stillness Direction Space Body parts Levels Speed</p>	<p style="text-align: center;">Striking, Catching, Own space, Team, Speed , Direction, Passing, Controlling, Shooting, Scoring, dribble, pass, accurate, volley</p>	<p style="text-align: center;">Striking, Catching, Own space, Team, Speed , Direction, Passing, Controlling, Shooting, Scoring, volley</p>	<p style="text-align: center;">Striking, Catching, Own space, Team, Speed , Direction, Passing, Controlling, Shooting, Scoring</p>
<p style="text-align: center;">Summer</p>	<ul style="list-style-type: none"> Athletics Begin to apply basic movements in a range of activities Explore different running, jumping and throwing technique Develop coordination and balance in a range of activities Explore and practice a variety of movements Show understanding of correct running technique Show control, coordination and consistency when running Develop jumping technique Show control, coordination and consistency when jumping 	<ul style="list-style-type: none"> Cricket Perform a range of catching and gathering skills with control Perform a range of actions with control of the ball Master basic catching technique Master basic throwing technique Throw/hit a ball in different ways e.g. High, low, fast, slow Hit a ball with increasing control and accuracy Understand that hitting the ball into space helps them score points Apply skills in a range of activities 	<ul style="list-style-type: none"> Rounders Perform a range of catching and gathering skills with control Perform a range of actions with control of the ball Master basic catching technique Master basic throwing technique Throw/hit a ball in different ways e.g. High, low, fast, slow Hit a ball with increasing control and accuracy Understand that hitting the ball into space helps them score points Apply skills in a range of activities 	<ul style="list-style-type: none"> Athletics Begin to apply basic movements in a range of activities Explore different running, jumping and throwing technique Develop coordination and balance in a range of activities Explore and practice a variety of movements Show understanding of correct running technique Show control, coordination and consistency when running Develop jumping technique Show control, coordination and consistency when jumping Develop correct Underarm Throw technique

	<ul style="list-style-type: none"> • Develop correct Underarm Throw technique • Develop correct Pull Throw technique • Understand the difference between sprinting and running over longer distances • Develop the distance running technique • Begin to evaluate own performance 	<ul style="list-style-type: none"> • Apply skills and tactics in small sided games • Understand and follow the rules of Kwik Cricket 	<ul style="list-style-type: none"> • Apply skills and tactics in small sided games • Understand and follow the rules of Rounders 	
Key Vocab	Running, Jumping, Throwing, Technique, Coordination, Control, Target, Competition	Throwing, Catching, Batting, Bowling, Bat, Wicket, Fielder Striking, Catching, Own space, Team, Speed , Direction, Controlling, Shooting, Scoring	Striking, Catching, Own space, Team, Speed , Direction, Passing, Controlling, Shooting, Scoring	Running, Jumping, Throwing, Technique, Coordination, Control, Target, Competition

Overview Year 3

Autumn	<ul style="list-style-type: none"> ▪ Netball • Pass and receive the ball with control • Take up space/positions that make it difficult for opponents • Recognise players who play well in games and give reasons why • Keep the ball under control • Receive the ball with control • Use a range of skills to keep possession of the ball • Move to support teammates once they have passed the ball • Select passes that keep possession • Identify what they do best and what they find most difficult • Choose a space/positions where they can receive a pass or support a teammate • Explain how to keep possession and describe how they and others have achieved it 	<ul style="list-style-type: none"> ▪ Orienteering • Work cooperatively and successfully as part of a team • Communicate effectively with other people • Recognise that activities need thinking through and planning • To demonstrate all the physical skills needed for orienteering: agility, balance and co-ordination • Learn basic map skills • Has knowledge of safety rules and procedures for taking part in orienteering events • Takes part in a picture orienteering event with success • Meets challenges effectively working as part of a team • Complete a single control orienteering event • Use features on the map to select and plan a route to a control • Use ‘thumbing and folding’ techniques to navigate to and from control points • Work as a team to decide what approach to use to meet the challenge set • Use a map to plot the best route between controls • Explain how they could improve their performance 	<ul style="list-style-type: none"> ▪ Health related Fitness • Recognise and describe what happens to their breathing and heart rate when playing games • Learn how to measure heart rate • Begin to understand why they get hotter when playing games 	<ul style="list-style-type: none"> ▪ Dance • Explain that within dance you move and count to the beat of 8 • Think about the theme of the dance and how this can be made into a routine • Developing their own ideas and express themselves whilst telling the story of the dance around a given stimuli • Create a routine on their own making use of different levels • Create a routine on their own making use of different movements and expressions • Working together, cooperating to create a dance routine as part of a group

<p>Key Vocab</p>	<p>Keep possession, Scoring goals, Keeping score, Making space, Pass/send/receive, Travel with a ball, Make use of space, Points/goals , Rules, Tactics, Batting, Fielding, Defending, Hitting</p>	<p>Map, thumbing and folding', plot, features</p>	<p>Warm up Cool down Coordination Rest Position Freeze/stop Model/demo Focus/concentration Skill Practise Travel/move Breathing/heart rate Technique Discipline Team work Fun Equipment</p>	<p>Travel, Stillness, Direction, Space, Body parts, Levels, Speed, Repetition, Action and reaction, Pattern</p>
<p>Spring</p>	<p>• Football</p> <ul style="list-style-type: none"> • Develop control • Perform the basic skills needed for the games with control and accuracy • Move with a ball keeping it under close control • Identify what they need to practice to improve their performance • Pass/Send a ball with increasing accuracy • Pass/Send a ball at different speeds - fast and slow • Move with a ball keeping it under control whilst changing direction • Shoot and score with increased success • Perform the basic skills needed for the games with control and accuracy • Apply basic principles suitable for attacking • Find and use space in game situations • Challenge a player in possession of the ball • Apply basic principles suitable for defending • Apply basic principles suitable for attacking and defending • Work well as part of a team 	<p>• Gymnastics</p> <ul style="list-style-type: none"> • Develop flexibility, strength, technique, control and balance • Perform skills more accurately and consistently • Link skills to make actions and sequences of movement • Perform a combination of actions with a change in speed, level or direction • Perform skills more accurately and consistently • Recognise and explain good performances • Develop flexibility, strength, technique, control and balance • Find different ways of using a shape, balance or travel • Devise and perform a gymnastic sequence, showing a clear beginning, middle, and end • Perform the gymnastics actions on the floor and over, through, across and along apparatus • Experiment with a wide range of actions, varying and combining spatial patterns, speed, tension and continuity when working with a partner and in a group • Create gymnastic sequences that meet a theme or set of conditions 	<p>• Tennis</p> <ul style="list-style-type: none"> • Show control, coordination and consistency when throwing • Keep the rally going using a range shots • Throw/send a ball using a variety of techniques • Perform basic forehand action with control and accuracy • Intercept and stop the ball consistently • Pass/Send a ball with increasing accuracy • Hit the ball accurately towards a target • Compete with others • Keep and follow the rules of games • Find and use space in game situations • Employ simple tactics in game situations • Hit a ball into space at different speeds and heights to make it difficult for opponent • Explain the tactics they have used in games 	<p>• Dance</p> <ul style="list-style-type: none"> • Explore and create narratives in response to a range of stimuli • Show control, accuracy and fluency of movement when performing actions on their own • Perform more complex dance phrases and dances that communicate character and narrative • Use different compositional ideas to create motifs incorporating unison, canon, action and reaction, question and answer • Work well as part of a team • Combine actions and maintain the quality of performance when performing at the same time as a partner • Show control, accuracy and fluency of movement when performing actions with a partner • Develop and vary dance phrases using canon, unison, repetition, and changes of direction, level, speed and pathway • Collaborate with others • Communicate what they want through their dances and

	<ul style="list-style-type: none"> Explain the tactics they have used in games Keep and follow the rules of games 	<ul style="list-style-type: none"> Show control, accuracy and fluency of movement when performing actions with a partner Combine actions and maintain the quality of performance when performing at the same time as a partner Understand that strength and suppleness are important parts of fitness in gymnastics 		<p>perform with fluency and control, showing sensitivity to accompaniment and to others</p> <ul style="list-style-type: none"> Describe, interpret and evaluate their own dance, taking account of character and narrative
Key Vocab	Keep possession, Scoring goals, Keeping score, Making space, Pass/send/receive, Travel with a ball, Make use of space, Points/goals , Rules, Tactics, Batting, Fielding, Defending, Hitting	Stretch, push, pull, step, spring, crawl, still, slowly, tall, long, forwards, high, low, roll, copy, jump, land, balance	Keep possession, Scoring goals, Keeping score, Making space, Pass/send/receive, Travel with a ball, Make use of space, Points/goals , Rules, Tactics, Batting, Fielding, Defending, Hitting	Travel, Stillness, Direction, Space, Body parts, Levels, Speed, Repetition, Action and reaction, Pattern
Summer	<p>Rounders</p> <ul style="list-style-type: none"> Intercept and stop the ball consistently Perform the basic skills needed for the games with control and accuracy Catch a ball with increasing consistency Get into position to field (stop or catch) a ball with more consistency Throw a ball increased accuracy Show control, coordination and consistency when throwing Hit a ball with increasing control from a tee Hit a ball with the correct technique Hit the ball accurately towards a target 	<p>Athletics</p> <ul style="list-style-type: none"> Show control, coordination and consistency when running Understand the link between heart rate and breathing when exercising Develop jumping technique Show control, coordination and consistency when jumping Develop throwing technique Show control, coordination and consistency when throwing 	<p>Cricket</p> <ul style="list-style-type: none"> Intercept and stop the ball consistently Perform the basic skills needed for the games with control and accuracy Catch a ball with increasing consistency Get into position to field (stop or catch) a ball with more consistency Throw a ball increased accuracy Show control, coordination and consistency when throwing Hit a ball with increasing control from a tee 	<p>Athletics</p> <ul style="list-style-type: none"> Show control, coordination and consistency when running Understands that they can run at a high speed over short distances Begin to apply basic jumping movements in a range of activities and in combination Communicate, collaborate and compete with others in relay races Work well as part of a relay team Choose the appropriate running speed to meet the demand of the task Understand how to pace your speed when running over a increased distance

	<ul style="list-style-type: none"> • Hit a ball into space at different speeds and heights to make it difficult for opponent • Communicate, collaborate and compete with others • Keep and follow the rules of games • 		<ul style="list-style-type: none"> • Hit a ball with the correct technique • Hit the ball accurately towards a target • Hit a ball into space at different speeds and heights to make it difficult for opponent • Communicate, collaborate and compete with others • Keep and follow the rules of games • Employ simple tactics in game situations • Work well as part of a fielding team to make it harder for the batter • Perform the basic skills needed for the games with control and accuracy • Work well as part of a team 3. Explain the tactics they have used in games 	
<p>Key Vocab</p>	<p>Keep possession, Scoring goals, Keeping score, Making space, Pass/send/receive, Travel with a ball, Make use of space, Points/goals , Rules, Tactics, Batting, Fielding, Defending, Hitting</p>	<p>Running, Jumping, Throwing, Technique, Coordination, Control, Target, Competition, Long jump, high jump, long distance, sprint, relay baton</p>	<p>Keep possession, Scoring goals, Keeping score, Making space, Pass/send/receive, Travel with a ball, Make use of space, Points/goals , Rules, Tactics, Batting, Fielding, Defending, Hitting</p>	<p>Running, Jumping, Throwing, Technique, Coordination, Control, Target, Competition, Long jump, high jump, long distance, sprint, relay baton</p>

Overview Year 4

Autumn	<p>Netball</p> <ul style="list-style-type: none"> • Get into good positions to pass the ball • Get into good positions to receive the ball • Show an increasing consistency and control during games • Develop the understanding of the importance of speed when playing invasion games • Pass the ball using different techniques • Pass the ball in different ways e.g. high, low, bounced, fast, slow • Get into good positions to shoot the ball • Shoot and score with increased success • Describe the skills they need to improve their play • Find and use space in game situations • Keep and follow the rules of games • Know and explain the tactics and skills they are confident with and use well during games • Pass the ball using different techniques • Use a range of tactics to keep possession of the ball to shoot or score 	<p>Tennis</p> <ul style="list-style-type: none"> • Perform the basic skills needed for the games with control and accuracy • Send a ball into space at different speeds and heights to make it difficult for opponent • Begin to apply basic movements in a range of activities and in combination • Perform basic forehand action with control and accuracy • Hit a ball into space at different speeds and heights to make it difficult for opponent • Intercept and stop the ball consistently • Hit a ball with the correct technique • Keep the rally going using a range shots • Recognise and explain good performances • Hit the ball accurately towards a target • Find and use space in game situations • Develop technique for volleying the ball • Perform the basic skills needed for the games with control and accuracy • Keep and follow the rules of games 	<p>Swimming</p> <ul style="list-style-type: none"> • Splash Face • Touch Floor • Blow Bubbles • Sit on floor • Pick up sinkers • Head First surface dives • Feet first surface dives • Under water swim • Swimming through hoops • Push and glide on front and back • Development of good body position on front and back including streamlining • Developing good leg kicking action • Develop basic front and back crawl strokes • Safe entry/exit • Straddle jump (deep water) • Swimming with aids (Substitute for life jacket) • Swimming without an aid • Treading water • Head First Skulling • Safe entry (Swivel – always used in school lessons) • Safe exits 	<p>Hockey</p> <ul style="list-style-type: none"> • Develop control of a ball with a hockey stick • Perform the basic skills needed for the game with control and accuracy • Move with a ball keeping it under control whilst changing direction • Pass/Send a ball with increasing accuracy • Receive a ball successfully • Shoot and score with increased success • Move with a ball keeping it under control whilst changing direction • Move with a ball keeping it under close control • Apply basic principles suitable for attacking • Use a range of tactics to keep possession of a ball • Challenge a player in possession of the ball • Apply basic principles suitable for defending • Keep and follow the rules of games • Employ simple tactics in game situations • Find and use space in game situations

		<ul style="list-style-type: none"> • Apply basic principles suitable for attacking • Hit a ball into space at different speeds and heights to make it difficult for opponent • Take up space/positions that make it difficult for opponents • Employ simple tactics in game situations • Explain the tactics they have used in games 		
Key Vocab	Keep possession, Scoring goals, Keeping score, Making space, Pass/send/receive, Travel with a ball, Make use of space, Points/goals , Rules, Tactics, Batting, Fielding, Defending, Hitting	Keep possession, Scoring goals, Keeping score, Making space, Pass/send/receive, Travel with a ball, Make use of space, Points/goals , Rules, Tactics, Batting, Fielding, Defending, Hitting	Push, glide, float, front crawl, back crawl, treading water,	Keep possession, Scoring goals, Keeping score, Making space, Pass/send/receive, Travel with a ball, Make use of space, Points/goals , Rules, Tactics, Batting, Fielding, Defending, Hitting
Spring	<p>Basketball</p> <ul style="list-style-type: none"> • Work well as part of a team • Perform the basic skills needed for the games with control and accuracy • Use a range of tactics to keep possession of a ball • Pass/send a ball using a variety of techniques • Pass the ball in different ways e.g. high, low, bounced, fast, slow • Shoot and score with increased success • Develop effective shooting technique • Apply basic principles suitable for attacking and defending • Keep and follow the rules of games 	<p>Gymnastics</p> <ul style="list-style-type: none"> • Perform skills more accurately and consistently • Devise and perform a gymnastic sequence, showing a clear beginning, middle, and end • Apply and develop a broader range of gymnastic skills • Perform skills more accurately and consistently • Show control, accuracy and fluency of movement when performing actions on their own • Learn how to use skills in different ways and link them to make actions and sequences of movement • Develop balance • Show control, accuracy and fluency of movement when 	<p>Gymnastics</p> <ul style="list-style-type: none"> • Perform the gymnastics actions on the floor and over, through, across and along apparatus • Create gymnastic sequences that meet a theme or set of conditions • Perform a combination of actions with a change in speed, level or direction • Find different ways of using a shape, balance or travel • Recognise and explain good performances • Perform a range of actions and agilities with consistency, fluency and clarity of movement • Create, perform and repeat sequences that include changes of dynamics e.g. changes of level, speed or direction 	<p>Rugby</p> <ul style="list-style-type: none"> • Keep control of the ball when running • Move in different directions learning to move away from your opponent / partner • Learn to run as a line, like a team would in rugby • Learn how to pass a rugby ball to a partner • Catch the rugby ball successfully without dropping it • Pass the rugby ball backwards down a line of players • Improve passing and catching skills whilst on the move • Move forward to attack as part of a team • Successfully score a try • To work as part of a team when defending

	<ul style="list-style-type: none"> Identify what they need to practice to improve their performance Find and use space in game situations Employ simple tactics in game situations Explain the tactics they have used in games 	<p>performing actions on their own</p> <ul style="list-style-type: none"> Understand that strength and suppleness are important parts of fitness in gymnastics Perform the gymnastics actions on the floor and over, through, across and along apparatus 	<ul style="list-style-type: none"> Combine actions to make sequences with changes of speed, level and direction, and clarity of shape Create gymnastic sequences that meet a theme or set of conditions Collaborate with others Show control, accuracy and fluency of movement when performing actions with a partner Combine actions to make sequences with changes of speed, level and direction, and clarity of shape Perform skills more accurately and consistently to an audience Devise and perform a gymnastic sequence, showing a clear beginning, middle, and end 	<ul style="list-style-type: none"> To learn to keep in a line and spread out Recap skills and tactics To be able to play a full game of tag rugby To understand the rules of a game of tag rugby Carefully consider the best way to score a try and win the game
Key Vocab	Keep possession, Scoring goals, Keeping score, Making space, Pass/send/receive, Travel with a ball, Make use of space, Points/goals , Rules, Tactics, Batting, Fielding, Defending, Hitting	Stretch, push, pull, step, spring, crawl, still, slowly, tall, long, forwards, high, low, roll, copy, jump, land, balance	Stretch, push, pull, step, spring, crawl, still, slowly, tall, long, forwards, high, low, roll, copy, jump, land, balance	Keep possession, Scoring goals, Keeping score, Making space, Pass/send/receive, Travel with a ball, Make use of space, Points/goals , Rules, Tactics, Batting, Fielding, Defending, Hitting
Summer	<p>Football</p> <ul style="list-style-type: none"> Develop control of the ball Move with a ball keeping it under close control Move with a ball keeping it under control whilst changing direction Pass/Send a ball with increasing accuracy Receive a ball successfully 	<p>Athletics</p> <ul style="list-style-type: none"> Show control, coordination and consistency when running Show control, coordination and consistency when throwing Show control, coordination and consistency when jumping Choose the appropriate running speed to meet the demand of the task 	<p>Cricket</p> <ul style="list-style-type: none"> Perform the basic skills needed for the games with control and accuracy Take up space/positions that make it difficult for opponents Find and use space in game situations Catch a ball with increasing consistency 	<p>Athletics</p> <ul style="list-style-type: none"> Show control, coordination and consistency when jumping Throw a ball increasing distances Throw/send a ball using a variety of techniques Choose the appropriate running speed to meet the demand of a race Compete with others in running, throwing and jumping events

	<ul style="list-style-type: none"> • Shoot and score with increased success • Apply basic principles suitable for attacking <p>Explain the tactics they have used in games</p> <ul style="list-style-type: none"> • Challenge a player in possession of the ball • Apply basic principles suitable for defending • Keep and follow the rules of games • Employ simple tactics in game situations • Find and use space in game situations • Explain the tactics they have used in games 	<ul style="list-style-type: none"> • Understand how to pace your speed when running over a increased distance • Combine basic jump actions to form a jump combination • Improve the quality and consistency of running technique 	<ul style="list-style-type: none"> • Throw a ball increased accuracy • Throw/send a ball using a variety of techniques • Hit a ball with increasing control from a tee • Hit a ball with increasing control • Perform the basic skills needed to bowl a ball with control and accuracy • Choose fielding skills which make it difficult for opponent • Work well as part of a fielding team to make it harder for the batter • Hit a ball with the correct technique • Hit a ball into space at different speeds and heights to make it difficult for opponent • Keep and follow the rules of games • Participate in competitive games, modified where appropriate • Employ simple tactics in game situations • Recognise and explain good performances 	<ul style="list-style-type: none"> • Communicate, collaborate and compete with others in relay races • Work well as part of a team
<p>Key Vocab</p>	<p>Keep possession, Scoring goals, Keeping score, Making space, Pass/send/receive, Travel with a ball, Make use of space, Points/goals , Rules, Tactics, Batting, Fielding, Defending, Hitting</p>	<p>Running, Jumping, Throwing, Technique, Coordination, Control, Target, Competition, Long jump, high jump, long distance, sprint, relay baton, pace</p>	<p>Keep possession, Scoring goals, Keeping score, Making space, Pass/send/receive, Travel with a ball, Make use of space, Points/goals , Rules, Tactics, Batting, Fielding, Defending, Hitting</p>	<p>Running, Jumping, Throwing, Technique, Coordination, Control, Target, Competition, Long jump, high jump, long distance, sprint, relay baton, pace</p>

Overview Year 5

Autumn	<p style="text-align: center;">Dance</p> <ul style="list-style-type: none"> • Explore and create characters and narratives in response to a range of stimuli • Show control, accuracy and fluency of movement when performing actions on their own • Perform dances using a range of movement patterns • Perform more complex dance phrases and dances that communicate character and narrative • Use different compositional ideas to create motifs incorporating unison, canon, action and reaction, question and answer • Create, perform and repeat sequences that include changes of dynamics e.g. changes of level, speed or direction • Communicate what they want through their dances and perform with fluency and control, showing sensitivity to accompaniment and to others 	<p style="text-align: center;">Gymnastics</p> <ul style="list-style-type: none"> • Link skills to make actions and sequences of movement • Combine and perform gymnastic actions, shapes and balances more fluently and effectively • Continue to apply and develop a broader range of skills • Develop flexibility, strength, technique, control and balance • Perform combinations of actions and movements that show clear differences between levels, speeds and direction • Use combinations of dynamics using the space effectively e.g. different pathways • Look carefully at demonstrations and identify changes in speed, direction, level and contrasting shapes and balances • Choose and apply basic compositional ideas to the sequences they create • Combine and perform skills with control 	<ul style="list-style-type: none"> • Swimming • Front crawl breathing with arm pulls • Front Crawl Full stroke • Back crawl full stroke • Develop good Breast Stroke body position • Develop good Breast Stroke leg kick • Develop Breast Stroke arm action • Full breast stroke • Develop Butterfly stroke • Treading water • Flotation • HELP position • Surface Dives • Timed distance swim, constant time try to improve distance • Head First, Feet First, Tucked and a combination of skulls • Flotation/Rotation • Star Floats, Back Star Floats, Mushroom Floats, Tuck and rotational skills • Jumping in (1.5 metres) • Pencil Jumps • Straddle Jumps • Crouch Dives • Flat Dives • Swim 25m on front and back 	<p style="text-align: center;">Hockey</p> <ul style="list-style-type: none"> • Change speed and direction to get away from a defender • Develop control whilst performing skills at speed • Pass with accuracy, confidence and control • Develop control whilst performing skills at speed • Develop shooting technique • Shoot with accuracy, confidence and control • Keep possession of a ball when faced with opponents • Use different skills to keep possession of a ball as part of a team • Choose when to pass or dribble to keep possession of a ball • Apply basic principles suitable for attacking • Understand the positions in a team and the role they play • Develop defensive technique • Tackle a player and regain possession • Apply basic principles suitable for defending

	<ul style="list-style-type: none"> • Identify what they need to practice to improve their performance • Develop and vary dance phrases using canon, unison, repetition, and changes of direction, level, speed and pathway • Experiment with a wide range of actions, varying and combining spatial patterns, speed, tension and continuity when working with a partner and in a group • Perform skills more accurately and consistently • Experiment with a wide range of actions, varying and combining spatial patterns, speed, tension and continuity when working with a partner and in a group • Perform a range of actions and agilities with consistency, fluency and clarity of movement • Describe, interpret and evaluate their own dance, taking account of character and narrative 			<ul style="list-style-type: none"> • Defend by marking, covering and tracking opponents as appropriate • Work effectively as part of a team • Choose different formations to suit the needs of the game • Show good awareness of others in game situations
<p style="text-align: center;">Key Vocab</p>	<p>Travel, Stillness, Direction, Space, Body parts, Levels, Speed, Repetition, Action and reaction, Pattern, Dance style, Technique, Pattern, Rhythm, Variation, Unison, Canon, Action, Reaction</p>	<p>Muscles, Joints, Symmetrical/asymmetrical, Rotation, Turn, Shape, Landing, Take-off, Flight, Performance/evaluation</p>	<p>Push, glide, float, front crawl, back crawl, treading water, breast stroke, butterfly, dive</p>	<p>Keeping possession, Passing, Dribbling, Shooting, Support, Marking, Attackers/defenders, Marking, Team play, Batting, Fielding, Bowler, Defending, Hitting</p>

<p style="text-align: center;">Spring</p>	<p style="text-align: center;">Dance</p> <ul style="list-style-type: none"> • Work effectively as part of a team • Explore and practice movement ideas inspired by a stimulus • Create dance motifs to show ideas, developing expressive qualities • Create and structure motifs, phrases and sections of dances • Perform movements accurately with a sense of rhythm • Explore, improvise and combine movement ideas fluently and effectively • Use basic compositional principles when creating their dances • Provide constructive feedback about a performance • Perform dances using a range of movement patterns such as levels, expressions, freezes, speed and cannon. • Identify which aspects were performed consistently, accurately, fluently and clearly 	<p style="text-align: center;">Basketball</p> <ul style="list-style-type: none"> • Keep possession of a ball when faced with opponents • Choose skills that meet the needs of the situation • Watch and evaluate the success of games • Change speed and direction to get away from a defender • Develop control whilst performing skills at speed • Pass with accuracy, confidence and control • Use different skills to keep possession of a ball as part of a team • Perform shooting skills with accuracy, confidence and control • Apply basic principles suitable for attacking 	<p style="text-align: center;">Gymnastics</p> <ul style="list-style-type: none"> • Explore, improvise and combine movement ideas fluently and effectively on a variety of apparatus • Combine and perform counter balance skills with control • Develop their own gymnastic sequences by understanding, choosing and applying a range of compositional principles • Recognise part of a performance that could be improved and explain how • Learn how to use skills in different ways and link them to make actions and sequences of movement • Choose and apply basic compositional ideas to the sequences they create • Identify which aspects were performed consistently, accurately, fluently and clearly • Make up longer sequences and perform them with fluency and clarity of movement • Develop their own gymnastic sequences by understanding, choosing and applying a range of compositional principles • Perform movements accurately with a sense of rhythm 	<p style="text-align: center;">Netball</p> <ul style="list-style-type: none"> • Know the difference between attacking and defending skills • Choose skills that meet the needs of the situation • Identify parts of the game that need improving • Pass with accuracy, confidence and control • Use a variety of tactics to keep the ball • Shoot with accuracy • Mark an opponent • Know how to mark and defend their goal • Perform skills with accuracy, confidence and control • Choose positions in their teams and know how to help when attacking • Identify parts of the game that they are doing well • Know and find ways to get the ball towards their opponents' goal • Find and use space to help their team

			<ul style="list-style-type: none"> • Provide constructive feedback about a performance 	
Key Vocab	Travel, Stillness, Direction, Space, Body parts, Levels, Speed, Repetition, Action and reaction, Pattern, Dance style, Technique, Pattern, Rhythm, Variation, Unison, Canon, Action, Reaction	Keeping possession, Passing, Dribbling, Shooting, Support, Marking, Attackers/defenders, Marking, Team play, Batting, Fielding, Bowler, Defending, Hitting	Muscles, Joints, Symmetrical/asymmetrical, Rotation, Turn, Shape, Landing, Take-off, Flight, Performance/evaluation	Keeping possession, Passing, Dribbling, Shooting, Support, Marking, Attackers/defenders, Marking, Team play, Batting, Fielding, Bowler, Defending, Hitting
Summer	<p>Rounders</p> <ul style="list-style-type: none"> • Choose skills that meet the needs of the situation • Show good awareness of others in game situations • Retrieve, intercept and stop a ball when fielding • Throw the ball overarm efficiently • Retrieve, intercept and stop a ball when fielding • Develop control whilst performing skills at speed • Begin bowling at different speeds • Play shots that allow the ball to be hit to different areas of the field into spaces • Identify spaces and understand the tactic of hitting into gaps • Hit the ball with purpose, varying speed, height and direction 	<p>Athletics</p> <ul style="list-style-type: none"> • Choose the appropriate speed to run at for the distance to be covered • Choose the appropriate throwing technique to meet the demands of the task • Choose the appropriate jumping technique to meet the demands of the task • Demonstrate a range of throwing actions e.g. push, pull, sling, using different equipment • Develop control whilst running at speed • Run, jump, catch and throw in isolation and in combination • Develop a variety of effective throwing techniques • Demonstrate a range of throwing actions e.g. push, pull, sling, using different equipment 	<p>Cricket</p> <ul style="list-style-type: none"> • Choose skills that meet the needs of the situation • Show good awareness of others in game situations • Retrieve, intercept and stop a ball when fielding • Throw the ball overarm efficiently • Develop batting technique with a range of effective defensive and attacking shots • Hit the ball away from fielders when batting using different speeds and angles • Retrieve, intercept and stop a ball when fielding • Develop control whilst performing skills at speed • Use skills and tactics to outwit opponents when fielding • Work as part of a team that covers the area to make it 	<p>Athletics</p> <ul style="list-style-type: none"> • Perform a range of jumps (Long, Triple) showing power and control at take off • Perform a range of jumps (Long, Triple) showing power and control at landing • Compare their performance with previous ones and demonstrate improvement to achieve their personal best • Develop effective hurdling technique • Develop effective relay baton exchange technique • Compete with others in relay races and individual events • Work effectively as part of a team

	<ul style="list-style-type: none"> • Use skills and tactics to outwit opponents when fielding • Work as part of a team that covers the area to make it hard for the batter to score runs • Participate in competitive games, modified where appropriate 		<p>hard for the batter to score runs</p> <ul style="list-style-type: none"> • Begin bowl at different speeds • Use skills and tactics to outwit opponents when bowling • Participate in competitive games, modified where appropriate • Adapt games and activities making sure everyone has a role to play • Use skills and tactics to outwit the opponent when batting, bowling or fielding 	
<p>Key Vocab</p>	<p>Keeping possession, Passing, Dribbling, Shooting, Support, Marking, Attackers/defenders, Marking, Team play, Batting, Fielding, Bowler, Defending, Hitting</p>	<p>Running, Jumping, Throwing, Technique, Coordination, Control, Target, Competition, Long jump, high jump, long distance, sprint, relay baton, pace</p>	<p>Keeping possession, Passing, Dribbling, Shooting, Support, Marking, Attackers/defenders, Marking, Team play, Batting, Fielding, Bowler, Defending, Hitting</p>	<p>Running, Jumping, Throwing, Technique, Coordination, Control, Target, Competition, Long jump, high jump, long distance, sprint, relay baton, pace</p>

Overview Year 6

Autumn	<p style="text-align: center;">Tennis</p> <ul style="list-style-type: none"> • Play shots on the forehand and backhand side of body • Hit the ball with purpose, varying speed, height and direction • Develop control whilst performing skills at speed • Adopt a good ready position • Show good position on court • Use good footwork that allows the ball to be hit with good technique • Direct the ball towards the opponents court or target area • Identify spaces and understand the tactic of hitting into gaps • Develop effective and controlled volleying technique • Develop effective and controlled serving technique • Work effectively as part of a team in doubles • Show good awareness of others in game situations • Play competitive singles and doubles games 	<p style="text-align: center;">Cricket</p> <ul style="list-style-type: none"> • Play shots that allow the ball to be hit to different areas of the field into spaces • Work as part of a team that covers the area to make it hard for the batter to score runs • Throw overarm with accuracy and for good distance • Develop control whilst performing skills at speed • Retrieve, intercept and stop a ball when fielding • Bowl using an overarm bowling technique at different speeds • Begin to vary the speed and length of deliveries when bowling • Use skills and tactics to outwit opponents when bowling • Use skills and tactics to outwit opponents when fielding • Use skills and tactics to outwit opponents when batting • Identify spaces and understand the tactic of hitting into gaps • Communicate with others 	<p style="text-align: center;">Dance</p> <ul style="list-style-type: none"> • Explore and practice movement ideas inspired by a stimulus • Begin to use basic compositional principles when creating their dances • Perform movements accurately with a sense of rhythm • Move in a way that reflects the music • .Combine and perform movements fluently and effectively • Perform dances with clarity and confidence • Perform dances in canon • Introduce and perform dances in unison • Create dance motifs to show ideas, developing expressive qualities • Share ideas in small groups, working together to create a routine incorporating different elements • Perform movements to an audience with rhythm and confidence • Use the imagination to perform actions to music 	<p style="text-align: center;">Dodgeball /Benchball</p> <ul style="list-style-type: none"> • Develop effective underarm and over arm throws over different distances • Develop techniques for chest catch, low catch and high catch • Develop spatial awareness • Identify spaces and understand the tactics of the game • Develop effective techniques of dodging the ball • Develop understanding of the rules of the game • Play competitive games

		<ul style="list-style-type: none"> Participate in competitive games, modified where appropriate Use tactics that involve bowlers and fielders working together 		
Key Vocab	<p>Keeping possession, Passing, Dribbling, Shooting, Support, Marking, Attackers/defenders, Marking, Team play, Batting, Fielding, Bowler, Defending, Hitting Offside, Pitch, Forehand/backhand,</p>		<p>Keeping possession, Passing, Dribbling, Shooting, Support, Marking, Attackers/defenders, Marking, Team play, Batting, Fielding, Bowler, Defending, Hitting, Offside, Pitch, Forehand/backhand</p>	<p>Keeping possession, Passing, Dribbling, Shooting, Support, Marking, Attackers/defenders, Marking, Team play, Batting, Fielding, Bowler, Defending, Hitting, Offside, Pitch, Forehand/backhand</p>
Spring	<p>Rugby</p> <ul style="list-style-type: none"> To Keep control of the ball when running and passing To pass and catch the ball whilst running at different speeds To achieve tasks accurately as a team and individually Passing accurately Passing on the move Devise strategies for attacking opposed Run at Spaces not Faces Learn to keep in a line and spread out Passing backwards and start to incorporate the rules of the game Marking the opposition Move forward to defend as a line 	<p>Gymnastics</p> <ul style="list-style-type: none"> Learn how to use skills in different ways and link them to make actions and sequences of movement Explore, improvise and combine movement ideas fluently and effectively Link skills to make actions and sequences of movement Perform movements accurately with a sense of rhythm Look carefully at demonstrations and identify changes in speed, direction, level and contrasting shapes and balances Link skills to make actions and sequences of movement 	<p>Dance</p> <ul style="list-style-type: none"> Work effectively as part of a team Explore and practice movement ideas inspired by a stimulus Create dance motifs to show ideas, developing expressive qualities Create and structure motifs, phrases and sections of dances Perform movements accurately with a sense of rhythm Explore, improvise and combine movement ideas fluently and effectively Use basic compositional principles when creating their dances Provide constructive feedback about a performance 	<p>Hockey</p> <ul style="list-style-type: none"> Change speed and direction to get away from a defender while dribbling Develop control whilst performing dribbling skills at speed Use different skills to keep possession of a ball as part of a team Show good awareness of others in game situations Perform shooting skills with accuracy, confidence and control Keep possession of a ball when faced with opponents Use a variety of tactics to keep possession of a ball Choose when to pass or dribble to keep possession of a ball

	<ul style="list-style-type: none"> • Successfully removing tags in accordance with the rules • To be able to play a full game of tag rugby • To understand the rules of a game of tag rugby • Carefully consider the best way to score a try and win the game • 	<ul style="list-style-type: none"> • Develop flexibility, strength, technique, control and balance • Perform combinations of actions and movements that show clear differences between levels, speeds and direction • Choose and apply basic compositional ideas to the sequences they create • Develop their own gymnastic sequences by understanding, choosing and applying a range of compositional principles • Vary direction, levels and pathways, to improve the look of a sequence • Combine and perform gymnastic actions, shapes and balances more fluently and effectively • Work effectively as part of a team • Develop group gymnastic sequences by understanding, choosing and applying a range of compositional principles • Perform movements as part of a group accurately with a sense of rhythm • Use combinations of dynamics using the space effectively e.g. different pathways 	<ul style="list-style-type: none"> • Perform dances using a range of movement patterns such as levels, expressions, freezes, speed and cannon. • Identify which aspects were performed consistently, accurately, fluently and clearly 	<ul style="list-style-type: none"> • Show good awareness of others in game situations • Tackle a player safely and regain possession • Apply basic principles suitable for defending • Show good defensive awareness of others in game situations • Apply basic principles suitable for attacking and defending in a game • Choose different formations to suit the needs of the game

<p style="text-align: center;">Key Vocab</p>	<p>Keeping possession, Passing, Dribbling, Shooting, Support, Marking, Attackers/defenders, Marking, Team play, Batting, Fielding, Bowler, Defending, Hitting Offside, Pitch, Forehand/backhand</p>	<p>Muscles, Joints, Symmetrical/asymmetrical, Rotation, Turn, Shape, Landing, Take-off, Flight, Performance/evaluation</p>		<p>Keeping possession, Passing, Dribbling, Shooting, Support, Marking, Attackers/defenders, Marking, Team play, Batting, Fielding, Bowler, Defending, Hitting Offside, Pitch, Forehand/backhand</p>
<p style="text-align: center;">Summer</p>	<p style="text-align: center;">Athletics</p> <ul style="list-style-type: none"> • Choose the appropriate speed to run at for the distance to be covered • Choose the appropriate throwing technique to meet the demands of the task • Choose the appropriate jumping technique to meet the demands of the task • Demonstrate a range of throwing actions e.g. push, pull, sling, using different equipment • Run, jump, catch and throw in isolation and in combination • Compare their performance with previous ones and demonstrate improvement to achieve their personal best • Choose the appropriate speed to run and pace at for the distance to be covered • 	<p style="text-align: center;">Health Related Fitness</p> <ul style="list-style-type: none"> • Understand how the muscles work, e.g. work by getting shorter, relax by getting longer • Understand the importance of being physically fit • Create short warm up routines that follow basic principle e.g. raise body temperature, mobilise joints and muscles • Develop an understanding of how to improve in different physical activities and sports • Understand how physical activity can contribute to a healthy lifestyle • Explain how their body reacts and feels when taking part in different activities and undertaking different roles • Understand effects of Pulse rate before/during/after exercise • 	<p style="text-align: center;">Athletics</p> <ul style="list-style-type: none"> • Perform a range of jumps (Long, Triple) showing power and control at take off • Perform a range of jumps (Long, Triple) showing power and control at landing • Recognise part of a performance that could be improved and explain how • Demonstrate a range of throwing actions e.g. push, pull, sling, using different equipment • Develop effective hurdling technique • Develop effective relay baton exchange technique • Compete with others in relay races and individual events • Work effectively as part of a team 	<p style="text-align: center;">Rounders</p> <ul style="list-style-type: none"> • Use skills and tactics to outwit opponents when batting • Use skills and tactics to outwit opponents when fielding • Throw overarm with accuracy and for good distance • Retrieve, intercept and stop a ball when fielding • Bowl with accuracy, confidence and control • Play shots that allow the ball to be hit to different areas of the field into spaces • Identify spaces and understand the tactic of hitting into gaps • Use skills and tactics to outwit opponents when batting • Participate in competitive games • Show good awareness of others in game situations • Hit the ball away from fielders when batting using different speeds and angles

				<ul style="list-style-type: none"> Use tactics that involve bowlers and fielders working together
Key Vocab		<p>Warm up Cool down Coordination Rest Position Freeze/stop Model/demo Focus/concentration Skill Practise Travel/move Breathing/heart rate Technique Discipline Team work Fun Equipment</p>		<p>Keeping possession, Passing, Dribbling, Shooting, Support, Marking, Attackers/defenders, Marking, Team play, Batting, Fielding, Bowler, Defending, Hitting, Offside, Pitch, Forehand/backhand</p>

Wider Competition Expectations

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn			Cross Country Interhouse Competitions	Cross Country Interhouse Competitions	Girls Football Indoor Sports Hall Athletics Cross Country Open Football Girls Football	Girls Football Indoor Sports Hall Athletics Cross Country Open Football Girls Football
Clubs						
Spring	Interhouse Competitions	Interhouse Competitions	Gymnastics Festival Hockey	Gymnastics Festival Hockey	Basketball Netball	Basketball Netball
Clubs						
Summer	Golf Festival School Sports Day	Golf Festival Tennis Festival	Tennis Festival Tri Golf	Tennis Festival Tri Golf	Swimming Gala Open Cricket	Swimming Gala Open Cricket

		School Sports Day	Archery School Sports Day	Archery School Sports Day	Girls Cricket School Sports Day Interhouse Competitions	Girls Cricket School Sports Day Interhouse Competitions
Clubs						

