

This document shows the progression of Skills in PE and Sport at Harper Bell. It follows the P.E Hub curriculum:

	Foundation/ EYFS	KS1	KS2	
Year Group	EYFS	KS1	LKS2	UKS2
Dance				
<u>Knowledge</u>	<ul style="list-style-type: none"> • To link colours to feelings • To identify the favourite way to travel and to explain why • To explain why animal movements are performed at different levels • To understand that performing actions with others can be done at the same time (unison) or at different times 	<ul style="list-style-type: none"> • confidence to perform in front of others • and explain how performers can transition is and balances • how performances can develop 	<ul style="list-style-type: none"> • Owning and exploring new movement possibilities • To understand the techniques required to perform with increasing musicality with control and confidence • Show sensitivity to a dance idea, theme or story 	<ul style="list-style-type: none"> • Talk about different styles of dance with understanding, using appropriate language and terminology • Interpret different stimuli with imagination and flair • Take the lead suggesting ideas and refining actions of others
<u>Skills</u>	<ul style="list-style-type: none"> • Explore animal movements and levels • Copy, repeat and perform basic actions to music • To replicate actions 	<ul style="list-style-type: none"> • Show good timing with the music • Build simple movement patterns from given actions • Dance a solo • Dance a duet • Explore creative footwork • Work as part of a group to create and perform • Respond to visual stimulus • Compose and link actions to create simple movement phases 	<ul style="list-style-type: none"> • Develop dance freeze frames • Practice and perform a slide and roll • Learn to replicate a set phase • Work collaboratively to sequence movements • Create a 5 action routine 	<ul style="list-style-type: none"> • Work collaboratively to include more complex compositional ideas • Use tension and extension to control the body • Explore space and relationships in dance • Identify appropriate dynamics and group formations for a Hakka • Perform some basic street dance skills • Compose a street dance performance. • Use recognised dance actions and adapt to create motifs and movement patterns

<u>Key vocabulary</u>	dance twist turn rhythm step music beat stretch feet curl high low fast slow	direction huddle group mood feeling musicality respond	improvisation rehearse director choreographer slide formation freeze frames	motif street Hakka composition stag leap rebound expression
<u>Key indicators</u>	<ul style="list-style-type: none"> Recognise that actions can be reproduced in time to music; beat patterns and different speeds. Perform a wide variety of dance actions, both similar and contrasting. Copy, repeat, and perform simple movement patterns 	<ul style="list-style-type: none"> Describe and explain how performers can transition and link shapes and balances. Perform basic actions with control and consistency at different speeds and at different levels. Challenge themselves to move imaginatively responding to music. Work as part of a group to create and perform short movement sequences to music. 	<ul style="list-style-type: none"> Practise different sections of a dance, aiming to put together a performance. Perform using facial expressions. Perform with a prop. Work to include freeze frames in routines. Perform a variety of different formations. Develop a dance to perform as a group with a set starting position. 	<ul style="list-style-type: none"> Work collaboratively to include more complex compositional ideas. Develop motifs and incorporate into selfcomposed dances as individuals, pairs and groups. Talk about different styles of dance with understanding, using appropriate language and terminology. Perform different styles of dance fluently and clearly. Refine and improve dances adapting them to include the use of space, rhythm and

				expression.
Football				
<u>Knowledge</u>		<ul style="list-style-type: none"> Understand the basic roles of a goalkeeper, defender and attacker To comment on how we can attack or defend effectively To understand that the goalkeeper is the only player allowed to stop/catch the ball with his/her hands Shots generally need to stronger than passes To explain the basic rules of the game 	<ul style="list-style-type: none"> Exploring man-marking and zonal-marking Evaluating skills to aid improvement Make decisions over the best time to tackle 	<ul style="list-style-type: none"> Choose and implement a range of strategies to attack and defend Recognise and describe good performances Suggest, plan and lead simple drills for given skills Devise a drill that develops a particular skill Collaborate with a partner to implement simple defensive techniques

<u>Skills</u>		<ul style="list-style-type: none"> • To pass in the direction of teammates To apply pressure on opponents who are in possession • To shoot in the direction of the opponent's goal 	<ul style="list-style-type: none"> • Coming towards the ball to receive • To learn how to tackle effectively • Dribbling in different directions using different parts of their feet • Passing over a range of distances • Introduction of defensive skills 	<ul style="list-style-type: none"> • Set up someone to shoot • Deny space • Attacking set plays • Attacking in pairs • Covering defender • Perform a wider range of more complex skills • Apply correct body positioning when closing down a player to defend
<u>Key vocabulary</u>		<ul style="list-style-type: none"> • side-foot • kick • goalkeeper • defender • attacker • save shoot 	control use space defend defensive attack dribble pass tactics direction	fair play tackle covering supporting strategy set up assist deny set play covering defender
<u>Key indicators</u>		<ul style="list-style-type: none"> • Able to show an awareness of where teammates and opponents are. • To side-foot passes over short distances. • To stop shots with their hands as goalkeepers. • To shoot in the direction of the opponent's goal. 	<ul style="list-style-type: none"> • Able to show basic control skills, including sending and receiving the ball. • To pass the ball with some accuracy to maintain possession and build attacking play. • To implement the basic rules of football. • Introduce some defensive skills. • Dribbling in different directions using different parts of their feet. • Evaluating skills to aid performance. 	<ul style="list-style-type: none"> • Choose and implement a range of strategies to attack and defend. • Perform a wider range of more complex skills. • Recognise and describe good individual and team performances. • Suggest, plan and lead simple drills for given skills. • To play effectively in a variety of positions and formations on the pitch. • Apply a greater number of attacking and defensive tactics to gameplay.

Tennis (Send & Return KS1)				
<u>Knowledge</u>		<ul style="list-style-type: none"> • To identify an opponent's dominant and nondominant side • Have a basic understanding of service rules • To identify and play with your dominant hand • Explain why the racquet needs to be held differently to play different types of shots 	<ul style="list-style-type: none"> • To identify and describe some rules of tennis • Keeping count and to score a game • To understand the dimensions of the court • To identify where they could play tennis within their own community • To recognise the 'tennis ready' position • Recognising the types of hitting required for different areas of the court 	<ul style="list-style-type: none"> • Explore tennis service rules • Play using the full tennis scoring system (Love, 15, 30, 40, Game) • Make good choices in games about the best shot to use • Use speaking and listening skills to umpire and play with peers without dispute • Describe why and when to use a backhand shot • Work as a pair to develop tactics against other pairs • Use speaking and listening skills to umpire and to play with peers without dispute
<u>Skills</u>		<ul style="list-style-type: none"> • Be on the toes and move towards the path of the ball • To start to play with increased agility in a conditioned game • Able to self-feed to send a ball to a partner using a racquet • Begin to hit and return a ball with more consistency <ul style="list-style-type: none"> • To take part in a rally 	<ul style="list-style-type: none"> • To serve to begin a game • To explore forehand hitting • To play within the dimensions of the court • To serve with some accuracy to a target area • To perform a forehand shot on a moving ball • Moving towards the ball to return to the other side 	<ul style="list-style-type: none"> • Introduce volley shots and overhead shots • Apply new shots into game situations • Play with others to score and defend points in competitive games • When underarm serving (where ability allows) the ball must not be bounced before being hit • Players should serve diagonally, underarm or overarm • Introduce volley shots and overhead shots • Demonstrate a lob shot in isolated situations • To defend points against opposition using teamwork • To continue developing doubles play and tactics to improve • Serving diagonally, underarm or overarm

<u>Key vocabulary</u>		serve drop racquet hitter feed pick up collect tennis rally	hit return court forehand backhand bounce points score net tactics underarm overarm	service rules volley overhead singles doubles lob shot positioning footwork
<u>Key indicators</u>		<ul style="list-style-type: none"> Be able to track the path of a ball over a net and move towards it. Begin to hit and return a ball using hands and racquets with some consistency. Play modified net/wall games that involve catching, throwing and sending over a net. 	<ul style="list-style-type: none"> Identify and describe some rules of tennis. Serve to begin a game. Explore forehand and backhand hitting. Work to return the serve. Demonstrate different court positions in gameplay. 	<ul style="list-style-type: none"> Perform volleys and overhead shots. Apply new shots in game situations. Play with others to score and defend points in game situations. Some understanding of the service laws. Develop the backhand shot. Develop doubles play and tactics to improve.

Tai Chi				
(Body Management EYFS)				
<u>Knowledge</u>	<ul style="list-style-type: none"> Comment on how best to balance Demonstrate travel techniques and explain what works well for them To simply explain why exercise is good for the body and mind 			<ul style="list-style-type: none"> To describe the benefits of Tai Chi for the mind and body To explain the basic origins of Tai Chi Describe how motion and movement affects and/or reflects emotion Explain that Tai Chi is based on 8 animal poses To explain and compare how they felt before, during and after exercise Name and locate the large muscle groups

<u>Skills</u>	<ul style="list-style-type: none"> Follow balance obstacle challenge Work with others to move through hoops Reach and stretch to retrieve and place objects Use a variety of ways to travel over apparatus To perform steps, strides, hops, bounces, bridges and tunnels Able to stretch, reach and extend in a variety of ways and positions 			<ul style="list-style-type: none"> Demonstrate simple Tai Chi poses Distinguish changes in music and to adapt movement accordingly Demonstrate gymnastic sequences, including balance, roll, flight and transfer of weight Participate in physical activities that promote aerobic capacity, muscular strength, endurance and flexibility
<u>Key vocabulary</u>	climb step feet alternate one foot balance stand stop reach stretch hold carry touch crawl jump roll			<ul style="list-style-type: none"> Ba Men (8 doors, basic motion patterns) Peng (to ward off) Lu (rolling back) Ji (squeezing) An (pushing) Cai (controlling) Lie (splitting) Zhou (using the elbow) Kao (bumping) rhythm motion
<u>Key indicators</u>	<ul style="list-style-type: none"> Explore balance and managing their own body. To manipulate small objects. Able to stretch, reach and extend in a variety of positions. Able to control body and perform specific movements on command. 			<ul style="list-style-type: none"> Understand the effects of Tai Chi. Demonstrate poses with control. Relate balance and transfer of weight.

Gymnastics				
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<u>Knowledge</u>	<ul style="list-style-type: none"> To describe how you can help to keep your balance Describing ways to travel To explain how you can tell if someone is truly balanced To explain what a good safe landing looks like 	<ul style="list-style-type: none"> To decide which supporting concepts and actions to add to a sequence To use words such as rolling, travelling, balancing and climbing 	<ul style="list-style-type: none"> Composition ideas Refining sequences Deciding on ways to improve a routine using compositional elements and implementing changes 	<ul style="list-style-type: none"> Combine own ideas with others to build sequences Compose a sequence which will achieve the highest score against criteria
<u>Skills</u>	<ul style="list-style-type: none"> Adapt instructions to physical actions To demonstrate take off positions To demonstrate landing positions Moving over and under apparatus Developing coordination and gross motor skills To demonstrate shapes and balances 	<ul style="list-style-type: none"> Remember and perform a simple sequence Communicate effectively with a partner to create a short sequence To perform a variety of basic gymnastics actions showing control Introduction to turn, turn, twist, spin, rock and roll and to link these Perform longer movement phrases and to link with confidence Apply basic strength to a range of gymnastics actions To recognise like actions and link them together To demonstrate a magic chair on landing to absorb impact To move on, off and over objects with confidence To carry equipment safely 	<ul style="list-style-type: none"> Speed changes Cartwheel progressions Develop an increased range of actions and shapes to use in more complex sequences Adapt actions and sequences to work with partners and small groups To become increasingly competent and confident to perform skills more consistently To perform in time with a partner and group Use compositional ideas in sequences 	<ul style="list-style-type: none"> Perform increasingly complex sequences Compose and practise actions and relate to music Work independently and in small groups to make up sequences Perform to music Devise sequences using criteria
<u>Key vocabulary</u>	balance fast high jump link low stretch pattern	relaxation rock roll sequence shape slow speed spin strength timing travel turn balance body tension curled extension magic chair	control group similar direction partner actions compositional stamina leap refine progression	half lever box splits bridge broad jump splits dish arch bounce competency complex stimuli mirror match

<u>Key indicators</u>	<ul style="list-style-type: none"> Develop confidence in fundamental movements. Experience jumping, sliding, rolling, moving under, over and on apparatus. Develop coordination and gross motor skills. 	<ul style="list-style-type: none"> Describe and explain how performers can transition and link gymnastic elements. Perform with control and consistency basic actions at different speeds and on different levels. Challenge themselves to develop strength and flexibility. Create and perform a simple sequence that can be informally critiqued by peers. 	<ul style="list-style-type: none"> Become increasingly confident and competent to perform skills more consistently. Able to perform in time with a partner or group. Use compositional ideas in sequences such as changes in height, speed and direction. 	<ul style="list-style-type: none"> Lead group warm-ups showing an understanding of the need for strength and flexibility. Demonstrate accuracy, consistency and clarity of movement. To effectively work independently and in small groups to make up sequences. Arrange own apparatus to enhance work and vary compositional ideas. Experience flight on and off high apparatus.
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Hockey				
<u>Knowledge</u>			<ul style="list-style-type: none"> Explain the basic rules of hockey Understand that the ball cannot touch the feet or the back of the stick Develop tactics and apply them in game situations To decide as a team how to make things difficult for your opponent 	<ul style="list-style-type: none"> Choose and implement a range of strategies and tactics for attack and defence Recognise and describe good individual and team performances
<u>Skills</u>			<ul style="list-style-type: none"> Play in hockey-type invasion game Improve game-based agility Manipulate objects, stick and ball with safety and control To perform a push pass To dribble in a straight line To stop the ball effectively Turning with the ball . 	<ul style="list-style-type: none"> Shooting from close range Long corner routines Goal side marking tactics Apply the self-pass rule Combine and perform more complex skills at great speed Use and apply boundary rules such as corners, self-pass and sideline.

<u>Key</u> <u>vocabulary</u>			shoot defend attack block run control receive pass teamwork score hockey shaft foot space push pass	power distance perform consistent fair tackle covering supporting self pass
<u>Key</u> <u>indicators</u>			<ul style="list-style-type: none"> • Able to consistently perform basic hockey skills such as dribbling and push pass. • Implement the basic rules of hockey. • Develop tactics and apply them in competitive situations. • Increase speed and endurance during gameplay. 	<ul style="list-style-type: none"> • Choose and implement a range of strategies and tactics to attack and defend. • Combine and perform more complex skills at great speed. • Recognise and describe good individual and team performances. • Suggest, plan and lead a warm-up as a small group.

Athletics (Speed Agility Travel EYFS) Run Jump Throw KS1)				
<u>Knowledge</u>	<ul style="list-style-type: none"> To explain the best positions to occupy for evasion games Recognise and follow instructions 	<ul style="list-style-type: none"> Choosing an appropriate throwing technique Explain how different starting positions can affect your sprinting time 	<ul style="list-style-type: none"> Decide on ways to improve and then implement these changes Explain why a one-footed take-off is preferable to a two-footed effort 	<ul style="list-style-type: none"> Judge strengths and weaknesses and be able to suggest changes in order to improve To understand that throws require the right trajectory as well as force
<u>Skills</u>	<ul style="list-style-type: none"> Demonstrate agility in a range of games To recognise and follow instructions Experimenting with different starting and stopping positions To perform fast and slow movements To show control to stop and perform actions Changing directions at speed through both choice and instructions Performing actions that demonstrate changes in speed 	<ul style="list-style-type: none"> Showing quick feet Creating and developing power Performing static and dynamic balances Show increased control of body and limbs Throw a variety of objects Negotiate obstacles showing increased control 	<ul style="list-style-type: none"> Use a variety of equipment to measure or time Throw a variety of objects demonstrating accuracy To perform baton exchanges effectively To accelerate over short distances Perform a one-footed take off Control movements in response to instructions 	<ul style="list-style-type: none"> To apply strength and flexibility to throwing, running and jumping Accurately and confidently judge across a variety of activities Work in collaboration to demonstrate improvement Accurately and confidently recording times and distances
<u>Key vocabulary</u>	pause prepare freeze high low switch agility music beat	run throw handle power quick burpee obstacle control stamina static dynamic collect	track force distance curve accelerate hurdles foam javelins bounce target take off sling exchange accuracy	safety rules targets record set take over pass strength judge trajectory sprint shuttle assess

<u>Key indicators</u>	<ul style="list-style-type: none"> Travel with some control and coordination. Change direction at speed through both choice and instructions. Perform actions demonstrating changes in speed. Stop, start, pause, prepare for and anticipate movement in a variety of situations. 	<ul style="list-style-type: none"> Develop power, agility, coordination and balance over a variety of activities. Can throw and handle a variety of objects including quoits, beanbags, balls and hoops. Can negotiate obstacles, while showing an increased control of body and limbs. 	<ul style="list-style-type: none"> Work out the best ways to run, jump and throw. Using a variety of equipment, they can compare the effectiveness of different styles of runs, jumps and throws. Jump for height and distance with control and balance. Throw with speed and power while applying the appropriate degree of force. Demonstrate agility and speed Control movements and body actions in response to specific information. 	<ul style="list-style-type: none"> Become confident and very competent in a range of techniques. Apply strength and flexibility to a broad range of throwing, running and jumping activities. Work in collaboration and demonstrate improvement when working with self and others. Accurately and confidently recording results across a variety of athletic disciplines.
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Year Group	EYFS	KS1	LKS2	UKS2
Rounders				
<u>Knowledge</u>			<ul style="list-style-type: none"> Understand and implement the rounders scoring system Identify and describe some successful play Understand where the ball must be legally bowled Identify different roles in rounders 	<ul style="list-style-type: none"> To demonstrate urgency when in the field To explain why it can be beneficial to pass to different bases To understand teammate's and opponent's tactics when accumulating rounders To employ base running tactics
<u>Skills</u>			<ul style="list-style-type: none"> Throw and catch with increasing accuracy Run at speed to avoid being stumped out Intercept balls to stop rounders being scored Develop a range of skills in a competitive context 	<ul style="list-style-type: none"> Link together a range of skills and use in combination. Collaborate within a team to choose, use and adapt rules in games Recognise how some aspects of fitness apply to rounders. Play in a complete game of rounders with markings and four bases Attempt attacking bowling To catch high balls to get players out To bowl at different paces to deceive the batters

				<ul style="list-style-type: none"> Work as pairs to field a long ball
<u>Key vocabulary</u>			zones directing speed avoid intercept role gain stumped full rounder half rounder	power consistently accuracy stump conditioned fitness miss hit strength encouragement defensive offensive place stance tracking
<u>Key indicators</u>			<ul style="list-style-type: none"> Develop some rounders skills that can apply in a competitive context. Choose and use a range of simple tactics in isolation and a game context. Identify different positions in rounders and the roles of those positions. 	<ul style="list-style-type: none"> Apply the rules of rounders consistently in conditioned games. Compete in small sided games using a standard rounders pitch layout. Use a range of tactics for attacking and defending in the role of the batter, bowler and fielder.

Handball				
<u>Knowledge</u>				<ul style="list-style-type: none"> • Explaining how opposing players should position themselves around the 'D' • Can explain why you need to get 'free' in invasion games to receive the ball • Understand that when the game is restarted, then opposing players need to be at least 3 metres away from the player in possession • Understand formations
<u>Skills</u>				<ul style="list-style-type: none"> • Screening in gameplay • Work as a team to improve group tactics and gameplay • Develop defensive skills • Work as part of a team to switch from defensive play to attacking • Execute set plays in game situations • Use offensive dribbles to progress quickly towards the opposing goal
<u>Key vocabulary</u>				control screen skill selection conditioned games organisation consistency counterattack the 'D' pivoting set plays closing angles formations

<u>Key indicators</u>				<ul style="list-style-type: none"> • Work as a team to improve group tactics and game play. • Play within the rules using screening to break down attacking play. • Defensive skills have been developed sufficiently to limit the opponent's attacking opportunities. • To increase the power and strength of passes, moving the ball over longer distances. • Use a wide range of handball rules consistently. • To begin to play effectively in a variety of attacking and defensive positions. • Use a range of specific handball skills in games, such as dribbling, blocking, shooting and keeping goal.
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Cricket				
(Hit Catch Run KS1)				
<u>Knowledge</u>		<ul style="list-style-type: none"> • • Make informed choices about where to hit the ball • • Can name some striking and fielding games • Can explain how cricket and rounders differ • Can explain the role of the wicketkeeper or backstop • Can explain why it is preferable to stop a ball with both hands 	<ul style="list-style-type: none"> • Identify gaps in the field where it is easier to score runs • To understand the importance of never arguing with an umpire • To explain why it is preferable to bowl overarm 	<ul style="list-style-type: none"> • Use a range of tactics for attacking and defending in the role of a bowler, batter and fielder • Explain the ways a batsman can be given out • Explain which shots allow you to score more runs • Explain how you can recognise when a ball needs to be defended • Explain the scenarios when it is preferable to bowl a short ball

<u>Skills</u>		<ul style="list-style-type: none"> • To hit a ball with a bat • Use kicking to send a ball to score points • Use underarm bowling • Field to catch and throw to teammates • Play as part of a team to field and hit to score • To develop hitting skills with a variety of bats • Can work in small groups to field and bat • To hit and run to score points in games • Can begin to play the role of a wicketkeeper or backstop 	<ul style="list-style-type: none"> • To anticipate when to run to score singles • Intercept the ball with one hand • Bowl overarm from a stationary position towards a target • Attempt a pull shot in a game 	<ul style="list-style-type: none"> • Attempt a small range of recognised shots • Tracking and catching a high ball • Work as pairs to field long balls • Attempt an on drive • Overarm bowling with increased accuracy – some might want to start a run up
<u>Key vocabulary</u>		hit catch runs wicket bats bowl feed throw catch underarm field bowler umpire stumps	pull shot intercepting overarm bowling single boundary wicketkeeper over crease four (boundary) six (boundary)	urgency acquire high ball tracking short delivery on drive off drive slip short leg cover innings retires long ball line and length pitch
<u>Key indicators</u>		<ul style="list-style-type: none"> • Develop hitting skills with a variety of bats. • Practice feeding / bowling skills. • Hit and run to score points in games. • Work in teams to field. • Begin to play the role of wicketkeeper or backstop • Can work on a variety of ways to score runs in the different 'Hit Catch Run' games. 	<ul style="list-style-type: none"> • Develop range of cricket skills they can apply in a competitive context. • Use a range of simple tactics in isolation and in a game context. • Consolidate existing skills and apply with consistency. 	<ul style="list-style-type: none"> • Apply with consistency standard cricket rules in a variety of different styles of games. • Attempt a small range of recognised shots in isolation and in competitive scenarios. • Use a range of tactics for attacking and defending in the role of bowler, batter and fielder. • Bowling with increased accuracy and understand the desirable areas to pitch the ball.

OAA (Cooperate & Solve Problems EYFS)				
<u>Knowledge</u>	<ul style="list-style-type: none"> To explain why we need to listen to others when working with them To explain how disagreements can be resolved when working as a team 		<ul style="list-style-type: none"> To identify common map symbols Explain why it should be easier to work as a pair in orienteering, rather than by yourself. Plan and refine strategies to solve problems. 	<ul style="list-style-type: none"> Use knowledge of games in PE to suggest adaptations and variations to activities Refine and adapt ideas in group task Take responsibility for a role in a task Use information given by others to complete tasks and work collaboratively Use knowledge of PE and physical activities to suggest design ideas and amendments to games
<u>Skills</u>	<ul style="list-style-type: none"> To work as an individual and as part of a group To work collaboratively to construct shapes To organise and match items, images, colours and symbols To work with a partner to listen, share ideas and question Collect, distinguish and differentiate colours and create a shape as a team 		<ul style="list-style-type: none"> To recognise compass points To use a compass effectively To follow a course To perform sprint orienteering 	<ul style="list-style-type: none"> Follow and orientate a map Identify objects in scavenger hunt To perform pyramid balances To tie a reef knot To take responsibility for a role in a task
<u>Key vocabulary</u>	cooperate team individual partner pair work choose collect trail body shape number		challenges problem-solving lead follow plan trust solve cardinal points success	maps diagrams scale symbols orienteering compass challenges design instructions extend knot orient

<u>Key indicators</u>	<ul style="list-style-type: none"> Organise and match various items, images, colours and symbols. Work with a partner to listen, share ideas, question and choose. Collect, distinguish and differentiate colours and create a shape as a team. Move confidently and cooperatively in space. Travel in a range of ways. 		<ul style="list-style-type: none"> Work well in a team or group within defined and understood roles. Plan and refine strategies to solve problems. Identify the relevance of maps, compasses and symbols. Identify what they do well and suggest what they could do to improve. 	<ul style="list-style-type: none"> Use information given by others to complete tasks and work collaboratively. Undertake more complex tasks. Responsibility taken for a role in a task. Knowledge of PE and physical activities used to suggest design ideas and amendments to games.
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Netball				
<u>Knowledge</u>			<ul style="list-style-type: none"> Being aware and able to undertake the demands of different positions Explain how you were able to improve as a team and individually Explain the footwork rule and explain how footwork fouls can be committed To critique your own performance and consider how improvements could be made 	<ul style="list-style-type: none"> Work as a team to improve group tactics and gameplay Describe some specific skills you used in a game and explain if they were effective or not Use appropriate language to explain their attacking and defensive play
<u>Skills</u>			<ul style="list-style-type: none"> To perform a chest pass To dodge effectively Moving to create space To perform a bounce pass To perform a shoulder pass Sending a receiving a ball with some consistency to keep possession 	<ul style="list-style-type: none"> Marking the pass or shot Organisation around the 'D' Attempt rebounds as attacker and defender Develop defensive skills Performing bounce passes in game situations Two handed shooting Pivot to make successful passes Dodge to get away from opponents Find space effectively Move balls over longer distances accurately, demonstrating power

<u>Key vocabulary</u>			space pass accurately mark dodge attack defend footwork possession netball rules improve	tactics gameplay blocking free metre organisation rebounds prone thirds area offside double bounce pivot
<u>Key indicators</u>			<ul style="list-style-type: none"> • Familiarity with high five netball positions. • Acquire and apply basic shooting techniques. • Demonstrate and implement basic rules of high five. • Skills such as marking and footwork have been developed. 	<ul style="list-style-type: none"> • Work as a team to improve group tactics and gameplay. • Play within the rules using blocking skills for shots and passes. • Defensive skills developed.

Tag Rugby					
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<u>Knowledge</u>				<ul style="list-style-type: none"> • If a pass is forward, possession is changed, and a free pass is awarded from where the offence took place • If the ball is dropped forwards, the opposition have a free pass from where the offence took place • To understand the spaces not faces principle • Choose and implement a range of strategies and tactics to attack and defend • Suggest, plan and lead a warm-up as a small group • To use the STEP principle to plan a warm-up • To suggest ways to improve set plays • Observe, analyse and recognise good individual and team performances.
<u>Skills</u>				<ul style="list-style-type: none"> • Combine basic tag rugby skills such as catching and quickly passing in one movement • Select and implement appropriate skills in a game situation • Begin to play effectively when attacking and defending • Increase the power of passes so the ball can be moved quickly over a greater distance • To transition from attack to defence and vice versa • Combine and perform more complex skills at speed
<u>Key vocabulary</u>				<p> contest possession pressure support pop pass turn over loose pass ‘W’ grip offence formation transition turnover </p>

<u>Key indicators</u>				<ul style="list-style-type: none"> Choose and implement a range of strategies and tactics to attack and defend. Combine and perform more complex skills at speed. Observe, analyse and recognise good individual and team performances. Suggest, plan and lead a warm-up as a small group.

Swimming				
<u>Knowledge</u>			<ul style="list-style-type: none"> Gain an understanding of how far they can glide for Understand how they can improve their distance with each stroke Be aware of pool safety and other swimmers around them 	<ul style="list-style-type: none"> Work in pairs to refine stroke technique and suggest ways they can improve Explain personal survival techniques To provide partner support
<u>Skills</u>			<ul style="list-style-type: none"> Swim short distances unaided between 5-20 metres using one consistent stroke Propel themselves over longer distances with the assistance of swimming aids Move with more confidence in the water including submerging themselves fully Enter and exit the water independently Transition from glide to stroke To push, glide and turn 	<ul style="list-style-type: none"> Swim confidently, competently and proficiently over a distance of at least 25 metres Link lengths together with turns and attempt a tumble turn in isolation and during a stroke To tread water efficiently To perform a mushroom float Bring control and fluency to at least two recognised strokes Implement good breathing technique To perform a fluent breaststroke arm technique To perform a surface dive with control To attempt personal survival techniques

<u>Key vocabulary</u>			swim kick front back breath splash sculling prone glide stroke float	metres front crawl back crawl breaststroke treading crouching personal survival tumble turn treading water mushroom float
<u>Key indicators</u>			<ul style="list-style-type: none"> Swim short distances unaided between 520 metres using one consistent stroke. Propel themselves over longer distances with the assistance of swimming aids. Move with more confidence in the water including submerging themselves fully. Enter and exit the water independently. 	<ul style="list-style-type: none"> Bring control and fluency to at least two recognised strokes. Implement good breathing techniques to allow for smooth stroke patterns. Successfully demonstrate personal survival techniques as an individual and within a group. Link lengths together with turns and attempt tumble turns in isolation and during a stroke.

Golf				
<u>Knowledge</u>			<ul style="list-style-type: none"> Play with others showing sportsmanship and fair play Make informed decisions on what type of shot to take for the situation Able to keep attempting difficult skills 	

			<ul style="list-style-type: none"> • Explain how you could support a partner around a course • Explain two coaching points that will improve a beginner's chipping technique 	
<u>Skills</u>			<ul style="list-style-type: none"> • To strike the ball • To switch between the short and long game • Play chip shots with confidence • Control putting strength according to the distance from the hole • Play in a variety of modified golf games • Transfer skills to handle clubs and strike with consistency and accuracy • Play a variety of shots with control over long and shorter distances 	
<u>Key vocabulary</u>			tee strike putt chip hole course club par control swing balance	
<u>Key indicators</u>			<ul style="list-style-type: none"> • Perform basic golf skills – including putting and chipping. • Use the tick-tock technique to control the striking distance. • To compete against self and others in a sportsmanlike way. 	

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Attack Defend Shoot		•		
<u>Knowledge</u>		<ul style="list-style-type: none"> Goalkeepers can save the ball using hands, legs or feet Select and apply a small range of simple tactics Showing awareness of teammates and opponents in games Recognise good qualities in self and others Recognise that you sometimes need to stay in defined areas Explain the need for working well as a team 		
<u>Skills</u>		<ul style="list-style-type: none"> Throwing with a variety of equipment Moving after passing Intercepting Work with others to build basic attacking play Can send a ball using feet 		

<u>Key vocabulary</u>		rebound aim speed direction scoring controlling following intercepting tactics		
<u>Key indicators</u>		<ul style="list-style-type: none">• Can send a ball using feet and can receive a ball using feet.• Refine ways to control bodies and a range of equipment.• Recall and link a combination of skills. E.g. dribbling and passing.• Can select and apply a small range of simple tactics.• To recognise good qualities in self and others.• To work with others to build basic attacking play.		

Manipulation & Coordination				
<u>Knowledge</u>	<ul style="list-style-type: none"> Identify why some objects could be sent with more accuracy Explain why some objects could be sent with more accuracy Explain why so many people find hopscotch challenging 			
<u>Skills</u>	<ul style="list-style-type: none"> Coordinate limbs to carry out defined movements and actions Reproduce movements with a ball bilaterally Make contact with a ball using feet and legs Practice hop, step and jump sequences Send and stop objects using hands and feet 			
<u>Key vocabulary</u>	carry crawl feet freeze grip hands high hold hop jump low music one foot pause prepare eyes hopscotch			

<u>Key indicators</u>	<ul style="list-style-type: none">• Send and receive a variety of objects with different body parts.• Work with others to control objects in space.• Coordinate body parts, such as hand-eye, foot-eye over a variety of activities and in different ways.			