

Scheme of work progression

Striking and Fielding

Year 1	Year 2	Year 3 (Rounders)
<ul style="list-style-type: none"> • Able to hit objects with hand or bat • Track and retrieve a rolling ball • Throw and catch a variety of balls and objects • Develop sending and receiving skills to benefit fielding as a team. • Distinguish between roles of batters and fielders. • Introduce the concept of simple tactics. <p>Vocabulary: <i>Batter, bowl, catch, collect, feed, field, retireve</i></p>	<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 a game. • Work in a variety of ways to score runs in the different hit, catch, run games. • Work in teams to field. • Begin to play the role of wicketkeeper or backstop. <p>Vocabulary: <i>strike, runs, wicket, underarm, over arm, umpire, posts, stumps</i></p>	<ul style="list-style-type: none"> • Play a simple rounders game. • Apply riles to games. • Develop and use simple rounders skills <p>Vocabulary: <i>Bases, run, fielder, innings, no ball, batting box, backstop, rounders, half rounders</i></p>
Year 4 (Cricket)	Year 5 (Rounders)	Year 6 (Rounders/Cricket)
<ul style="list-style-type: none"> • Develop the range of cricket skills that can apply in a competitive context. • Choose and use a range of simple tactics in isolation and a game context. • Consolidate existing skills and apply with consistency. <p>Vocabulary: <i>Crease, boundary, batsman, cross, four, six, single, over, balls, pull, shot, forward</i></p>	<ul style="list-style-type: none"> • Link together a range of skills and use in combination. • Collaborate with a team to choose, use and adapt rules in games • Recognise how some aspects of fitness apply to rounders e.g. power, flexibility, cardio-vascular endurance <p>Vocabulary: <i>Revision of previous years plus offensive, defensive</i></p>	<ul style="list-style-type: none"> • Apply rounders/cricket rules consistently in conditioned games. • Play small sided games using standard rounders pitch layout. • Use a range of tactics for attacking and defending in the role of bowler, batter and fielder. • Attempt a small range of recognised shots in isolation and in competitive scenarios. <p>Vocabulary: <i>Revision of previous years plus stance, predict, place, select, tactics</i></p>

Invasion Games

Year 1	Year 2	Year 3 (Netball/Handball/Tag Rugby/Lacrosse)
<ul style="list-style-type: none"> Practise basic movements including running, jumping, throwing and catching. Begin to engage in competitive activities. Experience opportunities to improve agility, balance and coordination. Recognise rules and apply them. Use and apply simple invasion game strategies. Preparing for, and explaining the reasons why we enjoy exercise. <p>Vocabulary: <i>Attack, catch, compete, defend, play against, receive, send, heart-rate, outwit, physical activity</i></p>	<ul style="list-style-type: none"> Send and receive a ball using feet. Refine ways to control bodies and a range of equipment. Recall and link combinations of skills, e.g. dribbling and passing. Select and apply a small range of simple tactics. Recognise good quality in self and others. Work with others to build basic attacking play. <p>Vocabulary: <i>Aim, compete, controlling, cooperate, fluency, rebound, scoring, following, opponent</i></p>	<ul style="list-style-type: none"> Able to perform basic skills across sports covered. Use space efficiently for attacking play Implement basic rules Learn defensive techniques Handle a rugby ball with confidence Link skills to perform as a team in attack. (Tag Rugby) Able to pass and catch in a game situation (Lacrosse) <p>Vocabulary: <i>Space, pass, accurately, mark, dodge, possession, intercept, footwork, block, teamwork, using space, side-step, feint, release,</i></p>
Year 4 (Hockey/Basketball/Handball/Football)	Year 5 (Handball/Tag Rugby/Lacrosse/Netball)	Year 6 (Hockey/Football/Basketball)
<ul style="list-style-type: none"> Consistently perform basic skills. Implement basic rules. Develop tactics and apply to competitive situations. Develop a range of ball handling skills. Increase speed and endurance during gameplay. Pass and move with the ball to set up attacks. Introduce defensive skills. Evaluating skills to aid improvement. <p>Vocabulary: <i>Dribble, use space, control, pass, push, slap, collaborate, violation, turnover, double drill, 3 step, free throw, chest pass, link, touch, compete</i></p>	<ul style="list-style-type: none"> Confidently select and use specific skills for invasion games covered. Play effectively in different positions in both attack and defence. Increase power and strength and passes to move the ball over longer distances. Use wide range of rules consistently. Select and use skills in a game situation. Use skills to maintain possession Introduce high five netball positions (netball) Acquire and apply basic shooting techniques (netball) <p>Vocabulary: <i>Revision of previous years plus offensive foul, screen, pressure, interception, squat, distance</i></p>	<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 performances Suggest, plan and lead a warm-up/simple drills as a small group. Apply aspects of fitness to the game such as power, strength, agility and coordination Grasp more technical aspects of invasion games covered. <p>Vocabulary: <i>Revision of previous years plus perform, consistent, fair play, tackle, covering, supporting, deny, assist,</i></p>

Net and Wall Games

Year 1	Year 2	Year 3 (Tennis)
<ul style="list-style-type: none"> • Able to send an object with increased confidence using hand or bat. • Move towards a moving ball to return. • Sending and returning a variety of balls. • Develop sending skills with a variety of balls. • Track intercept and stop a variety of objects such as balls and beanbags • Select and apply skills to beat the opposition. <p>Vocabulary: <i>Forehand, backhand, court, hit, feed, serve</i></p>	<ul style="list-style-type: none"> • Track the path a ball over a net and move towards it. • Begin to hit and return a ball using a variety of hand and racquet with some consistency. • Play modified net/wall games throwing, catching and sending over a net. • Make it difficult for their opponent to score a point. • Begin to choose specific tactics for a situation. • Transfer skills learnt so far to volleyball. • Improve agility and coordination. <p>Vocabulary: <i>Badminton, shuttlecock, tennis, volleyball, squash, net, bounce</i></p>	<ul style="list-style-type: none"> • Identify and describe some rules of tennis • Serve to begin a game • Explore forehand hitting <p>Vocabulary: <i>Revision of previous vocabulary plus return, underarm, overarm</i></p>
Year 4 (Badminton)	Year 5 (Tennis)	Year 6 (Badminton)
<ul style="list-style-type: none"> • Explore and use different shots with both forehand and backhand • Demonstrate different Badminton skills. • Practise some trick shots in isolation. <p>Vocabulary: <i>Revision of previous net/wall vocab plus bisi, tricks, tactics</i></p>	<ul style="list-style-type: none"> • Introduce volley and overhead shots • Apply shots into game situations • Play with others to score and defend points in competitive games • Further explore Tennis service rules. <p>Vocabulary: <i>Revision of previous years plus position, ready, volley, singles, doubles</i></p>	<ul style="list-style-type: none"> • Develop a wider range of shots including drop and smash. • Begin to use more sophisticated tactics such as net play, offensive and defensive positioning • Play with fluency with a partner in a doubles situation. <p>Vocabulary: <i>Revision of previous years plus smash, attacking defending, rally, drop shot</i></p>

Athletics

Year 1	Year 2	Year 3
<ul style="list-style-type: none"> • Begin to link running and jumping • Learn and refine a range of running which includes varying pathways and speeds • Develop throwing techniques to send objects over long distances. • Increase stamina and core strength needed to undertake athletic activities • Take part in broad range of opportunities to extend strength, balance, agility and coordination. • Cooperate with others to carry out more complex physical activities <p>Vocabulary: <i>Backwards, distance, furthest, hop, sideways, skip, throw, tag, relay, sprint</i></p>	<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. • Negotiate obstacles showing increased control of body and limbs • Improve running and jumping movements and work for sustained periods. • Reflect on activities and make connections between a healthy and active lifestyle. • Experience and improve on jumping for distance and height <p>Vocabulary: <i>Dynamic, burpee, obstacle, static, dynamic, lunges, persevere, burn, stamina</i></p>	<ul style="list-style-type: none"> • Control movements and body actions in response to specific instructions • Demonstrate agility and speed • Jump for height and distance with control and balance • Throw with speed and power and apply appropriate force <p>Vocabulary: <i>Accelerate, agility, hurdles, foam javelin, pace, approach, combine</i></p>
Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Using running, jumping and throwing stations, children investigate in small groups different ways of performing these activities. • Using a variety of equipment, ways of measuring and timing, comparing the effectiveness of different styles of runs, jumps and throws <p>Vocabulary: <i>Curve, force, track, bounce, target, take-off, sling, exchange, accuracy</i></p>	<ul style="list-style-type: none"> • Sustain pace over short and longer distances such as running 100m and running for 2 minutes. • Able to run as part of a relay team working at their maximum speed • Perform a range of jumps and throws demonstrating increasing power and accuracy <p>Vocabulary: <i>Relay, baton, safety, rules, record, set, take over, sustain, hop-step-jump</i></p>	<ul style="list-style-type: none"> • Confident and expert in a range of techniques and recognise their success • Apply strength and flexibility to a broad range of throwing, running and jumping activities • Work in collaboration and demonstrate improvement when working with self and others • Accurately and confidently judge across a variety of activities <p>Vocabulary: <i>Judge, trajectory, sprint, shuttle, STEP</i></p>

Movement (Gymnastics/Dance)

Year 1	Year 2	Year 3
<ul style="list-style-type: none"> Identify and use simple gymnastics actions and shapes. Apply strength to basic actions. Begin to carry equipment safely. Respond to stimuli. Explore space, direction, levels and speed. Create actions and movements with different body parts. <p>Vocabulary: <i>Beat, curl, dance, swing, turn, twist, story, static, balance, muscles, timing, travel</i></p>	<ul style="list-style-type: none"> Describe how performers can transition and link gymnastic movements. Perform with control and consistency at different speeds and levels. Develop strength and flexibility. Create and perform a simple routine that is judged and scored. Move imaginatively to music. Perform short sequences to music. <p>Vocabulary: <i>Huddle, galloping, musicality, mood, respond, rhythm, sequence, pattern, relaxation, extension,</i></p>	<ul style="list-style-type: none"> Modify actions independently. Consolidate and improve quality of gymnastic actions. Relate strength and flexibility to movements performed. Use basic compositional ideas to improve sequences of actions. Practise sections of a dance to put together a performance. Perform using facial expressions. Perform with a prop <p>Vocabulary: <i>Fluency, unison, sustained, explosive, improvisation, facial expression, rehearse, director</i></p>
Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Increasingly competent and confident in performing skills with consistency. Perform in time with a partner or group. Use compositional ideas in performances such as changes in direction, speed and level. Include freeze frames in performances. Practise and perform a variety of different formations in dance. Develop a dance to perform as a group from a starting position. <p>Vocabulary: <i>Contrasting, combinations, full turn, half turn, choreographer, slide, formation, freeze frames</i></p>	<ul style="list-style-type: none"> Create longer and more complex sequences. Develop use of symmetry in performances. Compare performances and identify strengths and areas for improvement. Perform a range of dance styles. Work collaboratively in groups to compose simple dance routines. <p>Vocabulary: <i>Symmetry, asymmetrical, elements, aesthetics, locomotion, pivot step, Bhangra,</i></p>	<ul style="list-style-type: none"> Warm up with an understanding of the need for strength and flexibility. Demonstrate consistency and clarity in movement. Work in independently and in groups to plan routines. Arrange apparatus to enhance routines. Experience flight on and off apparatus. Work collaboratively in groups to compose more complex dance routines. Develop motifs and incorporate in dances. Talk about different styles of dance using the correct terminology. <p>Vocabulary: <i>Vault, strength, flexibility, motif, phrase, street dance, Hakka, step, slide, gesture</i></p>