



Physical Education Progression of Skills, Knowledge and Vocabulary Map 2025-2026

Physical Development	Foundation Stage	
	<p>EYFS Statutory Educational Programme: Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, coordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>	
Gross Motor	Foundation Stage 1 Power, Cause and Effect, Structures	Foundation Stage 2 Power, Cause and Effect, Structures
	<p>Continue to develop their movement, for example, balancing, running, jumping and climbing. Ride wheeled toys such as scooters, trikes and balance bikes. Kick a stationary ball with either foot. Throw a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it. Go up steps and stairs, or climb up apparatus, using alternate feet. Stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Create lines and circles pivoting from the shoulder and elbow. Start taking part in some group activities. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Choose the right resources to carry out their own plan, for example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p>	<p>Revise and refine the fundamental movement skills they have already acquired, for example, rolling, crawling, walking, jumping and climbing. Continue to develop the movement skills in hopping, galloping and skipping. Gain confidence and the skills required to ride a balance bike or pedal bike independently. Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Work cooperatively, as a team, when playing games.</p>
Fine Motor	<p>Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips, after a key person has started it off.</p>	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. For example, pencils for drawing and writing, paintbrushes, scissors, playing percussion instruments, knives, forks and spoons. Hold a pencils near the point between the first two fingers and thumb, and use it with good control. Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>
Key Vocabulary	<p><i>Bounce, goal, underarm, overarm.</i> <i>Full turn, half turn, curl, roll, slow, fast, jog, gallop, march, stretch, wide, narrow.</i> <i>Travel, perform, direction, space, levels, high, low, speed.</i> <i>The language used when 'talking through' forming different movements, patterns and lines (straight, up and down, curved, spot, round, circle, wavy, cross, zig zag, spiral) and shared/individual writing. Pinch, grip, pincer.</i></p>	



Year Group Connected Concepts	Key Stage 1 Power, Cause and Effect, Structures		Lower Key Stage 2 Power, Cause and Effect, Structures		Upper Key Stage 2 Power, Cause and Effect, Structures	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Dance	<p>To use counts of 8 to move in time and make my dance look interesting.</p> <p>To explore pathways in my dance.</p> <p>To create my own dance using, actions, pathways and counts.</p> <p>To explore speeds and actions in my dance.</p> <p>To copy, repeat, create and perform actions that represent the theme.</p> <p>To use expression and create actions that relate to the story of the dance.</p> <p>To use a pathway when travelling.</p> <p>To explore pathways with a partner.</p> <p>Understand that actions can be sequenced to create a dance.</p> <p>Understand the need to create fast and slow actions to show an idea.</p> <p>Understand that there are different directions and pathways within space.</p> <p>Understand that when dancing with a partner, it is important to be aware of each other and keep in time.</p> <p>Know that standing still at the start and at the end of the dance lets the audience know when the dance has started and finished.</p> <p>Know that by using exaggerated actions, it</p>	<p>To remember, repeat and link actions to tell the story of my dance.</p> <p>Use counts of 8 to help you stay in time with the music.</p> <p>To copy, remember and repeat actions using facial expressions to show different characters.</p> <p>To explore pathways and levels.</p> <p>To copy, repeat and create actions in response to a stimulus.</p> <p>To copy, create and perform actions considering dynamics.</p> <p>To create and perform a short dance phrase with a partner showing clear changes of speed, unison, mirroring and matching.</p> <p>To remember and repeat actions and dance as a group.</p> <p>Know that sequencing actions in a particular order will help to tell the story of my dance.</p> <p>Understand that they are able to change the way they perform actions to show an idea.</p> <p>Know that different directions, pathways and levels can be used in a dance.</p> <p>Know that using counts of 8 will help to stay in time with a partner and the music.</p>	<p>To create actions in response to a stimulus and move in unison with a partner.</p> <p>To create actions to move in contact with a partner or interact with a partner.</p> <p>To select and link appropriate actions and dynamics to show our dance idea.</p> <p>To remember, repeat and create actions to represent an idea.</p> <p>To use choreographing ideas to develop our dance.</p> <p>To use straight pathways and clear changes in direction in a dance.</p> <p>To use formations, canon and unison to make our dance look interesting.</p> <p>To remember, repeat and create actions around a theme.</p> <p>To structure a dance to represent a theme.</p> <p>Understand that sharing ideas with others enables a group to work collaboratively and try ideas before deciding on the best actions for our dance.</p> <p>Understand that all actions can be performed differently to help show effect.</p> <p>Understand that using space will help a dance to flow.</p>	<p>To copy and create actions in response to an idea and be able to adapt this using changes of space.</p> <p>To choose, create and learn dance actions which relate to the theme.</p> <p>To develop a dance using matching and mirroring.</p> <p>To develop a carnival dance using formations, canon and unison.</p> <p>To develop a dance phrase and perform as part of a class performance.</p> <p>To use actions, dynamics, space and relationships to represent a theme.</p> <p>To order and structure phrases to create a dance performance.</p> <p>To copy and repeat a set phrase showing energy and rhythm.</p> <p>To develop, learn and perform a dance to represent a style using changes in relationship.</p> <p>Understand that some actions are better suited to a certain character, mood or idea than others.</p> <p>Understand that some dynamics are better suited to a certain character, mood or idea than others.</p> <p>Understand that space can be used to express a certain character, mood or idea.</p> <p>Understand that some relationships are better suited to a certain</p>	<p>To create a dance using a random structure and perform the actions showing quality and control.</p> <p>To copy and repeat movements in the style of a dance theme.</p> <p>To work with a partner to copy and repeat actions in time with the music.</p> <p>To work collaboratively with a group to choreograph a dance in the style of a theme.</p> <p>To develop set choreography inspired by a theme.</p> <p>To choose actions to create a motif in a given character with consideration of dynamics, space and relationships.</p> <p>To select and combine dance tools and use structure to choreograph a dance performance.</p> <p>To use space, relationships, matching, canon and unison in the style of a dance theme.</p> <p>Understand that different dance styles utilise selected actions to develop sequences in a specific style.</p> <p>Understand that different dance styles utilise selected dynamics to express mood.</p> <p>Understand that space relates to where the body</p>	<p>To copy and repeat a dance phrase showing confidence in movements.</p> <p>To work with others to explore and develop the dance idea.</p> <p>To use changes in dynamics in response to the stimulus.</p> <p>To demonstrate a sense of rhythm and energy when performing a dance, showing an awareness of timing, formations and direction.</p> <p>To select, order, structure and perform movements in a style, showing various group formations.</p> <p>To develop a dance phrase using actions, dynamics, space and relationships.</p> <p>To copy and create actions with consideration to stimulus.</p> <p>To use choreographic devices to improve the aesthetics of a performance.</p> <p>To choreograph a freeze frame montage in a dance style.</p> <p>To use feedback to develop and refine a dance performance.</p> <p>Understand that actions can be improved with consideration to extension, shape and recognition of intent.</p> <p>Understand that selecting a variety of dynamics in my performance helps to take</p>



	helps the audience to see them clearly.	Know that using facial expressions helps to show the mood of a dance. Know that practising a dance will improve the performance.	Understand that 'formation' means the same in dance as in other activities such as football, rugby and gymnastics Understand that by using timing techniques such as canon and unison, can create effect. Know that by showing sensitivity to the music, the performance will look more complete.	character, mood or idea than others. Know that being aware of other performers in a group will help the group to move in time. Know that a range of dance techniques can be selected to translate ideas.	moves both on the floor and in the air. Understand that different dance styles utilise selected relationships to express mood. Understand what makes a performance effective and know how to apply these principles to work.	the audience on a journey through a dance idea. Know that combining space and relationships with a prop can help to express a dance idea. Understand how a leader can ensure a dance group performs together. Know that by keeping in character throughout, it will help to express an atmosphere or mood that can be interpreted by the audience.
Key Vocabulary	<i>Beat, level, pathway, pose, timing</i>	<i>Dynamics, expression, mirroring, perform, unison</i>	<i>Canon, explore, extend, feedback, formation, interact</i>	<i>Action and reaction, flow, order, phrase, performance, relationship, represent, rhythm, structure</i>	<i>Choreograph, choreography, collaboratively, genre, posture, motif, transition, quality</i>	<i>Aesthetic, express, inspiration, refine, freeze frame, style, stimulus, mood, rehearse</i>
Assessment and indicators	Begin to use counts. Copy, remember and repeat actions. Move confidently and safely. Use different parts of the body in isolation and together. Work with others to share ideas and select actions. Choose appropriate movements for different dance ideas. Express what was enjoyable about someone else's performance. Show some sense of dynamic and expressive qualities in dance.	Begin to provide feedback using key words. Copy, remember, repeat and create dance phrases. Describe how the body feels during exercise. Show a character and idea through the actions and dynamics chosen. Use counts to stay in time with the music. Work with a partner using mirroring and unison in actions. Show confidence to perform.	Be respectful of others when watching them perform. Provide feedback using key words. Repeat, remember and perform a dance phrase. Use counts to keep in time with a partner and group. Use dynamic and expressive qualities in relation to an idea. Work with a partner and in a small group, sharing ideas. Create short dance phrases that communicate the idea.	Choose actions and dynamics to convey a character or idea. Copy and remember set choreography. Provide feedback using appropriate language relating to the lesson. Respond imaginatively to a range of stimuli relating to character and narrative. Use changes in timing and spacing to develop a dance. Use counts to keep in time with others and the music. Use simple movement patterns to structure dance phrases independently, with a partner and in a group. Show respect for others when working as a group and watching others perform.	Accurately copy and repeat set choreography. Choreograph phrases individually and with others considering actions and dynamics. Confidently perform different styles of dance, clearly and fluently, showing a good sense of timing. Lead a group through short warmup routines. Refine the use of actions, dynamics, relationships and space in dance in response to a stimulus. Suggest ways to improve own and other peoples work using key terminology. Use counts when choreographing to stay in time with others and the music.	Choreograph a dance and work safely using a prop. Lead a small group through a short warmup routine. Perform dances confidently and fluently with accuracy and good timing. Refine the use of actions, dynamics and relationships to represent ideas, emotions, feelings and characters. Use appropriate language to evaluate and refine own and others' work. Use feedback provided to improve the quality of own work. Work creatively and imaginatively independently, with a partner and in a group to choreograph and structure dances.



					Use feedback provided to improve own work.	
Year Group Connected Concepts	Key Stage 1 Power, Cause and Effect, Structures		Lower Key Stage 2 Power, Cause and Effect, Structures		Upper Key Stage 2 Power, Cause and Effect, Structures	
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Gymnastics (If teaching only 6 (or less) lessons, teach 'odd' numbered lessons; 1, 3, 5, 7, 9 and 11). The 'even' numbered lessons provide opportunity to further develop and apply these skills using apparatus.	To explore travelling movements. To develop and combine travelling movements. To develop quality when performing and linking shapes. To develop stability and control when performing balances. To develop technique and control when performing shape jumps. To develop technique in the barrel, straight and forward roll. To develop rolls and use them in a sequence. To link gymnastic actions to create a sequence. To develop quality in gymnastics sequences. Understand that by extending parts of the body it will improve the shape. Know that balances should be held for 5 seconds. Know that when rolling different shapes can be used. Know that landing on the balls of the feet helps to land with control. Know that by using a starting and finishing position, people will know when the sequence has begun and when it has ended.	To perform gymnastic shapes and link them together. To perform gymnastics shapes with control and link them together. To use shapes to create balances. To link travelling actions and balances using apparatus. To develop travelling actions and balances using apparatus. To demonstrate different shapes, take-off and landing when performing jumps. To develop rolling and sequence building. To refine rolling and sequence building. To create a sequence using apparatus. Know that some shapes link well together. Understand that squeezing muscles help to improve balance. Understand that there are different touching points for different rolls. Understand that looking forward will help you to land with control. Know that by using shapes that link well together it will help a sequence to flow.	To be able to create interesting point and patch balances. To develop point and patch balances on apparatus. To develop stepping into shape jumps with control. To develop stepping into shape jumps using apparatus. To develop the straight, barrel, and forward roll. To include rolls in sequence work using apparatus. To be able to transition smoothly into and out of balances. To be able to transition smoothly in and out of balances using apparatus. To create a sequence with matching and contrasting actions and shapes. To create a sequence on apparatus using matching and contrasting. To create a partner sequence using the skills I have learnt and a hoop or apparatus. Understand how to use body tension to make shapes look better. Understand that balances can be made to look interesting by using different levels. Understand the safety considerations when	To develop individual and partner balances. To develop individual and partner balances using apparatus. To develop control in performing and landing rotation jumps. To develop rotation jumps and sequence building using apparatus. To develop the straight, barrel, forward and straddle roll. To assess my straight, barrel, forward and straddle roll. To link actions that flow using the rolls I have learnt. To link actions that flow in a partner sequence using the rolls I have learnt. To develop strength in inverted movements. To create a great partner sequence to include the skills I have learnt and apparatus. Understand how shapes can be used to improve a sequence. Know that inverted movements are actions in which hips go above the head. Know how to keep safe when performing partner balances.	To perform symmetrical and asymmetrical balances. To perform interesting symmetrical and asymmetrical balances using apparatus. To develop the straight, forward, straddle and backward roll. To develop the straight, forward, straddle and backwards roll into a sequence. To explore different travelling actions using both canon and synchronisation. To explore different methods of travelling, linking actions in both canon and synchronisation. To perform progressions of inverted movements. To explore matching and mirroring in sequence work. To explore matching and mirroring using actions both on the floor and on apparatus. To create a partner or group sequence using apparatus. Understand that shapes underpin all other skills. Understand that sometimes it is necessary to move slowly to gain control and other times it is necessary	To develop the straddle, forward and backward roll. To develop rolling into sequence work and on apparatus. To develop counter balance and counter tension. To develop counter balance and counter tension into sequence work with apparatus. To develop jumps and explore the effect of height. To explore jump sequence work with consideration of performance tools. To develop inverted movements with control. To use flight from hands to travel over apparatus. To create a group sequence using formations and apparatus. To create a contrasting group sequence using formations and apparatus. Know which shapes to use for each skill. Understand that spreading weight across a base of support will help to balance. Know where and when to apply force to maintain control and balance. Understand that it is necessary to use momentum to roll and



			<p>performing more difficult rolls.</p> <p>Understand that changing the take off and shape of jumps can make them look interesting.</p> <p>Know that using different levels will help to make a sequence look interesting.</p>	<p>Understand that using body tension helps to keep the shape of a roll.</p> <p>Know that looking forwards, bending knees and landing on toes first, can help control landing.</p> <p>Know that using different directions will help to make a sequence look interesting.</p>	<p>to move quickly to build momentum.</p> <p>Understand how to use contrasting balances to make a sequences look interesting.</p> <p>Understand that it is necessary to work within individual capabilities and that this may be different between individuals.</p> <p>Understand that jumps can be used to link actions and changing the shape of these will make a sequence look interesting.</p> <p>Know that using different pathways will help to make a sequence look interesting.</p>	<p>know where that momentum comes from.</p> <p>Understand that taking off from two feet will give more height and therefore more time in the air.</p> <p>Know that using changes in formation will help to make a sequence look interesting.</p>
Key Vocabulary	<i>Action, control, direction, level.</i>	<i>Link, pathway, pike, sequence, straddle, tuck</i>	<i>Body tension, contrast, flow, extend, match, landing position, patch, descent, ascent</i>	<i>Bridge, fluidity, inverted, momentum, perform, rotation, shoulder stand, stability, wrist grip</i>	<i>Decide, extension, identify, stable, canon, mirroring, performance, symmetrical, cartwheel, observe, quality, synchronisation, asymmetrical, transition</i>	<i>Aesthetics, contrasting, counter tension, competent, progression, counter balance, engage, flight, formation, structure, execution, handstand, refine, vault.</i>
Assessment and indicators	<p>Confident to perform in front of others.</p> <p>Link simple actions together to create a sequence.</p> <p>Make my body tense, relaxed, stretched and curled.</p> <p>Recognise changes in my body when I do exercise.</p> <p>Remember and repeat actions and shapes.</p> <p>Express positives about someone else's performance.</p> <p>Use apparatus safely and wait for my turn.</p>	<p>Begin to provide feedback using key words.</p> <p>Be proud of work and confident to perform in front of others.</p> <p>Perform the basic gymnastic actions with some control and balance.</p> <p>Plan and repeat simple sequences of actions.</p> <p>Use directions and levels to make work look interesting.</p> <p>Use shapes when performing other skills.</p> <p>Work safely with others and apparatus.</p>	<p>Adapt sequences to suit different types of apparatus.</p> <p>Choose actions that flow well into one another.</p> <p>Choose and plan sequences of contrasting actions.</p> <p>Complete actions with increasing balance and control.</p> <p>Move in unison with a partner.</p> <p>Provide feedback using key words.</p> <p>Use a greater number of own ideas for movements in response to a task.</p>	<p>Plan and perform sequences with a partner that include a change of level and shape.</p> <p>Provide feedback using appropriate language relating to the lesson.</p> <p>Safely perform balances individually and with a partner.</p> <p>Watch, describe and suggest possible improvements to others' performances and own.</p> <p>Understand how body tension can improve the control and quality of my movements.</p>	<p>Create and perform sequences using apparatus, individually and with a partner.</p> <p>Lead a partner through short warmup routines.</p> <p>Use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance.</p> <p>Use feedback provided to improve work.</p> <p>Use set criteria to make simple judgments about performances and suggest</p>	<p>Combine and perform gymnastic actions, shapes and balances with control and fluency.</p> <p>Create and perform sequences using compositional devices to improve the quality.</p> <p>Lead a small group through a short warmup routine.</p> <p>Use appropriate language to evaluate and refine my own and others' work.</p> <p>Work collaboratively with others to create a sequence.</p> <p>Understand how to work safely when learning a new skill.</p>



			With help, recognise how performances could be improved.	Explain what happens to the body when exercising and how this helps to make us healthy. Identify some muscle groups used in gymnastic activities.	ways they could be improved. Use strength and flexibility to improve the quality of a performance. Work safely when learning a new skill to keep myself and others safe	Understand what counter balance and counter tension is and can show examples with a partner.
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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fundamentals	<p>To explore balance, stability and landing safely.</p> <p>To explore how the body moves differently when running at different speeds.</p> <p>To explore changing direction and dodging.</p> <p>To explore jumping, hopping and skipping actions.</p> <p>To explore co-ordination and combination jumps.</p> <p>To explore combination jumping and skipping in an individual rope.</p> <p>Understand that bending my knees will help me to change direction.</p> <p>Understand that if I swing my arms it will help me to run faster.</p> <p>Know that looking ahead will help me to balance.</p> <p>Know that landing on my feet helps me to balance.</p> <p>Know that landing on the balls of my feet helps me to land with control.</p> <p>Know that I should hop with a soft bent knee.</p> <p>Know that I should use the opposite arm to leg when I skip. Know that jumping on</p>	<p>To explore how the body moves when running at different speeds.</p> <p>To develop changing direction and dodging.</p> <p>To develop balance, stability and landing safely.</p> <p>To explore and develop jumping, hopping and skipping actions.</p> <p>To develop co-ordination and combining jumps.</p> <p>To develop combination jumping and skipping in an individual rope.</p> <p>Know that putting weight into the front of my feet helps me to stop in a balanced position.</p> <p>Know that running on the balls of my feet, taking big steps and having elbows bent will help me to run faster.</p> <p>Understand that squeezing my muscles helps me to balance.</p> <p>Know that swinging my arms forwards will help me to jump further.</p> <p>Know that if I look straight ahead it will stop me falling over when I land.</p>	<p>To develop balance and apply it to other fundamental movement skills.</p> <p>To understand how the body moves differently at different speeds.</p> <p>To develop technique when changing speed.</p> <p>To develop agility using a change of speed and direction.</p> <p>To develop technique and control when jumping, hopping and landing.</p> <p>To apply fundamental skills to a variety of games.</p> <p>Understand that leaning slightly forwards helps to increase speed (acceleration).</p> <p>Understand that leaning my body in the opposite direction to travel helps to slow down (deceleration).</p> <p>Understand how balance helps us with everyday tasks.</p> <p>Know that if I jump and land in quick succession, momentum will help me to jump further.</p> <p>Understand that I should turn the rope from my</p>	<p>To develop balancing and understand the importance of this skill.</p> <p>To develop technique when running at different speeds.</p> <p>To develop agility using a change of speed and direction.</p> <p>To develop technique and control when jumping, hopping and landing.</p> <p>To develop skipping with a rope.</p> <p>To apply fundamental skills to a variety of challenges.</p> <p>Understand that a change of direction and speed can help to get past or away from an opponent.</p> <p>Understand that I need to squeeze different muscles to help me to stay balanced in different activities.</p> <p>Know that swinging my no hopping foot helps to create momentum.</p> <p>Understand that keeping my chest up helps me to stay balanced.</p>		



	the balls of my feet helps me to keep a consistent rhythm.	Know that I should swing opposite arm to leg to help me balance when skipping without a rope.	wrists with wide hands to create a gap to step through.			
Key Vocabulary	<i>Dodge, jog, swing, ready position.</i>	<i>Sprint, weight, take off, hurdle, speed.</i>	<i>Agility, co-ordination, control, rhythm, technique.</i>	<i>Momentum, stability, accelerate, decelerate, and react.</i>		
Assessment and indicators	<p>Change direction when moving at speed.</p> <p>Recognise changes in body when exercising.</p> <p>Run at different speeds.</p> <p>Select own actions in response to a task.</p> <p>Show hopping and jumping movements.</p> <p>Work cooperatively with others to complete tasks.</p> <p>Show balance and coordination when static and moving at a slow speed.</p>	<p>Begin to provide feedback using key words.</p> <p>Begin to turn and jump in an individual skipping rope.</p> <p>Show balance when changing direction.</p> <p>Show hopping, skipping and jumping movements with some balance and control.</p> <p>Work cooperatively with a partner and a small group.</p> <p>Show balance and coordination when running at different speeds.</p> <p>Describe how the body feels during exercise.</p>	<p>Able to jump and turn a skipping rope.</p> <p>Change direction quickly.</p> <p>Identify when I was successful.</p> <p>Link hopping and jumping actions.</p> <p>Demonstrate balance when performing other fundamental skills.</p> <p>Understand how the body moves differently at different speeds.</p> <p>Understand why it is important to warm up.</p>	<p>Change direction quickly under pressure.</p> <p>Identify when I was successful and what is needed to improve.</p> <p>Link hopping and jumping actions with other fundamental skills.</p> <p>Work with others to complete skipping challenges.</p> <p>Demonstrate good balance and control when performing other fundamental skills.</p> <p>Understand and can demonstrate how and when to speed up and slow down when running.</p> <p>Explain what happens when during exercise.</p>		
Year Group Connected Concepts	Key Stage 1 Power, Cause and Effect, Structures		Lower Key Stage 2 Power, Cause and Effect, Structures		Upper Key Stage 2 Power, Cause and Effect, Structures	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Athletics	<p>To move at different speeds over varying distances.</p> <p>To develop balance.</p> <p>To develop changing direction quickly.</p> <p>To explore hopping, jumping and leaping for distance.</p> <p>To develop throwing for distance.</p> <p>To develop throwing for accuracy.</p>	<p>To develop the sprinting action.</p> <p>To develop jumping for distance.</p> <p>To develop jumping for height.</p> <p>To develop throwing for distance.</p> <p>To develop throwing for accuracy.</p> <p>To select and apply knowledge and technique in an athletics carousel.</p>	<p>To develop the sprinting technique and improve on your personal best.</p> <p>To develop changeover technique in relay events.</p> <p>To develop jumping technique in a range of approaches and take off positions.</p> <p>To develop throwing for distance and accuracy.</p> <p>To develop throwing for distance in a pull throw.</p>	<p>To develop power and speed in the sprinting technique.</p> <p>To develop technique when jumping for distance.</p> <p>To develop power and technique when throwing for distance.</p> <p>To develop a pull throw for distance and accuracy.</p> <p>To develop officiating and performing skills.</p> <p>Understand that it is necessary to keep pace</p>	<p>To understand pace and apply different speeds over varying distances.</p> <p>To develop fluency and co-ordination when running for speed.</p> <p>To develop technique in relay changeovers.</p> <p>To build momentum and power in the triple jump.</p> <p>To develop throwing with force for longer distances.</p>	<p>To develop my own and others sprinting technique.</p> <p>To identify a suitable pace for the event.</p> <p>To develop power, control and technique for the triple jump.</p> <p>To develop power, control and technique when throwing for distance.</p> <p>To develop throwing with force and accuracy for longer distances.</p>



	<p>Understand that swinging arms will help to run faster.</p> <p>Know that landing on the balls of the feet helps to land with control.</p> <p>Understand that bending the knees will help to jump further.</p> <p>Know that stepping forward with the opposite foot to hand will help to throw further.</p> <p>Know that rules help to play fairly.</p>	<p>Know that running on the balls of the feet, taking big steps and having elbows bent will help to run faster.</p> <p>Know that swinging the arms forwards will help to jump further.</p> <p>Know that to throw in a straight line it is necessary to point the throwing hand at the target when the object is let go of.</p> <p>Know how to follow simple rules when working with others.</p>	<p>To develop officiating and performing skills.</p> <p>Understand that leaning slightly forwards helps to increase speed.</p> <p>Know that by leaning the body in the opposite direction to travel helps to slow down.</p> <p>Know that by jumping and landing in quick succession, the momentum will help to jump further.</p> <p>Understand that the speed of the movement helps to create power.</p> <p>Know the rules of the event and begin to apply them.</p>	<p>when running further or for a long period of time.</p> <p>Understand that a high knee drive, pumping arms and running on the balls of the feet gives power.</p> <p>Understand that transferring weight will help to jump further.</p> <p>Understand that transferring weight will help to throw further.</p> <p>Know and understand the rules to be able to manage events.</p>	<p>To develop throwing with greater control and technique.</p> <p>Understand that taking big consistent strides will help to create a rhythm that will result in faster running.</p> <p>Understand that keeping a steady breath will help when running longer distances.</p> <p>Know that driving knees high and fast can build power and therefore distance in jumps.</p> <p>Know how to transfer weight in different throws to increase the distance.</p> <p>Understand and apply rules in a variety of events using official equipment.</p>	<p>To work collaboratively in a team to develop the officiating skills of measuring, timing and recording.</p> <p>Understand that it is necessary to prepare the body for running and know the muscle groups which need to be used.</p> <p>Understand that a run up builds speed and power and leads to a further jump.</p> <p>Understand that it is necessary to prepare the body for throwing and know the muscle groups which need to be used.</p> <p>Understand and apply rules in events that pose an increased risk.</p>
Key Vocabulary	<i>Leap, overarm, underarm, further, control.</i>	<i>Sprint, landing, far aim, distance, take off.</i>	<i>Personal best, technique, speed, baton, relay, accuracy, strength, event.</i>	<i>Stamina, stride, measure, transfer of weight, heave, launch, official, officiate, record.</i>	<i>Consistent, approach, dominant, force, changeover, momentum, shotput, drive, track, javelin, field.</i>	<i>Maximum, pattern, fling, meet, strategy, phase, stance, explosive, rhythm, grip, release, discus.</i>
Assessment and indicators	<p>Able to throw towards a target.</p> <p>Beginning to show balance and coordination when changing direction.</p> <p>Developing overarm throwing.</p> <p>Recognise changes in the body when exercising.</p> <p>Run at different speeds.</p> <p>Work with others and make safe choices.</p> <p>Try my best.</p> <p>Understand the difference between a jump, a leap and a hop and can choose which allows me to jump the furthest.</p>	<p>Show balance and coordination when running at different speeds.</p> <p>Jump and land with control.</p> <p>Use an overarm throw to help to throw for distance.</p> <p>Work with others, taking turns and sharing ideas.</p> <p>Identify good technique.</p> <p>Try my best.</p> <p>Describe how my body feels during exercise.</p>	<p>Developing jumping for distance.</p> <p>Identify when I was successful.</p> <p>Take part in a relay activity, remembering when to run and what to do.</p> <p>Throw a variety of objects, changing my action for accuracy and distance.</p> <p>Use different take off and landings when jumping.</p> <p>Use key points to help to improve sprinting technique.</p> <p>Work with a partner and in a small group, sharing ideas.</p>	<p>Demonstrate the difference in sprinting and jogging techniques.</p> <p>Identify when I was successful and what I need to do to improve.</p> <p>Jump for distance with balance and control.</p> <p>Throw with some accuracy and power to a target area</p> <p>Show determination to improve personal best.</p> <p>Support and encourage others to work to their best.</p> <p>Explain what happens in the body when warming up.</p>	<p>Choose the best pace for a running event.</p> <p>Identify good athletic performance and explain why it is good.</p> <p>Perform a range of jumps showing some technique.</p> <p>Show control at take-off and landing in jumping activities</p> <p>Take on the role of coach, official and timer when working in a group.</p> <p>Use feedback to improve sprinting technique.</p> <p>Persevere to achieve personal best.</p> <p>Show accuracy and power when throwing for distance.</p>	<p>Compete within the rules showing fair play and honesty.</p> <p>Help others to improve their technique using key teaching points.</p> <p>Identify my own and others' strengths and areas for development and can suggest ways to improve.</p> <p>Perform jumps for distance using good technique.</p> <p>Select and apply the best pace for a running event.</p> <p>Show accuracy and good technique when throwing for distance.</p> <p>Use different strategies to persevere to achieve personal best.</p>



			Show determination to achieve personal best.			Understand that there are different areas of fitness and how this helps in different activities.
Year Group Connected Concepts	Key Stage 1 Power, Cause and Effect, Structures		Lower Key Stage 2 Power, Cause and Effect, Structures		Upper Key Stage 2 Power, Cause and Effect, Structures	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Invasion Games Sending and Receiving Netball Hockey	<p><u>Invasion Games</u></p> <p>To show an understanding of the role of defenders and attackers.</p> <p>To recognise who to pass to and why.</p> <p>To move towards goal with the ball.</p> <p>To support a teammate when playing in attack.</p> <p>To move into space showing an awareness of defenders.</p> <p>To stay with a player when defending.</p> <p><u>Sending and Receiving</u></p> <p>To develop rolling and throwing a ball towards a target.</p> <p>To develop receiving a rolling ball and tracking skills.</p> <p>To be able to send and receive a ball with your feet.</p> <p>To develop throwing and catching skills over a short distance.</p> <p>To develop throwing and catching over a longer distance.</p> <p>To apply sending and receiving skills to small games.</p> <p><u>Invasion Games</u></p> <p>Know to look at my partner before sending the ball.</p>	<p><u>Invasion Games</u></p> <p>To show an understanding of what being in possession means and support a teammate to do this.</p> <p>To show an understanding that scoring goals is an attacking skill and to explore ways to do this.</p> <p>To show and understanding that stopping goals is a defending skill and explore ways to do this.</p> <p>To explore how to gain possession.</p> <p>To mark an opponent and understand that this is a defending skill.</p> <p>To apply simple tactics for attacking and defending.</p> <p><u>Sending and Receiving</u></p> <p>To roll a ball towards a target.</p> <p>To track and receive a rolling ball.</p> <p>To send and receive a ball with your feet.</p> <p>To develop catching skills.</p> <p>To develop throwing and catching skills.</p> <p>To send and receive a ball using a racket.</p> <p><u>Invasion Games</u></p> <p>Know to control the ball before sending it.</p>	<p><u>Netball</u></p> <p>To show an understanding that the role of an attacker when in possession.</p> <p>To develop movement skills to lose a defender.</p> <p>To show an understanding that scoring goals is an attacking skill and learn how to do this.</p> <p>To show an understanding of the role of defender.</p> <p>To remember that intercepting is a defending skill and explore ways to do this.</p> <p>To apply skills and knowledge to play games using netball rules.</p> <p><u>Hockey</u></p> <p>To send and receive with some control.</p> <p>To move safely and with control when dribbling.</p> <p>To develop decision making in attack.</p> <p>To understand the role of a defender.</p> <p>To apply tactics to small sided games.</p> <p>To apply rules, skills and tactics to play in a tournament.</p> <p><u>Netball</u></p> <p>Know that pointing my hand to my target on</p>	<p><u>Netball</u></p> <p>To develop passing and moving and play within the footwork rule.</p> <p>To use a variety of passes to move towards a goal.</p> <p>To develop movement skills to lose a defender.</p> <p>To defend an opponent and try to win the ball.</p> <p>To develop the shooting action.</p> <p>To apply skills and knowledge to play games using netball rules.</p> <p><u>Hockey</u></p> <p>To develop sending and receiving the ball with accuracy and control.</p> <p>To develop the attacking skill of dribbling.</p> <p>To develop dribbling to beat a defender.</p> <p>To use defending skills to delay an opponent and gain possession.</p> <p>To apply attacking skills to move towards goal and find space.</p> <p>To apply skills and knowledge to compete in a tournament.</p> <p><u>Netball</u></p> <p>Know that cushioning a ball will help me to control it when receiving it.</p>	<p><u>Netball</u></p> <p>To explore different passes and apply them to different situations.</p> <p>To develop movement skills to lose a defender in different situations.</p> <p>To communicate with my team, move into space and take the ball towards goal.</p> <p>To defend an opponent and know when to try and intercept.</p> <p>To develop the shooting action under pressure.</p> <p>To use and apply skills, principles and tactics to a game situation.</p> <p><u>Hockey</u></p> <p>To use attacking skills to beat a defender.</p> <p>To send and receive under pressure.</p> <p>To communicate with my team, move into space and take the ball towards goal.</p> <p>To learn defensive techniques to gain possession.</p> <p>To use defending tactics to gain possession.</p> <p>To apply rules, skills and principles to play in a tournament.</p> <p><u>Netball</u></p> <p>Know that not having a defender between myself</p>	<p><u>Netball</u></p> <p>To develop passing and moving to maintain possession.</p> <p>To use a variety of attacking skills to lose a defender.</p> <p>To move into and create space to support a teammate.</p> <p>To use defending skills to gain possession.</p> <p>To develop accuracy in the shooting action under pressure.</p> <p>To use and apply skills, principles and tactics to a game situation.</p> <p><u>Hockey</u></p> <p>To develop dribbling to beat a defender.</p> <p>To send and receive the ball with control under pressure.</p> <p>To select the appropriate skill, choosing when to pass and when to dribble.</p> <p>To move into and create space to support a teammate.</p> <p>To use the appropriate defensive technique for the situation.</p> <p>To apply rules, skills and principles to play in a tournament.</p>



<p>Know that moving with a ball is called dribbling.</p> <p>Understand that being in a good space helps us to pass the ball.</p> <p>Know that being able to move away from a partner helps my team to pass me the ball.</p> <p>Know that staying with a partner makes it more difficult for them to receive the ball.</p> <p><u>Sending and Receiving</u></p> <p>Know that it is important to face your body towards your target when sending to help you to balance.</p> <p>Know it is important to look at your partner before sending the ball.</p> <p>Know you need to watch the ball as it comes towards you.</p> <p>Know you need to point your hand or foot towards the target when sending a ball.</p> <p>Know you need to cushion a ball to receive it.</p>	<p>Know that keeping my head up will help me to know where defenders are.</p> <p>Know that moving into space away from defenders helps me to pass and receive a ball.</p> <p>Know that when my team is in possession of the ball, I am an attacker and we can score.</p> <p>Know that when my team is not in possession of the ball, I am a defender and we need to try to get the ball.</p> <p><u>Sending and Receiving</u></p> <p>Know that you need to control the ball before sending it. Know that stepping with opposite foot to throwing arm will help you to balance.</p> <p>Know it is important to use wide fingers and pull the ball in to your chest to help to securely catch.</p> <p>Know you need to point your hand or foot towards the target when sending the ball.</p> <p>Know you need to cushion the ball as you receive it.</p>	<p>release will help me to send a ball accurately.</p> <p>Know that by spreading out as a team we move the defenders away from each other.</p> <p>Know that as an attacker you need to maintain possession and score goals</p> <p>Know that as a defender you need to stop the opposition scoring and gain possession</p> <p>Know the rules of the game and begin to apply them.</p> <p><u>Hockey</u></p> <p>Know you need to point your stick to your target when sending the ball to help to send it accurately.</p> <p>Know that dribbling is an attacking skill which helps you to move towards a goal or away from defenders.</p> <p>Know that spreading out as a team will help to move the defenders away from each other.</p> <p>Know that as an attacker you need to maintain possession and score goals.</p> <p>Know that as a defender you need to stop the opposition and gain possession.</p> <p>Know the rules of the game and begin to apply them.</p>	<p>Know that moving into space will help my team keep possession and score goals.</p> <p>Know you need to shoot when close to goal or if there is a clear path and pass when a teammate is free and in good space.</p> <p>Know it is important to mark a player to stop them from being an option and try to intercept the ball as it is passed.</p> <p>Know that applying attacking tactics will help to maintain possession and score goals.</p> <p>Know that applying defending tactics will help to deny space, gain possession and stop goals.</p> <p>Know and understand the rules to be able to manage our own game.</p> <p><u>Hockey</u></p> <p>Know that cushioning a ball will help me to control it when receiving it.</p> <p>Know that using changes of direction and speed when you dribble will help you to maintain possession.</p> <p>Know that moving into space will help your team keep possession and score goals.</p> <p>Know that as an attacker you should shoot when close to goal or if there is a clear path.</p> <p>Know that it is important to pass when a teammate is free and in good space.</p>	<p>and a ball carrier enables me to sending and receiving with better control.</p> <p>Know that by moving to space even if not receiving the ball will create space for a teammate.</p> <p>Understand the need for tactics and identify when to use them in different situations.</p> <p>Understand and apply rules in a variety of invasion games whilst playing and officiating.</p> <p><u>Hockey</u></p> <p>Know that not having a defender between you and the ball carrier helps you to send and receive with better control.</p> <p>Know that if you dribble in different directions and at different speeds will help you to lose a defender.</p> <p>Know that it is important to move to space even if you do not receive the ball will help to create space for a teammate.</p> <p>Understand the need for tactics and identify when to use them in different situations.</p> <p>Understand and apply rules in a variety of invasion games whilst playing and officiating.</p>	<p><u>Netball</u></p> <p>Understand and make quick decisions about when, how and who to pass to.</p> <p>Understand that transitioning quickly between attack and defence will help my team to maintain or gain possession.</p> <p>Know how to create and apply a tactic for a specific situation or outcome.</p> <p>Understand, apply and use rules consistently in a variety of invasion games whilst playing and officiating.</p> <p><u>Hockey</u></p> <p>Know it is important to make quick decisions about when, how and who to pass to as this will help you to maintain possession.</p> <p>Know that choosing the appropriate skill for the situation under pressure will help you maintain possession</p> <p>Know that transitioning quickly between attack and defence will help your team to maintain or gain possession.</p> <p>Know how to create and apply a tactic for a specific situation or outcome.</p> <p>Understand, apply and use rules consistently in a variety of invasion games whilst playing and officiating.</p>
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				<p>Know that as a defender you need to mark a player to stop them from being an option and try to intercept the ball as it is passed.</p> <p>Know and understand the rules to be able to manage our own game.</p>		
Key Vocabulary	<i>Attacker, defender, track, mark, dodge</i>	<i>Goalkeeper, teammate, possession, opponent, tactic, defend, receive, attack, shoot</i>	<i>Accurate, invasion, opposition, receiver, tournament, communicate, offside, pitch, referee, control, onside, intercept, tackle, court, teamwork, umpire, technique</i>	<i>Decision, pressure, protect, cushion, limit, delay, obstruct, opposing, supporting, deny, gain, option, momentum, accelerate</i>	<i>Angle, close down, drive, situation, ball carrier, create, sportsmanship, stance, barrier, dominant, maintain, support</i>	<i>Consecutive, dictate, appropriate, ball side, turnover, transition, abide, consistently, contest, assess</i>
Assessment and indicators	<p><u>Invasion Games</u></p> <p>Begin to dribble a ball with hands and feet.</p> <p>Change direction to move away from a defender.</p> <p>Recognise space when playing games.</p> <p>Send and receive a ball with hands and feet.</p> <p>Use simple rules to play fairly.</p> <p>Move to stay with another player when defending.</p> <p>Recognise changes in the body when completing exercise.</p> <p>Understand when I am a defender and when I am an attacker.</p> <p><u>Sending and Receiving</u></p> <p>Begin to send and receive a ball with my feet.</p> <p>Catch a ball with some success.</p> <p>Recognise changes in my body when I do exercise.</p> <p>Roll a ball towards a target.</p> <p>Throw a ball to a partner.</p>	<p><u>Invasion Games</u></p> <p>Dodge and find space away from the other team.</p> <p>Move with a ball towards goal.</p> <p>Sometimes dribble a ball with hands and feet.</p> <p>Stay with another player to try and win the ball.</p> <p>Know how to score points and can remember the score.</p> <p>Know who is on my team and attempt to send the ball to them.</p> <p>Describe how the body feels during exercise.</p> <p><u>Sending and Receiving</u></p> <p>Begin to provide feedback using key words.</p> <p>Begin to trap and cushion a ball that is coming towards me.</p> <p>Accurately throw and kick a ball to a partner.</p> <p>Catch a ball passed to me, with and without a bounce.</p> <p>Roll a ball to hit a target.</p>	<p><u>Netball</u></p> <p>Begin to use simple tactics.</p> <p>Learn the rules of the game and use them honestly.</p> <p>Communicate with their team and move into space to support them.</p> <p>Defend an opponent and try to win the ball.</p> <p>Pass, receive and shoot the ball with some control.</p> <p>Provide feedback using key words.</p> <p>Work cooperatively with their group to self-manage games.</p> <p>Understand their role as an attacker and as a defender.</p> <p><u>Hockey</u></p> <p>Begin to use simple tactics.</p> <p>Learn the rules of the game and begin to use them honestly.</p> <p>Dribble, pass, receive and shoot the ball with some control.</p> <p>Find space away from others and near to the goal.</p>	<p><u>Netball</u></p> <p>Use simple tactics to help their team score or gain possession.</p> <p>Understand the rules of the game and use them often and honestly.</p> <p>Defend one on one and know when to win the ball.</p> <p>Move to space to help their team to keep possession and score goals.</p> <p>Pass, receive and shoot the ball with increasing control.</p> <p>Provide feedback using key terminology and understand what they need to do to improve.</p> <p>Share ideas and work with others to manage their game.</p> <p><u>Hockey</u></p> <p>Delay an opponent and help to prevent the other team from scoring.</p> <p>Dribble, pass, receive and shoot the ball with increasing control.</p>	<p><u>Netball</u></p> <p>Communicate with their team and move into space to keep possession and score.</p> <p>Identify when they were successful and what they need to do to improve.</p> <p>Pass, receive and shoot the ball with some control under pressure.</p> <p>Stay with an opponent and are confident to attempt to intercept.</p> <p>Know what position they are playing in and how to contribute when attacking and defending.</p> <p>Understand the need for tactics and can identify when to use them in different situations.</p> <p>Understand the rules of the game and apply them honestly most of the time.</p> <p>Understand there are different skills for different situations and begin to apply these.</p>	<p><u>Netball</u></p> <p>Create and use space to help their team.</p> <p>Pass, receive and shoot the ball with increasing control under pressure.</p> <p>Select the appropriate action for the situation and make this decision quickly.</p> <p>Use marking, and/or interception to improve their defence.</p> <p>Use the rules of the game consistently to play honestly and fairly.</p> <p>Work collaboratively to create tactics with their team and evaluate the effectiveness of these.</p> <p>Work in collaboration with others so that games run smoothly.</p> <p>Recognise their own and others strengths and areas for development and can suggest ways to improve.</p> <p><u>Hockey</u></p> <p>Create and use space to help their team.</p>



	<p>Track a ball that is coming towards me.</p> <p>Work co-operatively with a partner.</p>	<p>Track a ball and stop it using my hands and feet.</p> <p>Work co-operatively with a partner and a small group.</p> <p>Work safely to send a ball towards a partner using a piece of equipment.</p>	<p>Provide feedback using key words.</p> <p>Track an opponent to slow them down.</p> <p>Work co-operatively with their group to self-manage games.</p> <p>Understand their role as an attacker and as a defender.</p>	<p>Move to space to help their team to keep possession and score goals.</p> <p>Provide feedback using key terminology and understand what they need to do to improve.</p> <p>Use simple tactics to help their team score or gain possession.</p> <p>Share ideas and work with others to manage their game.</p> <p>Understand the rules of the game and use them often and honestly.</p>	<p>Hockey</p> <p>Communicate with their team and move into space to keep possession and score.</p> <p>Dribble, pass, receive and shoot the ball with some control under pressure.</p> <p>Identify when they were successful and what they need to do to improve.</p> <p>Use tracking, tackling and intercepting when playing in defence.</p> <p>Know what position they are playing in and how to contribute when attacking and defending.</p> <p>Understand the need for tactics and can identify when to use them in different situations.</p> <p>Understand the rules of the game and use them most of the time to play fairly and honestly.</p> <p>Understand there are different skills for different situations and begin to apply these.</p>	<p>Dribble, pass, receive and shoot the ball with increasing control under pressure.</p> <p>Select the appropriate action for the situation and make this decision quickly.</p> <p>Use marking, tackling and/or interception to improve their defence.</p> <p>Use the rules of the game consistently to play honestly and fairly.</p> <p>Work collaboratively to create tactics with their team and evaluate the effectiveness of these.</p> <p>Work in collaboration with others so that games run smoothly.</p> <p>Recognise their own and others strengths and areas for development and can suggest ways to improve.</p>
Year Group Connected Concepts	Key Stage 1 Power, Cause and Effect, Structures		Lower Key Stage 2 Power, Cause and Effect, Structures		Upper Key Stage 2 Power, Cause and Effect, Structures	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Net and Wall Tennis	<p><u>Net and Wall</u></p> <p>To defend space using the ready position.</p> <p>To play against an opponent and keep the score.</p> <p>To explore hitting with a racket.</p> <p>To develop racket and ball skills.</p> <p>To develop sending a ball using a racket.</p>	<p><u>Net and Wall</u></p> <p>To use the ready position to defend space on court.</p> <p>To develop returning a ball with hands.</p> <p>To play against a partner.</p> <p>To develop racket skills and use them to return a ball.</p> <p>To develop returning a ball using a racket.</p>	<p><u>Tennis</u></p> <p>To develop racket and ball control.</p> <p>To explore rallying using a forehand.</p> <p>To explore returning the ball using a forehand.</p> <p>To explore returning the ball using a backhand.</p> <p>To learn how to score and use simple rules.</p>	<p><u>Tennis</u></p> <p>To develop racket and ball control.</p> <p>To develop returning the ball using a forehand and understand when to use it.</p> <p>To develop the backhand and understand when to use it.</p> <p>To keep a continuous rally going showing increased technique.</p>	<p><u>Tennis</u></p> <p>To return the ball using a forehand groundstroke under pressure.</p> <p>To return the ball using a backhand groundstroke under pressure.</p> <p>To use a variety of shots to keep a continuous rally going.</p>	<p><u>Tennis</u></p> <p>To develop placement of the ball using a forehand.</p> <p>To develop placement using a backhand.</p> <p>To develop the volley and understand when to use it.</p> <p>To employ tactics when playing with a partner.</p> <p>To develop accuracy and consistency using the underarm serve.</p>



	<p>To develop hitting over a net.</p> <p>Know to use the centre of the racket for control.</p> <p>Know to use an underarm throw to feed to a partner.</p> <p>Know that throwing/hitting to my partner with not too much power will help them to return the ball.</p> <p>Know that using a ready position will help me to move in any direction.</p> <p>Know that tactics can help us to be successful when playing games.</p> <p>Know that rules help us to play fairly.</p>	<p>To play against an opponent using a racket.</p> <p>Know to watch the ball as it comes towards me to help me to prepare to hit it.</p> <p>Know to place enough power on a ball to let it bounce once but not too much so that my partner can't return it.</p> <p>Know that sending the ball towards my partner will help me to keep a rally going.</p> <p>Know that using a ready position helps me to react quickly and return/catch a ball.</p> <p>Understand that applying simple tactics makes it difficult for my opponent.</p> <p>Know how to score points and follow simple rules.</p>	<p>To work co-operatively with others to begin to manage a game.</p> <p>Know that pointing the racket face/my hand where I want the ball to go and turning my body will help me to hit accurately.</p> <p>Know that hitting towards my partner will help them to return the ball easier and keep the rally going.</p> <p>Know that moving to the middle of my court will enable me to cover the most space.</p> <p>Know that using simple tactics will help to achieve an outcome e.g. if we spread out, we can cover more space.</p> <p>Know the rules of the game and begin to apply them.</p>	<p>To use and apply rules and simple tactics.</p> <p>To understand and use rules to manage a game.</p> <p>Understand when to play a forehand and a backhand and why.</p> <p>Know that moving my feet to the ball will help me to hit in a more balanced position therefore increasing the accuracy of my shot.</p> <p>Know that getting my feet in the right position will help me to balance before playing a shot.</p> <p>Know that applying attacking tactics will help me to score points and create space.</p> <p>Know that applying defending tactics will help me to deny space, return a ball and limit points.</p> <p>Know and understand the rules to be able to manage our own game.</p>	<p>To develop the underarm serve and understand the rules of serving.</p> <p>To develop the volley and understand when to use it.</p> <p>To apply rules, skills and principles to play against an opponent.</p> <p>Know which skill to choose for the situation e.g. a volley if the ball is close to the net.</p> <p>Know that serving is how to start a game or rally and use the rules applied to the activity for serving.</p> <p>Know that playing the appropriate shot will help to keep the rally going. Know that control is more important than power to keep a rally going.</p> <p>Know that using small, quick steps will allow me to adjust my stance to play a shot.</p> <p>Understand the need for tactics and identify when to use them in different situations.</p> <p>Understand and apply rules in a variety of net and wall games whilst playing and officiating.</p>	<p>To apply rules, skills and principles to play against an opponent.</p> <p>Know which skill to choose for the situation e.g. a volley if the ball is close to the net.</p> <p>Know that serving is how to start a game or rally and use the rules applied to the activity for serving.</p> <p>Know that playing the appropriate shot will help to keep the rally going.</p> <p>Know that control is more important than power to keep a rally going.</p> <p>Know that using small, quick steps will allow me to adjust my stance to play a shot.</p> <p>Understand the need for tactics and identify when to use them in different situations</p> <p>Understand and apply rules in a variety of net and wall games whilst playing and officiating.</p>
Key Vocabulary	<i>Net, ready position, track, racket, underarm</i>	<i>Against, defend, trap, receive, return</i>	<i>Backhand, control, court, forehand, tactic, react, competition, cooperation, face opponent, rally, opposition</i>	<i>Alternate, extend, continuous, deny, swing, contact, receiver, co-operative, reflect, compete,</i>	<i>Pressure, situation, option, technique, sportsmanship, dominant, adjust, readjust, cushion, consecutive, non-dominant, baseline, serve, release, communicate, groundstroke</i>	<i>Prepare, stance, direct, doubles, thrust, placement, limit, service, abide, recover, opposing, appropriate, footwork</i>
Assessment and indicators	<p><u>Net and Wall</u></p> <p>Hit a ball using a racket.</p> <p>Throw a ball to land over the net and into the court area.</p>	<p><u>Net and Wall</u></p> <p>Defend space on own court using the ready position.</p>	<p><u>Tennis</u></p> <p>Know the rules of the game and begin to use them to play fairly.</p>	<p><u>Tennis</u></p> <p>Understand the rules of the game and use them often and honestly.</p>	<p><u>Tennis</u></p> <p>Develop a wider range of skills and begin to use these under some pressure.</p>	<p><u>Tennis</u></p> <p>Select the appropriate action for the situation and make this decision quickly.</p>



	<p>Track balls and other equipment sent to me.</p> <p>Use a ready position to move to the ball.</p> <p>Recognise changes in my body when I do exercise.</p> <p>Show honesty and fair play when playing against an opponent.</p> <p>Know how to score points.</p>	<p>Hit a ball over the net and into the court area.</p> <p>Throw accurately to a partner.</p> <p>Use simple tactics to make it difficult for an opponent.</p> <p>Show good sportsmanship when playing against an opponent.</p> <p>Describe how the body feels during exercise.</p> <p>Know how to score points and can remember the score.</p>	<p>Provide feedback using key words.</p> <p>Return a ball to a partner.</p> <p>Use basic racket skills.</p> <p>Work cooperatively with a group to self-manage games.</p> <p>Understand the aim of the game.</p> <p>Understand the benefits of exercise.</p>	<p>Communicate with teammates to apply simple tactics.</p> <p>Provide feedback using key terminology and understand what to do to improve.</p> <p>Return to the ready position to defend the court.</p> <p>Sometimes play a continuous game.</p> <p>Use a range of basic racket skills.</p> <p>Share ideas and work with others to manage a game.</p> <p>Explain what happens to the body during exercise and how this helps to maintain health.</p>	<p>Identify how different activities can benefit physical health.</p> <p>Identify success and what is needed to improve.</p> <p>Use feedback provided to improve work.</p> <p>Work cooperatively with others to manage a game.</p> <p>Understand the need for tactics and can identify when to use them in different situations.</p> <p>Understand the rules of the game and apply them honestly most of the time.</p> <p>Understand there are different skills for different situations and begin to apply this.</p>	<p>Use a wider range of skills with increasing control under pressure.</p> <p>Use feedback provided to improve the quality of work.</p> <p>Use the rules of the game consistently to play honestly and fairly.</p> <p>Work collaboratively to create tactics with a team and evaluate the effectiveness of these.</p> <p>Work in collaboration with others so that games run smoothly.</p> <p>Recognise own and others strengths and areas for development and can suggest ways to improve.</p> <p>Understand that there are different areas of fitness and how this helps in different activities.</p>
Year Group Connected Concepts	Key Stage 1 Power, Cause and Effect, Structures		Lower Key Stage 2 Power, Cause and Effect, Structures		Upper Key Stage 2 Power, Cause and Effect, Structures	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Striking and Fielding Rounders	<p><u>Striking and Fielding</u></p> <p>To develop underarm throwing and catching.</p> <p>To develop overarm throwing.</p> <p>To develop hitting a ball.</p> <p>To develop collecting a ball.</p> <p>To learn how to get a batter out.</p> <p>To play games and understand how to score points.</p> <p>Understand that the harder I strike, the further the ball will travel.</p>	<p><u>Striking and Fielding</u></p> <p>To track a rolling ball and collect it.</p> <p>To develop underarm throwing and catching to field a ball.</p> <p>To develop overarm throwing to limit a batter's score.</p> <p>To develop hitting for distance to score more points.</p> <p>To be able to get a batter out.</p> <p>To understand the rules of the game and use these to play fairly.</p>	<p><u>Rounders</u></p> <p>To learn how to score points in a striking and fielding game.</p> <p>To develop batting to score points.</p> <p>To develop fielding skills to limit the batter's score.</p> <p>To show an understanding of the role of a bowler in the fielding team.</p> <p>To develop and show an understanding of tactics and begin to use them in game situations.</p> <p>To apply skills and knowledge to play games using rounder's rules.</p>	<p><u>Rounders</u></p> <p>To develop throwing and catching with accuracy and apply these to a striking and fielding game.</p> <p>To develop bowling and learn the rules of the skill within this game.</p> <p>To develop batting technique and understand where to hit the ball.</p> <p>To develop fielding techniques and apply them to game situations.</p> <p>To play different roles in a game and begin to think tactically about each role.</p>	<p><u>Rounders</u></p> <p>To develop throwing and catching and apply them relevantly to the situation.</p> <p>To develop bowling accuracy and perform the skill within the rules of the game.</p> <p>To develop batting skills, identify when I am successful and what I need to do to improve.</p> <p>To develop fielding techniques and begin to use these under pressure.</p> <p>To show an understanding of the need for tactics and identify when to use them.</p>	<p><u>Rounders</u></p> <p>To develop throwing and catching under pressure and apply these to a striking and fielding game.</p> <p>To develop bowling under pressure whilst abiding by the rules of the game.</p> <p>To strike a bowled ball with increasing consistency.</p> <p>To develop fielding techniques and select the appropriate action for the situation.</p> <p>To understand and apply tactics in a game.</p> <p>To apply skills and knowledge to compete in a tournament.</p>



	<p>Know that throwing the ball back is quicker than running with it.</p> <p>Know which type of throw to use to throw over longer distances.</p> <p>Know to watch the ball as it comes towards me.</p> <p>Know that tactics can help us when playing games.</p> <p>Know that rules help us to play fairly.</p>	<p>Understand the role of a batter.</p> <p>Know that striking quickly will increase the power.</p> <p>Understand that there are different roles within a fielding team.</p> <p>Know to move towards the ball to collect it to limit a batter's points.</p> <p>Know that stepping with opposite foot to throwing arm will help me to balance.</p> <p>Know to use wide fingers and pull the ball in to my chest to help me to securely catch.</p> <p>Understand and apply simple tactics for attack (batting) and defence (fielding).</p> <p>Know how to score points and follow simple rules.</p>	<p>Know that striking to space away from fielders will help me to score.</p> <p>Know to look at where a batter is before deciding what to do.</p> <p>Know to communicate with teammates before throwing them a ball.</p> <p>Know that overarm throwing is used for long distances and underarm throwing for shorter distances.</p> <p>Know to move my feet to the ball.</p> <p>Know that using simple tactics will help my team to achieve an outcome e.g. we will spread out to deny space.</p> <p>Know the rules of the game and begin to apply them.</p>	<p>To apply skills and knowledge to compete in a tournament.</p> <p>Know that using the centre of the bat will provide the most control and accuracy.</p> <p>Know that it easier to field a ball that is coming towards me rather than away so set up accordingly.</p> <p>Understand that being balanced before throwing will help to improve the accuracy of the throw.</p> <p>Know to track the ball as it is thrown to help to improve the consistency of catching.</p> <p>Know that applying attacking tactics will help to score points and avoid getting out.</p> <p>Know that applying defending tactics will help to deny space, get opponents out and limit points.</p> <p>Know and understand the rules to be able to manage our own game.</p>	<p>To apply skills and knowledge to compete in a tournament. Using tactics identified.</p> <p>Understand that stance is important to allow me to be balanced as I hit.</p> <p>Know that backing up a fielder as a ball is being thrown will help to increase the chances of fielding successfully.</p> <p>Understand where to throw the ball in relation to where a batter is.</p> <p>Understand when to use a close catch technique or deep catch technique.</p> <p>Understand the need for tactics and identify when to use them in different situations.</p> <p>Understand and apply rules in a variety of striking and fielding games whilst playing and officiating.</p>	<p>Understand that the momentum and power for striking a ball comes from legs as well as arms.</p> <p>Know which fielding action to apply for the situation.</p> <p>Consistently make good decisions on who to throw to and when to throw in order to get batters out.</p> <p>Know that accuracy, speed and consistency of throwing and catching will help to limit a batter's score.</p> <p>Understand and apply some tactics in the game as a batter, bowler and fielder.</p> <p>Understand, apply and use rules consistently in a variety of striking and fielding games whilst playing and officiating.</p>
Key Vocabulary	<i>Batter, bowler, ready position, batting, fielder, overarm, track, bowl, fielding, underarm.</i>	<i>Backstop, runs, stump, collect, teammate, tactics</i>	<i>Accuracy, run out, strike, tournament, wicket, caught out, no ball, short barrier, technique, umpire</i>	<i>Decision, pressure, limit, cushion, momentum, retrieve, compete</i>	<i>Close catch, long barrier, stance, deep catch, situation, backing up</i>	<i>Abide, consecutive, assess, appropriate, consistently, collaborate</i>
Assessment and indicators	<p><u>Striking and Fielding</u></p> <p>Catch a beanbag and a medium sized ball.</p> <p>Roll a ball towards a target.</p> <p>Strike a ball using hand.</p> <p>Track a ball that is coming towards me.</p> <p>Know how to score points.</p>	<p><u>Striking and Fielding</u></p> <p>Begin to provide feedback using key words.</p> <p>Develop underarm and overarm throwing skills.</p> <p>Hit a ball using equipment with some consistency.</p> <p>Track a ball and collect it.</p> <p>Use simple tactics.</p>	<p><u>Rounders</u></p> <p>To be able to bowl a ball towards a target.</p> <p>Begin to strike a bowled ball.</p> <p>Develop and show an understanding of tactics and begin to use them in game situations.</p>	<p><u>Rounders</u></p> <p>To be able to bowl a ball with some accuracy, and consistency.</p> <p>Learn the rules of the game and begin to use them to play honestly and fairly.</p> <p>Communicate with their teammates to apply simple tactics.</p>	<p><u>Rounders</u></p> <p>Begin to strike a ball with a rounder's bat.</p> <p>Develop a wider range of fielding skills and begin to use these under some pressure.</p> <p>Identify when they have been successful and what they need to do to improve.</p>	<p><u>Rounders</u></p> <p>Strike a bowled ball with increasing consistency.</p> <p>Use a wider range of skills with increasing control under pressure.</p> <p>Use the rules of the game consistently to play fairly.</p> <p>Work collaboratively with others to get batters out.</p>



	<p>Understand the rules and begin to use these to play honestly and fairly.</p> <p>Understand when I am successful.</p>	<p>Know how to score points and can remember the score.</p> <p>Understand the rules of the game and can use these to play fairly in a small group.</p>	<p>Learn the rules of the game and begin to use them.</p> <p>Provide feedback using key words.</p> <p>Use overarm and underarm throwing and catching skills.</p> <p>Work co-operatively with their group to self-manage games.</p>	<p>Provide feedback using key terminology and understand what they need to do to improve.</p> <p>Strike a bowled ball with adapted equipment (e.g. a tennis racket).</p> <p>Use overarm and underarm throwing and catching skills with increasing accuracy.</p> <p>Share ideas and work with others to manage their game.</p>	<p>Work co-operatively with others to manage their game.</p> <p>Understand the rules of the game and apply them honestly most of the time. Understand there are different skills for different situations and begin to use this.</p> <p>Understand the need for tactics and can identify when to use them in different situations.</p>	<p>Work in collaboration with others so that games run smoothly.</p> <p>Recognise their own and others strengths and areas for development and can suggest ways to improve.</p> <p>Understand and can apply some tactics in the game as a batter, bowler and fielder.</p>
Year Group Connected Concepts	Key Stage 1 Power, Cause and Effect, Structures		Lower Key Stage 2 Power, Cause and Effect, Structures		Upper Key Stage 2 Power, Cause and Effect, Structures	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Target Games Dodgeball	<p><u>Target Games</u></p> <p>To develop underarm throwing towards a target.</p> <p>To develop throwing for accuracy.</p> <p>To develop underarm and overarm throwing at a target.</p> <p>To develop throwing for accuracy and distance using underarm and overarm.</p> <p>To select the correct throw for the target.</p> <p>To develop throwing for accuracy and distance.</p> <p>Know which type of throw to use for distance and accuracy.</p> <p>Know that my body position will affect the accuracy of my throw.</p> <p>Know that tactics can help us when playing games.</p> <p>Know that rules help us to play fairly.</p>	<p><u>Target Games</u></p> <p>To consider how much power to apply when aiming at a target.</p> <p>To understand how to score using overarm and underarm throwing.</p> <p>To develop striking to a target.</p> <p>To develop hitting a moving target.</p> <p>To select and apply the appropriate skill to the target game.</p> <p>To show an improvement in my personal best.</p> <p>Know that stepping with opposite foot to throwing arm will help you to balance.</p> <p>Know that moving my arm quicker will give me more power.</p> <p>Know to finish with my object/hand/foot pointing at my target.</p>	<p><u>Dodgeball</u></p> <p>To develop throwing towards a moving target.</p> <p>To develop throwing to get players out.</p> <p>To identify and develop the skills needed to avoid being hit.</p> <p>To develop and apply dodging skills within a game.</p> <p>To develop catching skills.</p> <p>To develop catching skills and be confident to attempt this within a game.</p> <p>Know to throw slightly ahead of a moving target.</p> <p>Know that beginning in a ready position will help me to react to the ball.</p> <p>Know that using a bigger swing will give me more power.</p> <p>Know that using simple tactics will help my team to achieve an outcome e.g.</p>	<p><u>Dodgeball</u></p> <p>To develop throwing and apply this to a target game.</p> <p>To develop dodging skills to avoid being hit.</p> <p>To develop catching and learn the rules of the skill within this game.</p> <p>To further develop catching and use the rules of the skill within this game.</p> <p>To begin to think tactically and apply this to a game.</p> <p>To apply skills and knowledge to compete in a tournament.</p> <p>Know that one handed throws are used for speed and accuracy.</p> <p>Know that keeping my elbow high and stepping with my opposite foot will help to increase the power.</p> <p>Know that moving my feet to a ball and pulling it in to</p>	<p><u>Dodgeball</u></p> <p>To develop throwing skills and apply them appropriately to the situation.</p> <p>To develop dodging skills and apply them appropriately to the situation.</p> <p>To develop catching skills and apply them appropriately to the situation.</p> <p>To develop blocking skills and apply them appropriately to the situation.</p> <p>To apply rules, skills and tactics when playing in a tournament.</p> <p>To understand the need for tactics and identify how to create and use them.</p> <p>To apply rules, skills and tactics when playing in a tournament.</p>	<p><u>Dodgeball</u></p> <p>To throw under pressure and apply this to a target game.</p> <p>To select the appropriate dodging skill for the situation.</p> <p>To develop catching with increasing consistency under pressure.</p> <p>To develop defensive techniques and select the appropriate action for the situation.</p> <p>To understand and apply tactics in a game.</p> <p>To develop officiating skills and referee a game.</p> <p>Know who to throw at and when to throw in order to get opponents out.</p> <p>Know that I need to make quick decisions on if to catch or if to dodge the ball.</p> <p>Know which skill to select for the situation.</p>



		<p>Understand and apply simple tactics.</p> <p>Know how to score points and follow simple rules</p>	<p>spread out so that we are harder to aim for.</p> <p>Know the rules of the game and begin to apply them.</p>	<p>my chest will help me to catch more consistently.</p> <p>Know that using a smooth action will help to increase accuracy.</p> <p>Know that applying attacking tactics will help me to score points and get opponents out.</p> <p>Know that applying defending tactics will help me to stay in the game.</p> <p>Know and understand the rules to be able to manage our own game.</p>	<p>Know to aim low to make it difficult for an opponent to catch.</p> <p>Know to stay towards the back of the court area to give me more time to catch.</p> <p>Know that aligning my body and equipment before striking will help me to be balanced.</p> <p>Understand the need for tactics and identify when to use them in different situations.</p> <p>Understand and apply rules in a variety of target games whilst playing and officiating.</p>	<p>Know how to create and apply a tactic for a specific situation or outcome.</p> <p>Understand, apply and use rules consistently in a variety of target games whilst playing and officiating.</p>
Key Vocabulary	<i>Distance, overarm, underarm, further.</i>	<i>Accurate, opponent, release, strike, teammate.</i>	<i>Agility, chip, drive, grip, hit out, power, tactic, caught out, communicate, opposition, putt, technique, tournament.</i>	<i>Decision, cushion, avoid, and adjust, relaxed, support.</i>	<i>Align, fake, par, stance, angle, force, officiate, situation.</i>	<i>Abide, assess, trajectory, anticipate, collaborate, appropriate.</i>
Assessment and indicators	<p><u>Target Games</u></p> <p>Recognise changes in the body when exercising.</p> <p>Use an overarm throw aiming towards a target.</p> <p>Roll a ball towards a target.</p> <p>Use an underarm throw aiming towards a target.</p> <p>Work cooperatively with a partner.</p> <p>Understand what good technique looks like.</p>	<p><u>Target Games</u></p> <p>Able to select the appropriate skill for the situation.</p> <p>Throw, roll, kick or strike a ball to a target with some success.</p> <p>Work cooperatively with a partner and a small group.</p> <p>Understand the principles of a target game and can use different scoring systems when playing games.</p> <p>Understand what good technique looks like and can use key words in the feedback I provide.</p>	<p><u>Dodgeball</u></p> <p>Learn the rules of the game and begin to use them to play fairly.</p> <p>Provide feedback using key words.</p> <p>Throw with some accuracy and begin to catch with some consistency.</p> <p>Work co-operatively with their group to self-manage games.</p> <p>Understand the aim of the game.</p>	<p><u>Dodgeball</u></p> <p>Understand the rules of the game and use them often and honestly.</p> <p>Catch with increasing consistency.</p> <p>Communicate with their teammates to apply simple tactics.</p> <p>Provide feedback using key terminology and understand what I need to do to improve.</p> <p>Return to the ready position to defend myself.</p> <p>Throw with some accuracy at a target.</p> <p>Share ideas and work with others to manage our game.</p>	<p><u>Dodgeball</u></p> <p>Develop a wider range of skills begin to use these under some pressure.</p> <p>Identify when they have been successful and what I need to do to improve.</p> <p>Throw accurately at a target.</p> <p>Work co-operatively with others to manage our game.</p> <p>Understand the need for tactics and can identify when to use them in different situations.</p> <p>Understand the rules of the game and apply them honestly most of the time.</p> <p>Understand there are different skills for different</p>	<p><u>Dodgeball</u></p> <p>Officiate and help to manage a game by refereeing.</p> <p>Select the appropriate action for the situation and make this decision quickly.</p> <p>Use a wider range of skills with increasing control under pressure.</p> <p>Use the rules of the game consistently to play honestly and fairly.</p> <p>Work collaboratively to create tactics with their team and evaluate the effectiveness of these.</p> <p>Work in collaboration with others so that games run smoothly.</p>



					situations begin to use these.	Recognise their own and others strengths and areas for development and can suggest ways to improve.
Year Group Key Concepts	Key Stage 1 Power, Cause and Effect, Structures		Lower Key Stage 2 Power, Cause and Effect, Structures		Upper Key Stage 2 Power, Cause and Effect, Structures	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
OAA Orienteering			<p>To develop co-operation and teamwork skills.</p> <p>To develop trust and teamwork.</p> <p>To involve all team members to work towards a shared goal.</p> <p>To develop trust whilst listening to others and following instructions.</p> <p>To be able to identify objects, draw and follow a simple map.</p> <p>To draw a route using directions, orientate a map and navigate around a grid.</p> <p>Know that trying ideas before deciding on a solution will help us to come up with the best idea.</p> <p>Know to hold the map so that the items on the map match up to the items that have been placed out.</p> <p>Know to take turns when giving ideas and not to interrupt each other.</p> <p>Reflect on when and why I am successful at solving challenges.</p> <p>Know that using the rules honestly will help to keep myself and others safe.</p>	<p>To develop co-operation and teamwork skills.</p> <p>To orientate a map and navigate around a grid.</p> <p>To develop observational skills, listening to others and following instructions.</p> <p>To develop trust whilst listening to others and following instructions.</p> <p>To be able to identify, draw and follow a simple map.</p> <p>To be able to orientate and navigate around a map and draw a route using directions.</p> <p>Know that discussing the advantages and disadvantages of ideas will help to guide us to a conclusion about which idea to use.</p> <p>Understand how to use a key and use the cardinal points on a map to orientate it.</p> <p>Understand that there are different types of communication and that it is sometimes useful to communicate without talking.</p> <p>With increased accuracy, critically reflect on when and why I am successful at solving challenges.</p> <p>Understand the importance of working with integrity.</p>	<p>To develop communication and negotiation skills.</p> <p>To develop strong communication and negotiation skills to solve challenges.</p> <p>To develop planning and problem solving skills.</p> <p>To share ideas and work as a team to solve problems.</p> <p>To develop navigation skills and map reading.</p> <p>To create and follow a key and route on a map.</p> <p>Recognise that there may be more than one way to solve a challenge and that trial and error may help to guide me to the best solution.</p> <p>Know how to use a key to identify objects and locations.</p> <p>Know to be descriptive but concise when giving instructions e.g. 'two steps to the left'.</p> <p>Reflect on when I am successful at solving challenges and alter my methods in order to improve.</p> <p>Know that abiding by rules will enable my classmates to complete the course e.g. not moving controls.</p>	<p>To build communication and trust whilst showing an awareness of safety.</p> <p>To collaborate as a team to solve problems.</p> <p>To develop tactical planning and problem solving.</p> <p>To work as a team and use critical thinking to determine the best approach.</p> <p>To develop navigational skills and map reading.</p> <p>To use a key to identify objects and locations.</p> <p>Understand that being able to solve problems is an important life skill.</p> <p>Understand why having good navigational skills are important.</p> <p>Know that good communication skills are key to solving problems and working effectively as a team.</p> <p>With increasing accuracy, reflect on when and how I am successful at solving challenges and alter my methods in order to improve.</p> <p>Understand the rules and think creatively to solve the challenge whilst abiding by the rules.</p>



Key Vocabulary			<i>Collaborate, discuss, interrupt, route, tactics, compass, honest, course, symbol, trust, teamwork.</i>	<i>Effectively, leader, role, navigate, key, reflect, orientate.</i>	<i>Cardinal points, critical thinking, strategy, compromise, landmark, verbal, concise, negotiate, visual.</i>	<i>Adhere, evaluate, contribute, inclusive, approach, determine, location.</i>
Assessment and indicators			<p>Developing map reading skills.</p> <p>Can follow and give instructions.</p> <p>Listen to and am accepting of others' ideas.</p> <p>Plan and attempt to apply strategies to solve problems</p> <p>Reflect on when and why I was successful at solving challenges and am beginning to understand why.</p> <p>Work collaboratively with a partner and a small group.</p>	<p>Accurately follow and give instructions.</p> <p>Confidently communicate ideas and listen to others.</p> <p>Identify key symbols on a map and use a key to help navigate around a grid.</p> <p>Plan and apply strategies to solve problems.</p> <p>Reflect on when and why I was successful at solving challenges.</p> <p>Work collaboratively and effectively with a partner and a small group.</p>	<p>Inclusive of others and can share job roles.</p> <p>Navigate around a course using a map.</p> <p>Orientate a map confidently.</p> <p>Reflect on when I was successful at solving challenges and alter my methods in order to improve.</p> <p>Use critical thinking to approach a task.</p> <p>Work effectively with a partner and a small group, sharing ideas and agreeing on a team strategy.</p>	<p>Inclusive of others, can share job roles and lead when necessary.</p> <p>Orientate a map efficiently to navigate around a course.</p> <p>Pool ideas within a group, selecting and applying the best method to solve a problem.</p> <p>Use critical thinking skills to form ideas and strategies to solve challenges.</p> <p>Work effectively with a partner and a group to solve challenges.</p> <p>With increasing accuracy, reflect on when and how I succeeded at solving challenges and alter my methods in order to improve.</p>
Year Group Connected Concepts	Key Stage 1 Power, Cause and Effect, Structures		Lower Key Stage 2 Power, Cause and Effect, Structures		Upper Key Stage 2 Power, Cause and Effect, Structures	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Swimming				<p>To develop and show an understanding of buoyancy and balance in the water.</p> <p>To develop independent movement and submersion.</p> <p>To develop gliding and crawl legs.</p> <p>To develop front crawl breathing.</p> <p>To develop gliding and backstroke.</p> <p>To develop rotation, sculling and treading water.</p>	<p>To develop gliding, front crawl and backstroke.</p> <p>To develop rotation, sculling and treading water.</p> <p>To develop the front crawl stroke and breathing technique.</p> <p>To develop the technique for backstroke arms and legs.</p> <p>To develop breaststroke technique.</p> <p>To develop breaststroke and breathing technique.</p>	<p>To develop gliding, front crawl and backstroke.</p> <p>To develop rotation, sculling and treading water.</p> <p>To develop the front crawl stroke and breathing technique.</p> <p>To develop the technique for backstroke arms and legs.</p> <p>To develop breaststroke technique.</p> <p>To develop breaststroke and breathing technique.</p>



				<p>To develop surface dives, submersion and handstands.</p> <p>To develop head above water breaststroke technique.</p> <p>To develop basic skills in water safety and floating.</p> <p>To learn techniques for personal survival.</p> <p>To develop water safety skills and an understanding of personal survival.</p> <p>Understand that keeping my legs together for crawl helps me to stay straight in the water.</p> <p>Know that breathing out with a slow consistent breath enables me to swim for longer before needing another breath.</p> <p>Know what to do if I fall in the water.</p> <p>Understand the water safety rules.</p>	<p>To develop basic skills of water safety and floating.</p> <p>To develop the dolphin kick.</p> <p>To learn techniques for personal survival.</p> <p>To develop water safety skills and an understanding of personal survival.</p> <p>To identify fastest strokes and personal bests.</p> <p>Understand that pulling harder through the water will enable me to travel the distance in fewer strokes and travel faster.</p> <p>Know that breathing every three strokes helps to balance my stroke and allows me to practise breathing on both sides.</p> <p>Know that a group of people can huddle together to conserve body heat, support each other and provide a larger target for rescuers.</p> <p>Understand rules in and around water.</p>	<p>To develop basic skills of water safety and floating.</p> <p>To develop the dolphin kick.</p> <p>To learn techniques for personal survival.</p> <p>To develop water safety skills and an understanding of personal survival.</p> <p>To identify fastest strokes and personal bests.</p> <p>Understand that making my body streamlined helps me to glide through the water.</p> <p>Understand that the more I practice my breathing in the water, the more my heart and lungs can work effectively and aid my muscles with the ability to utilise oxygen when swimming.</p> <p>Know which survival technique to use for the situation.</p> <p>Understand that different environments have different rules to keep us safe around water.</p>
Key Vocabulary				<i>Alternate, buoyancy, rotation, sculling, survival, submerge.</i>	<i>Continuously, inhale, outstretched, somersault, dolphin kick, exhale, personal best, endurance, flutter kick, retrieve, synchronised.</i>	<i>Propel, afloat, buoyant, motion, streamline, and conserve, flexed.</i>
Assessment and indicators				<p>Swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>Perform safe self-rescue in different water based situations.</p>	<p>Swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>Perform safe self-rescue in different water based situations</p>	<p>Swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>Perform safe self-rescue in different water based situations.</p>



Year Group Key Concepts	Key Stage 1 Power, Cause and Effect		Lower Key Stage 2 Power, Cause and Effect		Upper Key Stage 2	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Ball Skills	<p>To develop dribbling a ball with your hands.</p> <p>To explore accuracy when rolling a ball.</p> <p>To explore throwing with accuracy towards a target.</p> <p>To explore catching with two hands.</p> <p>To explore dribbling a ball with your feet.</p> <p>To explore tracking a ball that is coming towards me.</p> <p>Know to face my body towards my target when rolling and throwing underarm to help me to balance.</p> <p>Know to watch the ball as it comes towards me.</p> <p>Know to move my feet to get in the line with the ball.</p> <p>Know that moving with a ball is called dribbling.</p>	<p>To develop rolling a ball to hit a target.</p> <p>To develop stopping a rolling ball.</p> <p>To develop dribbling a ball with your feet.</p> <p>To develop kicking a ball.</p> <p>To develop throwing and catching.</p> <p>To develop dribbling a ball with your hands.</p> <p>Know that stepping with opposite foot to throwing arm will help me to balance.</p> <p>Know to use wide fingers and pull the ball in to my chest to help to securely catch.</p> <p>Know that it is easier to move towards a ball to track it than chase it.</p> <p>Know to keep my head up when dribbling to see space/opponents.</p>	<p>To develop dribbling skills with hands and feet.</p> <p>To develop tracking and catching skills.</p> <p>To develop tracking and throwing skills.</p> <p>To develop tracking and kicking skills.</p> <p>To track a ball that is not sent directly to me.</p> <p>To apply sending and receiving skills in games.</p> <p>Know that pointing my hand/foot/stick to my target on release will help me to send a ball accurately.</p> <p>Know to move my feet to the ball.</p> <p>Know that using a ready position will help me to react to the ball.</p> <p>Know that dribbling is an attacking skill used in games which helps us to move towards a goal or away from defenders.</p>	<p>To develop tracking and collecting skills.</p> <p>To develop confidence and accuracy when tracking a ball.</p> <p>To develop dribbling skills with hands and feet.</p> <p>To develop catching skills using one and two hands.</p> <p>To explore and develop a variety of throwing techniques.</p> <p>To use tracking and sending skills with feet.</p> <p>Know that you are able to use a variety of ways to send the ball and it may depend on the situation e.g. distance, speed, if there is a defender.</p> <p>Know to adjust my hands to the height of the ball.</p> <p>Know that tracking a ball is an important skill used in games activities and be able to give examples of this.</p> <p>Know that dribbling with soft hands/touches will help me to keep control.</p>		
Key Vocabulary	<i>Ready position, underarm, control.</i>	<i>Collect, receive, release, prepare.</i>	<i>Power, block, opponent, personal best, possession, accurate, technique.</i>	<i>Decision, cushion, pressure, react, momentum. .</i>		
Assessment and indicators	<p>Begin to catch with two hands.</p> <p>Begin to dribble a ball with my hands and feet.</p> <p>Begin to understand simple tactics.</p> <p>Roll and throw with some accuracy towards a target.</p>	<p>Begin to provide feedback using key words.</p> <p>Begin to understand and use simple tactics.</p> <p>Dribble a ball with my hands and feet with some control.</p>	<p>Catch different sized objects with increasing consistency with two hands.</p> <p>Dribble a ball with control.</p> <p>Persevere when learning a new skill.</p>	<p>Accurately use a range of throwing techniques to throw to a target.</p> <p>Catch different sized objects with increasing consistency with one and two hands.</p>		



	<p>Say when someone was successful.</p> <p>Track a ball that is coming towards me.</p> <p>Work co - operatively with a partner.</p>	<p>Roll and throw a ball to hit a target.</p> <p>Send and receive a ball using both kicking and throwing and catching skills.</p> <p>Track a ball and collect it.</p> <p>Work co - operatively with a partner and a small group.</p>	<p>Provide feedback using key words.</p> <p>Show a variety of throwing techniques.</p> <p>Throw with accuracy and increasing consistency to a target.</p> <p>Track the path of a ball that is not sent directly to me.</p>	<p>Consistently track the path of a ball that is not sent directly to me.</p> <p>Dribble a ball with increasing control and co-ordination.</p> <p>Persevere when learning a new skill.</p> <p>Provide feedback using key terminology and show and understand what I need to do to improve.</p>		
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