

National Curriculum Requirements	Purpose:	A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities . It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness . Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect .
	Aims:	The national curriculum for physical education aims to ensure that all pupils: <ul style="list-style-type: none"> • develop competence to excel in a broad range of physical activities • are physically active for sustained periods of time • engage in competitive sports and activities • lead healthy, active lives.
	End of KS1: <i>Entering WFJS with...</i>	Pupils should develop fundamental movement skills , become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others . They should be able to engage in competitive (both against self and against others) and co-operative physical activities , in a range of increasingly challenging situations. <ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns.
	End of KS2: <i>Leaving WFJS with...</i>	Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement . They should enjoy communicating, collaborating and competing with each other . They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success . <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Subject Intent	<p>At Wallace Fields Junior School, we recognise the value of Physical Education (PE). We see PE as an important aspect of school life which should inspire our children to become healthy, active learners. Our curriculum aims to ensure that all pupils access engaging and inclusive lessons that enable the children to become physically confident and achieve their best. This is through a range of sports which teach various physical skills as well as promote teamwork, leadership and resilience in an alternative setting to the classroom. We believe that our PE lessons must serve to lead children to healthy bodies as well as healthy minds.</p>
-----------------------	--

Curriculum Map	Autumn Term	Spring Term	Summer Term
	<p>Netball Fitness Training/ Circuit Training Football Dance</p>	<p>Tag Rugby Gymnastic Hockey Yoga Year 5 - Swimming</p>	<p>Tennis Cricket Rounders Athletics Year 4- Hooke Court (team building) Year 5 – Isle of Wight (outdoor adventurous activities) Year 6- French Trip (team building)</p>

Netball							(Au1 - Outdoor)
KS1		Year 3	Year 4	Year 5	Year 6	KS2 → KS3	
<p>Pupils should be able to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>Pupils should be able to participate in team games, developing simple tactics for attacking and defending.</p> <p>Pupils should be able to engage in competitive (both against self and against others) and co-operative physical activities.</p>	Skill	<ul style="list-style-type: none"> Running Throwing Catching Footwork Defending <ul style="list-style-type: none"> - Basic Dodging - Finding a space 	<ul style="list-style-type: none"> Running Throwing Catching Footwork Defending <ul style="list-style-type: none"> - Basic Dodging - Finding a space - Marking - Interceptions Attacking Shooting 	<ul style="list-style-type: none"> Running Throwing Catching Footwork Defending <ul style="list-style-type: none"> - Finding a space - Marking a player - Interceptions - Faint Dodge - Sprint Dodge - Double Dodge - Spin Dodge Attacking Shooting 	<ul style="list-style-type: none"> Running Throwing Catching Footwork Defending <ul style="list-style-type: none"> - Finding a space - Marking a player - Interceptions - Faint Dodge - Sprint Dodge - Double Dodge - Spin Dodge Attacking Shooting 	<p>End of KS2:</p> <p>Pupils should be taught to play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</p> <p>Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination.</p> <p>Pupils should enjoy communication, collaborating and competing.</p> <p>Going into KS3:</p> <p>Pupils should build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities.</p> <p>Pupils should be taught to use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.</p>	
	Knowledge	<ul style="list-style-type: none"> Types of passes. Footwork Rule. How to pivot. Non-contact. How to defend. 	<ul style="list-style-type: none"> Types of passes. Footwork Rule. How to pivot. Non-contact. How to defend. Obstruction Rule. How to attack. How to shoot. 	<ul style="list-style-type: none"> Types of passes. Footwork Rule. How to pivot. 3 Second Rule. Non-contact. How to defend. Types of dodge. Obstruction Rule. How to attack. How to shoot. Positions. 	<ul style="list-style-type: none"> Types of passes. Footwork Rule. How to pivot. 3 Second Rule. Non-contact. How to defend. Types of dodge. Obstruction Rule. How to attack. How to shoot. Positions. Tactical choices. 		
	Progression	<p>Key Areas:</p> <ul style="list-style-type: none"> Show signs of using a chest pass, shoulder pass and bounce pass. Make a series of passes to teammates moving towards a scoring area. Know where space is and try to move into it. Mark another player and defend when needed. Show a target to indicate where I'd like to pass to. <p>Key Vocabulary: throw, catch, chest pass, shoulder pass, bounce pass, defend, space, dodge, contact, pivot, footwork.</p>	<p>Key Areas:</p> <ul style="list-style-type: none"> Use a chest pass, shoulder pass and bounce pass to support team in scoring. Use a bounce pass, which only bounces once. Make decisions regarding which is the best type of pass to use. Identify space to move into and show a clear target to receive a pass. Mark another player and begin to attempt interceptions. <p>Key Vocabulary: <i>All of Year 3</i> and mark (a player), intercept, attack, obstruct, shoot.</p>	<p>Key Areas:</p> <ul style="list-style-type: none"> Use all three passes (chest, shoulder & bounce) correctly. Use a range of speeds within a game to support a team in scoring. Begin to use square (across the court) & straight (up & down the court) passes to achieve pace. Lose a defender to receive a pass. Defend a player and make some successful interceptions when playing as a team. Know where positions are allowed on a court. <p>Key Vocabulary: <i>All of Years 3 and 4</i> and faint dodge, sprint dodge, spin dodge, double dodge, positioning – goal keeper, goal defence, goal shooter, goal attack, centre, wing attack, wing defence.</p>	<p>Key Areas:</p> <ul style="list-style-type: none"> Know which pass is best to use and when in a game. Use a range of square & straight passes to change direction of the ball. Use landing foot to change direction to lose a defender. Draw defender away to create space for self or team. Position body to defend effectively, making successful interceptions. <p>Key Vocabulary: <i>All of Years 3, 4 and 5</i> and an understanding of 'tactics'.</p>		

Fitness Training/ Circuit Training						(Au 1 – Indoor/Outdoor)
KS1		Year 3	Year 4	Year 5	Year 6	KS2 → KS3
<p>Pupils should be able to develop basic fundamental movement patterns through and series of balance and co-ordination exercises and activities.</p> <p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</p>	Skill	<ul style="list-style-type: none"> Agility Balance Co-ordination Exercises: <ul style="list-style-type: none"> Squat Lunge Twist Push / Pull Continuous exercise's <ul style="list-style-type: none"> Skipping Burpees Mountain Climbers Star Jumps 	<ul style="list-style-type: none"> Agility Balance Co-ordination Exercises: <ul style="list-style-type: none"> Squat Lunge Twist Push / Pull Continuous exercise's <ul style="list-style-type: none"> Skipping Burpees Mountain Climbers Star Jumps 	<ul style="list-style-type: none"> Agility Balance Co-ordination Exercises: <ul style="list-style-type: none"> Squat Lunge Twist Push / Pull Continuous exercise's <ul style="list-style-type: none"> Skipping Burpees Mountain Climbers Star Jumps Show signs of technique in the skills 	<ul style="list-style-type: none"> Agility Balance Co-ordination Exercises: <ul style="list-style-type: none"> Squat Lunge Twist Push / Pull Continuous exercise's <ul style="list-style-type: none"> Skipping Burpees Mountain Climbers Star Jumps Master all the exercises and produce them consistently and accurately 	<p>End of KS2:</p> <p>Pupils should be taught to understand the body parts, how we move, why we move, and the importance of regular exercise.</p> <p>Pupils should also be show an understanding around nutrition, what foods are best to consume and the importance of hydration during physical activity and throughout a regular day.</p> <p>Pupils should be able to communicate these messages to teachers.</p> <p>Going into KS3:</p> <p>Pupils should build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities.</p> <p>Pupils should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity.</p>
	Knowledge	<ul style="list-style-type: none"> How to move comfortably Jump safely Land safely Body positioning of exercises 	<ul style="list-style-type: none"> How to move comfortably Jump safely Land safely Body positioning of exercises 	<ul style="list-style-type: none"> How to move comfortably Jump safely Land safely Body positioning of exercises Technique of exercises Why we exercise 	<ul style="list-style-type: none"> How to move comfortably Jump safely Land safely Body positioning of exercises Technique of exercises Why we exercise Acceleration / Deceleration techniques Understand muscle groups 	
	Progression	<p>Key Areas:</p> <ul style="list-style-type: none"> Show signs basic movement patterns. Gain understanding of techniques when exercising Attempt a variation of fundamental ABC's (Agility / Balance / Co-ordination) <p>Key Vocabulary: exercise, agility, balance, coordination.</p>	<p>Key Areas:</p> <ul style="list-style-type: none"> Demonstrate an ability to perform basic movement patterns. Begin to independently use techniques to perform instructed exercises Perform variation of fundamental ABC's (Agility / Balance / Co-ordination) <p>Key Vocabulary: <i>All of Year 3</i> and technique.</p>	<p>Key Areas:</p> <ul style="list-style-type: none"> To perform basic movement patterns with a clear technique. Understand why some certain techniques impact the body the way they do. Perform comfortably and consistently the variation of all fundamental ABC's (Agility / Balance / Co-ordination) <p>Key Vocabulary: <i>All of Years 3 and 4</i> and an understanding of and 'impact' in relation to the body.</p>	<p>Key Areas:</p> <ul style="list-style-type: none"> Use ability to master the techniques required to perform all exercises instructed by the coach / teacher. Understand why some all techniques impact the body the way they do, and what muscle groups they target. Perform comfortably and consistently the variation of all fundamental ABC's (Agility / Balance / Co-ordination) To perform a high level of fitness throughout continuous training methods such as running, skipping and others. <p>Key Vocabulary: <i>All of Years 3, 4 and 5</i> and muscles in the body (quadriceps, hamstring, biceps, triceps), acceleration, deceleration, pace.</p>	

		Football				(Au2 - Outdoor)
KS1		Year 3	Year 4	Year 5	Year 6	KS2 → KS3
<p>Pupils should be able to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>Pupils should be able to participate in team games, developing simple tactics for attacking and defending.</p> <p>Pupils should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p>	Skill	<ul style="list-style-type: none"> • Dribbling • Passing • Ball Control • Balance • Defending <ul style="list-style-type: none"> - Marking a player 	<ul style="list-style-type: none"> • Dribbling • Passing • Ball Control • Balance • Defending <ul style="list-style-type: none"> - Marking a player - Interceptions 	<ul style="list-style-type: none"> • Dribbling • Passing • Ball Control <ul style="list-style-type: none"> - Using feet - Using knee • Balance • Defending <ul style="list-style-type: none"> - Marking a player - Interceptions • Attacking <ul style="list-style-type: none"> - Being able to lose a defender 	<ul style="list-style-type: none"> • Dribbling with speed • Passing • Ball Control <ul style="list-style-type: none"> - Using feet - Using knee • Balance • Defending <ul style="list-style-type: none"> - Marking a player - Interceptions • Attacking <ul style="list-style-type: none"> - Being able to lose a defender • Body Control 	<p>End of KS2:</p> <p>Pupils should be taught to play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</p> <p>Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination.</p> <p>Pupils should enjoy communication, collaborating and competing.</p> <p>Going into KS3:</p> <p>Pupils should build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities.</p> <p>Pupils should be taught to use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.</p>
	Knowledge	<ul style="list-style-type: none"> • How to dribble. • How to pass. • How to mark. • What is spatial awareness? 	<ul style="list-style-type: none"> • How to dribble. • How to pass using different parts of the foot. • How to receive a pass. • How to mark. • How to intercept. • What is spatial awareness? • How to use spatial awareness in a game. 	<ul style="list-style-type: none"> • How to dribble. • How to pass using different parts of the foot. • How to receive a pass. • How to use different body parts to control a ball. • How to mark. • How to intercept. • How to use spatial awareness in a game. 	<ul style="list-style-type: none"> • How to dribble with speed. • How to pass using different parts of the foot. • Strategy to passing to teammates – know how and when to pass. • How to receive a pass. • How to use different body parts to control a ball. • How to mark. • How to intercept. • How to position body to optimise control. • How to use spatial awareness in a game. 	
	Progression	<p>Key Areas:</p> <ul style="list-style-type: none"> ○ Begin to dribble a ball making small touches. ○ Begin to send a football to someone on team. ○ Keep a ball under control. ○ Know where space is and try to move into it. ○ Mark another player and defend when needed. <p>Key Vocabulary: pass, dribble (a ball), control, balance, defend, mark (a player), space.</p>	<p>Key Areas:</p> <ul style="list-style-type: none"> ○ Dribble with small touches into space. ○ Send a football to someone on the team, using different parts of foot. ○ Keep a ball under control when receiving a range of passes from team. ○ Understand where the space is and can move into it. ○ Mark another player and begin to attempt interceptions. <p>Key Vocabulary: <i>All of Year 3</i> and inside of the foot, outside of the foot, bottom of the foot, receive (a pass), intercept.</p>	<p>Key Areas:</p> <ul style="list-style-type: none"> ○ Dribble making small touches into space with speed. ○ Send a football to someone on the team, using different parts of foot accurately. ○ Use a range of ways to keep a ball under control (foot or knee and knowing which one due to where ball is coming from). ○ See space and use it effectively. ○ Lose a defender to receive a pass. ○ Defend a player and make some successful interceptions for team. <p>Key Vocabulary: <i>All of Years 3 and 4</i> and accuracy, speed, attack.</p>	<p>Key Areas:</p> <ul style="list-style-type: none"> ○ Dribble making small touches into space with speed, to beat defenders. ○ Make decisions regarding how and when to send a football to someone in team. ○ Use a range of ways to keep a ball under control (foot or knee and knowing which one due to where ball is coming from) when under pressure from a defender. ○ Know how space changes within a game and when and how to move into changing spaces. ○ Draw defender away to create space. ○ Position body to defend effectively, making successful interceptions. <p>Key Vocabulary: <i>All of Years 3, 4 and 5</i> and body positioning, strategy.</p>	

Dance						(Au2 – Indoor)
KS1		Year 3 Bollywood	Year 4 Aerobic Exercise	Year 5 Rock and Roll	Year 6 Rainforest	KS2 → KS3
<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</p> <p>Pupils should be able to perform dances using simple movement patterns.</p>	Skill	<p>Physical Skill:</p> <ul style="list-style-type: none"> Control Balance Focus Posture Stamina Arm Isolations Coordination <p>Technical Skill:</p> <ul style="list-style-type: none"> Selection of travel/ movement in routine. Spatial awareness – pathways of dance, size of movement, level of movement, etc. Rhythm. 	<p>Physical Skill:</p> <ul style="list-style-type: none"> Balance Measuring heart rate Body control Flexibility Coordination Stamina <p>Technical Skill:</p> <ul style="list-style-type: none"> Planning a sequence Sequencing Selection of movement Spatial awareness – size and level of movement for best outcome Rhythm. 	<p>Physical Skill:</p> <ul style="list-style-type: none"> Control Balance Focus Posture Stamina Strength Flexibility Coordination <p>Technical Skill:</p> <ul style="list-style-type: none"> Selection of travel/ movement in routine. Spatial awareness – pathways of dance, size of movement, level of movement, floor space, etc. Rhythm. 	<p>Physical skill:</p> <ul style="list-style-type: none"> Control Balance Mobility Posture Flexibility Extension Coordination <p>Technical Skill</p> <ul style="list-style-type: none"> Selection of travel/movement in routine. Selection of level and pathway of dance. To work co-operatively To interpret nature movements with dance 	<p style="text-align: center;">End of KS2:</p> <p>Children should be taught to create dances using a range of movement patterns, including those from different times, place and cultures.</p> <p>Through dance, develop flexibility, strength, technique, control and balance.</p> <p>They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p style="text-align: center;">Going into KS3:</p> <p>Pupils should build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities.</p> <p>Pupils should be taught to perform dances using advanced dance techniques within a range of dance styles and forms.</p> <p>Pupils should analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.</p>
	Knowledge	<ul style="list-style-type: none"> What is 'Bollywood' dance? What is 'Bhangra'? Examples of what Bhangra style dance moves look like (whole body and isolated arm movements). Know what cannon is. Know what unison is. Understand a sense of musicality when attempting to create/ perform a routine to specific music. 	<ul style="list-style-type: none"> How to warm up the body before exercise Why to warm up the body Why a warm down is needed How to warm down Key stretches for muscles How to identify muscles that will be used during an activity How to maintain a level of fitness How to sequence movements 	<ul style="list-style-type: none"> What is 'rock and roll'? How is 'rock and roll' different to 'rock'? What are key elements of rock and roll dance? Examples of what rock and roll style dance moves look like (whole body, isolated movements, combined movements). How to perform lifts safely. Know what unison is. Know what cannon is. Know what synchronised means. Know what a 'hand jive' is. Understand a sense of musicality when attempting to create/ perform a routine to specific music. 	<ul style="list-style-type: none"> What movements can we see in Rainforest weather? What movements do plants make when they grow? How would explorers move across the forest floor terrain? To time movements for synchronisation To evaluate own performance against others 	
	Progression	<p>Key Areas:</p> <ul style="list-style-type: none"> Develop an understanding of dance from a different culture. Perform pair/group dance involving cannon & unison. Respond to music in time & rhythm to show like/unlike actions. Challenge: Respond to music to express a variety of moods & feelings. <p>Key Vocabulary: control, balance, focus, posture, (arm) isolation, coordination, travel, rhythm, space, cannon, unison.</p>	<p>Key Areas:</p> <ul style="list-style-type: none"> Perform clear & fluent dances that show sensitivity to idea. Make up dance within a pairing. Scientific Link to how to exercise the body <p>Key Vocabulary: warm up, warm down, fitness, balance, control, flexible, sequence, space, muscle.</p>	<p>Key Areas:</p> <ul style="list-style-type: none"> Develop an understanding of dance from a different era. Perform fluent dances with characteristics of the different era. Adapt and refine (in pairs/ groups), dances that vary in direction, space and rhythm. Incorporate lifts into a dance performance. <p>Key Vocabulary: control, balance, focus, posture, flexible, coordination, travel, space, pathway, rhythm, unison, cannon, synchronised, musicality, isolated movements, combined movements.</p>	<p>Key Areas:</p> <ul style="list-style-type: none"> Create & perform dances in a variety of styles consistently. Be aware of & use musical structure, rhythm & mood & can dance accordingly. Use appropriate criteria & terminology to evaluate performances. <p>Key Vocabulary: control, balance, posture, flexible, extension, coordination, travel, pathway, interpret, synchronisation, evaluate.</p>	

Tag Rugby						(Sp1 - Outdoor)
KS1		Year 3	Year 4	Year 5	Year 6	KS2 → KS3
<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</p> <p>Pupils should be able to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>Pupils should be able to participate in team games, developing simple tactics for attacking and defending.</p>	Skill	<ul style="list-style-type: none"> • Handling a ball. • Throwing • Catching • Running • Passing • Ball Control • Defending 	<ul style="list-style-type: none"> • Handling a ball. • Throwing • Catching • Running • Passing • Ball Control • Defending 	<ul style="list-style-type: none"> • Handling a ball. • Throwing • Catching • Running • Passing • Ball Control • Defending • Attacking 	<ul style="list-style-type: none"> • Handling a ball. • Throwing • Catching • Running at speed. • Passing • Ball Control • Defending • Attacking 	<p>End of KS2:</p> <p>Pupils should be taught to play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</p> <p>Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination.</p> <p>Pupils should enjoy communication, collaborating and competing.</p> <p>Going into KS3:</p> <p>Pupils should build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities.</p> <p>Pupils should be taught to use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.</p>
	Knowledge	<ul style="list-style-type: none"> • How to hold a rugby ball. • How to pass. • How to catch. • Know to look for space to avoid defenders. • How to score. • What a 'try' is and what it means. • How to 'tag' a player. 	<ul style="list-style-type: none"> • How to hold a rugby ball. • How to move with a rugby ball. • How to pass. • How to catch. • Know to look for space to avoid defenders. • How to score. • What a 'try' is and what it means. • How to 'tag' a player. • How to mark a player. • What is a 'high pop' pass? 	<ul style="list-style-type: none"> • How to hold a rugby ball. • How to move with a rugby ball at speed. • How to pass. • How to catch. • Know to look for space to avoid defenders. • How to score. • What a 'try' is and what it means. • How to 'tag' a player. • How to mark a player. • Develop team tactics. 	<ul style="list-style-type: none"> • How to hold a rugby ball. • How to move with a rugby ball at speed and whilst changing direction. • How to pass at speed. • How to catch at speed. • Know to look for space to avoid defenders. • How to score. • What a 'try' is and what it means. • How to 'tag' a player. • How to mark a player. • Develop team tactics. 	
	Progression	<p>Key Areas:</p> <ul style="list-style-type: none"> ○ Move holding a rugby ball. ○ Make a backward pass to teammates, using the direction most comfortable. ○ Move into spaces to avoid defenders. ○ Know where to score a try and how to position the ball to score a try. <p>Key Vocabulary: throw, catch, pass, control, defend, space, try (in relation to scoring) and tag (a player).</p>	<p>Key Areas:</p> <ul style="list-style-type: none"> ○ Move with speed (and change of) with the ball. ○ Pass backwards and in both directions and sometimes on the move. ○ Use speed and space to avoid defenders. ○ Tag the person who has the ball. ○ Mark a player who doesn't have the ball. ○ Begin to make a high pop pass to avoid a defender. <p>Key Vocabulary: <i>All of Year 3</i> and mark (a player), high pop pass.</p>	<p>Key Areas:</p> <ul style="list-style-type: none"> ○ Move with speed (and change of) with the ball and without. ○ Be able to pass and receive a pass at speed. ○ Be able to pass and receive a pass at speed in a game situation. ○ Refine attacking and defending skills. ○ Develop tactics as a team. ○ Apply learned skills in a game of tag rugby. <p>Key Vocabulary: <i>All of Years 3 and 4</i> and attack, understanding of 'tactics', receive (a ball).</p>	<p>Key Areas:</p> <ul style="list-style-type: none"> ○ Running at speed, changing direction at speed. ○ Be able to pass and receive a pass at speed. ○ Be able to pass and receive a pass at speed in a game situation. ○ Be able to evade and tag opponents. ○ Play effectively in attack and defence. ○ Score points against the opposition. ○ Support player with the ball and use team tactics. <p>Key Vocabulary: <i>All of Years 3, 4 and 5.</i></p>	

Gymnastics						(Sp1 - Indoor)
KS1		Year 3	Year 4	Year 5	Year 6	KS2 → KS3
<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</p> <p>Pupils should be able to perform dances using simple movement patterns.</p> <p>Pupils should develop balance, agility and co-ordination, and begin to apply these in a range of activities.</p>	Skill	<ul style="list-style-type: none"> Flexibility Balance Body Control Traveling – running, skipping, jumping, etc. 	<ul style="list-style-type: none"> Flexibility Balance Body Control Traveling – running, skipping, jumping, etc. Rolling Performance Timing Evaluating 	<ul style="list-style-type: none"> Flexibility Balance Body Control Traveling – running, skipping, jumping, etc. Rolling Head Stands Shoulder Stands Performance Timing Evaluating 	<ul style="list-style-type: none"> Flexibility Balance Body Control Traveling – running, skipping, jumping, etc. Rolling Head Stands Shoulder Stands Cartwheels Performance Timing Evaluating 	<p>End of KS2:</p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.</p> <p>Pupils should enjoy communication, collaborating and competing.</p> <p>Pupils should develop an understanding of how to improve and learn how to evaluate and recognise their own successes.</p> <p>Pupils should be taught to develop flexibility, strength, technique, control and balance.</p> <p>Going into KS3:</p> <p>Pupils should be taught to develop their technique and improve their performance in other competitive sports.</p> <p>Pupils should be able to analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.</p>
	Knowledge	<ul style="list-style-type: none"> Gymnastic Arm Movements Types of travelling techniques. How to control a balance. 	<ul style="list-style-type: none"> Types of travelling techniques. How to control a balance. Types of rolls. What does symmetrical mean? What does asymmetrical mean? What does it mean to mirror or match a partner? 	<ul style="list-style-type: none"> Types of travelling techniques. How to control a balance. Types of rolls. Safety elements in performing a head stand. Safety element in performing a shoulder stand. What does it mean to mirror or match a partner? What does cannon mean? 	<ul style="list-style-type: none"> Types of travelling techniques. How to control a balance. Types of rolls. Safety elements in performing a head stand. Safety element in performing a shoulder stand. Safety elements in performing a cartwheel. What does symmetrical mean? What does asymmetrical mean? How to perform a gymnastic piece. 	
	Progression	<p>Key Areas:</p> <ul style="list-style-type: none"> Know a range of arm actions in isolation. Know a range of travelling techniques in isolation. Ability to combine arm actions with travelling techniques (skips, leaps, steps, jumps, spins). Know principles of balance and apply them on floor and apparatus. Travel while using various hand apparatus (ribbon/hoop/ rope/ball). <p>Key Vocabulary: travel, control, balance, flexible, isolation, combination, sequence.</p>	<p>Key Areas:</p> <ul style="list-style-type: none"> Perform at least three different rolls (shoulder, forward, teddy, tuck, pencil) with some control. Perform at least three symmetrical balances with some control. Perform at least three asymmetrical balances with some control. Link a roll with travel and balance on the floor with good body control. Follow a set of 'rules' to produce a sequence, led by teacher. Create and perform matching/ mirroring sequences. Share ideas and give positive criticism/ advice to self and others. <p>Key Vocabulary: flexible, balance, control, travel, timing, evaluation, symmetrical, asymmetrical, sequence.</p>	<p>Key Areas:</p> <ul style="list-style-type: none"> Perform at least three different rolls (shoulder, forward, teddy, tuck, pencil) with clear control. Perform a headstand, with support. Perform a shoulder stand with some control. Begin to perform a cartwheel (challenge). Link a roll with travel and balance on the floor with good body control. Follow a set of 'rules' to produce a sequence, led by teacher or possibly peers. Combine own work with that of others, identifying strengths and weaknesses. Create a mirrored, matching or cannon sequence in pairs with varying dynamics, levels, directions, etc... Include a change of speed, direction and shape in movements. Share ideas and give positive criticism/ advice to self and others. <p>Key Vocabulary: flexible, balance, travel, control, timing, evaluation, cannon, dynamics, sequence.</p>	<p>Key Areas:</p> <ul style="list-style-type: none"> Perform at least three different rolls (shoulder, forward, teddy, tuck, pencil) with clear control. Perform a shoulder stand and a cartwheel with control. Perform a headstand with some control. Perform 3 paired balances (symmetrical or asymmetrical). Select a suitable routine to perform to difference audiences. Be able to transfer sequence onto suitably arrange apparatus and the floor. Perform 6-8 part floor sequence as individual, pair & small group to a piece of music. <p>Key Vocabulary: flexible, balance, control, travel, timing, evaluation, symmetrical, asymmetrical,</p>	

Hockey						(Sp2 - Outdoor)
KS1		Year 3	Year 4	Year 5	Year 6	KS2 → KS3
<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</p> <p>Pupils should be able to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>Pupils should be able to participate in team games, developing simple tactics for attacking and defending.</p>	Skill	<ul style="list-style-type: none"> Running Ball Control Passing – push pass. Dribbling Attacking 	<ul style="list-style-type: none"> Running Ball Control Passing – push pass and slap pass. Dribbling Rotation of hockey stick. Attacking Defending 	<ul style="list-style-type: none"> Running Ball Control Passing – push pass and slap pass. Dribbling – Indian Dribbling. Rotation of hockey stick. Attacking Defending 	<ul style="list-style-type: none"> Running Ball Control Passing – push pass, slap pass, square pass and straight pass. Dribbling – Indian Dribbling. Rotation of hockey stick. Attacking Defending 	<p style="text-align: center;">End of KS2:</p> <p>Pupils should be taught to play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</p> <p>Pupils should enjoy communication, collaborating and competing.</p> <p style="text-align: center;">Going into KS3:</p> <p>Pupils should build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities.</p> <p>Pupils should be taught to use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.</p>
	Knowledge	<ul style="list-style-type: none"> How to hold a hockey stick correctly. Knowing what side of the hockey stick to use. Push pass (safely and controlled). How to dribble. How to stop the ball. How to safely approach/ attack a player. How to score in hockey. 	<ul style="list-style-type: none"> How to hold a hockey stick correctly. Knowing what side of the hockey stick to use. How to change direction of travel by rotating the hockey stick. Push pass (safely and controlled) Slap pass (safely and controlled) How to dribble. How to stop the ball with control. How to safely approach/ attack a player. How to maintain defence. How to score in hockey. 	<ul style="list-style-type: none"> How to hold a hockey stick correctly. Knowing what side of the hockey stick to use. How to change direction of travel by rotating the hockey stick. Push pass (safely and controlled) Slap pass (safely and controlled) Knowing what pass is effective at different points in a game. Indian dribbling. How to stop the ball with control. How to safely approach/ attack a player. How to maintain defence. How to score in hockey. 	<ul style="list-style-type: none"> How to hold a hockey stick correctly. Knowing what side of the hockey stick to use. How to change direction of travel by rotating the hockey stick. Push pass (safely and controlled) Slap pass (safely and controlled) Square pass Straight pass Knowing what pass is effective at different points in a game. Indian dribbling. How to stop the ball with control. How to safely approach/ attack a player. How to maintain defence. How to score in hockey. 	
	Progression	<p>Key Areas:</p> <ul style="list-style-type: none"> Begin to show how to hold a hockey stick and which side to use. Use a simple push pass to another teammate. Dribble the ball, keeping it close with some control, using the correct side of stick. Show some signs of an approaching player to tackle and cause pressure. Begin to attempt to score a goal from anywhere. <p>Key Vocabulary: control, push pass, dribble (a ball), tackle.</p>	<p>Key Areas:</p> <ul style="list-style-type: none"> Show how to hold a hockey stick and which side to use. Sometimes change direction of travel by rotating and turning stick to support this. Use a push pass to make a direct pass to another teammate. Know how to safely stop the ball. Begin to use a slap pass safely (bringing stick back and causing more power). Use speed to dribble the ball into space. Maintain defence and keep the pressure until possession is gained. Attempt to score inside a designated scoring area. <p>Key Vocabulary: <i>All of Year 3</i> and rotation, defend, direction, slap pass.</p>	<p>Key Areas:</p> <ul style="list-style-type: none"> Show how to hold a hockey stick and which side to use. Change direction of travel by rotating and turning stick to support this. Choose between the two passes (push/ slap) and explain simply why. Make a direct pass while dribbling. Begin to use 'Indian dribbling' (alternating sides of stick while dribbling) to avoid defenders. Successfully score while in the scoring area. <p>Key Vocabulary: <i>All of Years 3 and 4</i> and Indian dribble.</p>	<p>Key Areas:</p> <ul style="list-style-type: none"> Show how to hold a hockey stick and which side to use. Use speed, changing of direction and 'Indian dribbling' to advance towards team's goal. Use a range of passes, knowing which one depending on the distance of the pass. Begin to think tactically about dribbling – dribble and change direction by making a square pass (across the pitch) or straight pass (up/down the pitch). Know when to defend and what defence skills could be used. Successfully score while in the scoring area. <p>Key Vocabulary: <i>All of Years 3, 4 and 5</i> and square pass, straight pass.</p>	

		Yoga								(Sp2 - Indoor)
KS1		Year 3		Year 4		Year 5		Year 6		KS2 → KS3
<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</p> <p>Pupils should be able to perform dances using simple movement patterns.</p>		When learning about yoga, pupils should access the skills to develop 4 priority areas – ‘Physical Me’, ‘Social Me’, ‘Thinking Me’ and ‘Healthy Me’.								<p>End of KS2:</p> <p>Children should be taught to create dances using a range of movement patterns, including those from different times, place and cultures.</p> <p>Through dance, develop flexibility, strength, technique, control and balance.</p> <p>They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Going into KS3:</p> <p>Pupils should build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities.</p> <p>Pupils should be taught to perform dances using advanced dance techniques within a range of dance styles and forms.</p> <p>Pupils should analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.</p>
	Skill	<p><u>Physical Me:</u> Using core strength Agility Balance Coordination Flexibility</p> <p><u>Thinking Me:</u> Select and apply correct poses.</p>	<p><u>Social Me:</u> Listening. Being calm and relaxed. Showing respect during poses and relaxation.</p> <p><u>Healthy Me:</u> Relaxation. Breathing correctly when completing yoga poses.</p>	<p><u>Physical Me:</u> Using core strength Agility Balance Coordination Flexibility</p> <p><u>Thinking Me:</u> Select and apply correct poses.</p>	<p><u>Social Me:</u> Listening. Being calm and relaxed. Showing respect during poses and relaxation. Be a mini coach. Team work.</p> <p><u>Healthy Me:</u> Relaxation. Breathing correctly when completing yoga poses.</p>	<p><u>Physical Me:</u> Using core strength Agility Balance Coordination Flexibility Technique Control</p> <p><u>Thinking Me:</u> Select and apply correct poses. Maintain control when moving.</p>	<p><u>Social Me:</u> Listening. Being calm and relaxed. Showing respect during poses and relaxation. Be a mini coach. Team work. Giving useful and supportive feedback to a partner to improve poses.</p> <p><u>Healthy Me:</u> Relaxation. Breathing correctly when completing yoga poses.</p>	<p><u>Physical Me:</u> Using core strength Agility Balance Coordination Flexibility Technique Control</p> <p><u>Thinking Me:</u> Select and apply correct poses. Maintain control when moving.</p>	<p><u>Social Me:</u> Listening. Being calm and relaxed. Showing respect during poses and relaxation. Be a mini coach. Team work. Giving useful and supportive feedback to a partner to improve poses.</p> <p><u>Healthy Me:</u> Relaxation. Breathing correctly when completing yoga poses.</p>	
	Knowledge	<ul style="list-style-type: none"> How to be respectful How breathing can help relaxation How different parts of the body move 4 different yoga poses and how each one benefits the body. 	<ul style="list-style-type: none"> How to be respectful How breathing can help relaxation How different parts of the body move 6 different yoga poses and how each one benefits the body. 	<ul style="list-style-type: none"> How to be respectful How breathing can help relaxation How different parts of the body move 7 different yoga poses and how each one benefits the body. How to give feedback supportively. 	<ul style="list-style-type: none"> How to be respectful How breathing can help relaxation How different parts of the body move 8 different yoga poses and how each one benefits the body. How to give feedback supportively. 					
	Progression	<p>Key Areas:</p> <ul style="list-style-type: none"> Is developing flexibility, balance, strength and coordination. Has a significant amount of time at the beginning and end of the session to practise calmness and breathing. Can use their listening skills to copy and complete 4 different yoga poses. Can identify how 4 different yoga poses benefit the body/ muscles. Can use their listening skills to follow, copy and complete a yoga sequence. <p>Key Vocabulary: balance, strength, flexibility, coordination, pose, breathing, muscle. Plus – names of 4 poses.</p>	<p>Key Areas:</p> <ul style="list-style-type: none"> Has begun to develop flexibility, balance, strength and coordination. Has a significant amount of time at the beginning and end of the session to practise calmness and breathing. Can use their listening skills to copy and complete 6 different yoga poses. Can identify how 6 different yoga poses benefit the body/ muscles. Can use their listening skills to follow, copy and complete a yoga sequence. Can begin to work in pairs to create their own yoga pose and identify how this pose can help the body. Can show communication with others. <p>Key Vocabulary: balance, strength, flexibility, coordination, pose, breathing, muscle. Plus – names of 6 poses.</p>	<p>Key Areas:</p> <ul style="list-style-type: none"> Has developed flexibility, balance, strength and coordination. Has begun to develop control and technique. Has a significant amount of time at the beginning and end of the session to practise calmness and breathing. Can use their listening skills to copy and complete 7 different yoga poses. Can identify how 7 different yoga poses benefit the body/ muscles. Can use their listening skills to follow, copy and complete a yoga sequence. Can work in pairs or small groups to create a sequence of yoga poses and identify how the sequence supports the body. Attempts to evaluate performance and recognise their own success. Can communicate and show some collaboration with others in a variety of activities. <p>Key Vocabulary: balance, strength, flexibility, coordination, control, technique, evaluate, pose, breathing, muscle. Plus – names of 7 poses.</p>	<p>Key Areas:</p> <ul style="list-style-type: none"> Has developed flexibility, balance, strength, coordination, control and technique. Has a significant amount of time at the beginning and end of the session to practise calmness and breathing. Can use their listening skills to copy and complete 8 different yoga poses. Can identify how 8 different yoga poses benefit the body/ muscles. Can work in pairs or small groups to create a sequence of yoga poses and identify how the sequence supports the body. Can communicate and collaborate with others in a variety of activities. Can compare their performances with previous ones and demonstrate improvement to achieve their personal best. Can evaluate performance and recognise their own success <p>Key Vocabulary: balance, strength, flexibility, coordination, control, technique, evaluate, pose, breathing, muscle. Plus – names of 8 poses.</p>					

Athletics						(Su1 - Outdoor)
KS1		Year 3	Year 4	Year 5	Year 6	KS2 → KS3
<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</p> <p>Pupils should be able to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p>	Skill	<ul style="list-style-type: none"> Running Jumping Throwing Recording Scores 	<ul style="list-style-type: none"> Running Jumping Throwing Recording Scores 	<ul style="list-style-type: none"> Running Jumping Throwing Recording Scores 	<ul style="list-style-type: none"> Running Jumping Throwing Recording Scores Leadership 	<p>End of KS2: Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.</p> <p>They should enjoy communicating, collaborating and competing with each other and evaluate their own success.</p> <p>Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination.</p> <p>Going into KS3: Pupils should build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities.</p> <p>Pupils should be taught to develop their technique and improve their performance in other competitive sports.</p>
	Knowledge	<ul style="list-style-type: none"> Running technique – how to start, how to speed up, how to slow down, how to adjust breathing appropriately. Knowing what running technique is best for given event. Jumping technique – how to take off and land safely. Throwing technique – how to hold a given piece of equipment, starting position, direction of throw, how to ‘finish’ or ‘follow through’ throw. Recording Scores – work with a partner/group to be able to record scores. 	<ul style="list-style-type: none"> Running technique – how to start, how to speed up, how to slow down, how to adjust breathing appropriately. Knowing what running technique is best for given event. Understand and apply the concept of ‘pace’. Jumping technique – how to take off and land safely. How to use arms to extend the length of a jump. Throwing technique – how to hold a given piece of equipment, starting position, direction of throw, how to include power in throw, how to ‘finish’ or ‘follow through’ throw. Recording Scores – with support, record independently and how to record fairly. 	<ul style="list-style-type: none"> Running technique – how to start, how to speed up, how to slow down, how to adjust breathing appropriately. Knowing what running technique is best for given event. Understand and apply the concept of ‘pace’ to be able to run at speed or for distance. Jumping technique – select appropriate technique based on type of jump required. Throwing technique – how to hold a given piece of equipment, starting position, direction of throw, how to include power in throw, how to ‘finish’ or ‘follow through’ throw. Recording Scores – record independently and how to record fairly. 	<ul style="list-style-type: none"> Running technique – how to start, how to speed up, how to slow down, how to adjust breathing appropriately. Knowing what running technique is best for given event. Understand and apply the concept of ‘pace’ to be able to run for distance. Throwing technique – how to hold a given piece of equipment, starting position, direction of throw, how to include power in throw, how to ‘finish’ or ‘follow through’ throw. Jumping technique – select appropriate technique based on type of jump required. Recording Scores – record independently and how to record fairly. How to guide other team mates to success. 	
	Progression	<p>Key Areas:</p> <ul style="list-style-type: none"> Run in different directions and at different speeds, using a good technique. Choose and understand appropriate running techniques for a given sporting element. Improve throwing technique. Reinforcing jumping technique. Understand the relay and passing the baton. Compete in a mini competition. Exposure to recording scores. <p>Key Vocabulary: run, jump, throw, technique</p>	<p>Key Areas:</p> <ul style="list-style-type: none"> Run in different directions and at different speeds, using a good technique. Choose and understand appropriate running techniques for a given sporting element. Select and maintain a running pace for different distances. Demonstrate good running technique in a competitive situation. Practise throwing with power and accuracy. Throw safely and with understanding. Understand which technique is most effective when jumping for distance. Utilise all the skills learned in this unit in a competitive situation. With adult support, record scores of peers <p>Key Vocabulary: <i>All of Year 3</i> and pace, power, accuracy.</p>	<p>Key Areas:</p> <ul style="list-style-type: none"> Run in different directions and at different speeds, using a good technique. Choose and understand appropriate running techniques for a given sporting element. Use the correct technique to run at speed. Develop the ability to run for distance. Throw with accuracy and power. Throw safely and with understanding. Identify, explain and apply technique of relay running. Understand which technique is most effective when jumping for distance. Learn how to use skills to improve the distance of a pull throw. Demonstrate good techniques in a competitive situation. Independently be able to record scores of peers. <p>Key Vocabulary: <i>All of Years 3 and 4.</i></p>	<p>Key Areas:</p> <ul style="list-style-type: none"> Run in different directions and at different speeds, using a good technique. Investigate running styles and changes of speed. Have the ability to run for distance. Select appropriate running techniques for a given sporting element or in competitive situations. Throw with accuracy and power. Throw safely and with understanding. Understand which technique is most effective when jumping for distance. Demonstrate good techniques in a competitive situation. Independently be able to record scores of peers. Support peers in team events, using tactics and good leadership. <p>Key Vocabulary: <i>All of Years 3, 4 and 5</i> and leadership.</p>	

Cricket					(Su1 – Outdoor)	
KS1		Year 3	Year 4	Year 5	Year 6	KS2 → KS3
<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</p> <p>Pupils should be able to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>Pupils should be able to participate in team games, developing simple tactics for attacking and defending.</p>	Skill	<ul style="list-style-type: none"> • Throwing • Catching • Batting • Running • Control 	<ul style="list-style-type: none"> • Throwing • Catching • Batting • Running • Control 	<ul style="list-style-type: none"> • Throwing • Catching • Batting • Running • Control 	<ul style="list-style-type: none"> • Throwing • Catching • Batting • Running • Control 	<p style="text-align: center;">End of KS2:</p> <p>Pupils should be taught to play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</p> <p>Pupils should enjoy communicating, collaborating and competing with each other.</p> <p>Pupils should use running, jumping, throwing and catching in isolation and in combination.</p> <p style="text-align: center;">Going into KS3:</p> <p>Pupils should build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities.</p> <p>Pupils should be taught to use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.</p>
	Knowledge	<ul style="list-style-type: none"> • How to hold a cricket bat correctly. • Understand the use of the flat side to deliver shots • How to bowl using underarm throwing techniques • How to throw from a fielding position • How to catch a ball from a distance • How to stop the ball in a fielding position • What is backstop and how to fulfil this role • The basic rules of how to play 	<ul style="list-style-type: none"> • How to hold a cricket bat correctly using appropriate grip. • Understand the use of the flat side to deliver shots • To bowl correctly using underarm throwing techniques • How to throw from a fielding position • How to catch a ball from a distance • How to stop the ball in a fielding position • What is backstop and how to fulfil this role • The basic rules of how to play • Attempt to perform a 'drive' shot. 	<ul style="list-style-type: none"> • How to hold a cricket bat correctly using appropriate grip. • Understand the use of the flat side to deliver shots • How to bowl using overarm throwing techniques • To attempt a follow through post bowl • How to throw from a larger distance fielding position • How to catch a ball from a distance • How to stop the ball in a fielding position • What is backstop and how to fulfil this role • The basic rules of how to play and score lines. • Perform a 'drive' shot. • Attempt to perform a 'hook' shots • Importance of selecting the correct power in a throw or hit. • Recognising cardiovascular endurance throughout the game. 	<ul style="list-style-type: none"> • How to hold a cricket bat correctly using appropriate grip. • Understand the use of the flat side to deliver shots • To bowl correctly using overarm throwing techniques during a leading run up • How to throw from a larger distance fielding position • How to catch a ball from a distance • How to stop the ball in a fielding position • What is backstop and how to fulfil this role • Full understanding of the concept of the game, rules and score line system. • Perform a 'drive' and a 'hook' shot. • To begin to think about the choice in shot dependent on the bowl. 	
	Progression	<p>Key Areas:</p> <ul style="list-style-type: none"> ○ Throw and catch under pressure. ○ Use fielding skills to stop the ball effectively. ○ Learn batting control. ○ Learn the role of backstop. ○ Play in a tournament and work as a team, using tactics in order to beat the other team. <p>Key Vocabulary: bowl, bat, back stop, control, fielders.</p>	<p>Key Areas:</p> <ul style="list-style-type: none"> ○ Throw and catch under pressure. ○ Use fielding skills to stop the ball effectively. ○ Demonstrate batting control. ○ Be confident in the roll of backstop. ○ Consolidate existing skills and apply these with consistency. ○ Apply skills in a competitive context. <p>Key Vocabulary: <i>All of Year 3</i> and drive shot.</p>	<p>Key Areas:</p> <ul style="list-style-type: none"> ○ Throw and catch under pressure and with speed. ○ Use fielding skills to stop the ball effectively. ○ Demonstrate batting control. ○ Be confident in the roll of backstop. ○ Consolidate existing skills and apply these with consistency. ○ Recognise how some aspects of fitness apply to cricket (E.G. power and cardiovascular endurance). <p>Key Vocabulary: <i>All of Years 3 and 4</i> and hook shot, power.</p>	<p>Key Areas:</p> <ul style="list-style-type: none"> ○ Consolidate existing skills and apply these with consistency. ○ Recognise how some aspects of fitness apply to cricket (E.G. power and cardiovascular endurance). ○ Consistently apply standard cricket rules in a variety of different styles of games. ○ Attempt a small range of recognised shots in isolation and in competitive scenarios. ○ Use a range of tactics for attacking and defending in role of bowler, batter and fielder. <p>Key Vocabulary: <i>All of Years 3, 4 and 5.</i></p>	

Tennis						(Su2 – Outdoor)
KS1		Year 3	Year 4	Year 5	Year 6	KS2 → KS3
<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</p> <p>Pupils should be able to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>Pupils should be able to participate in team games, developing simple tactics for attacking and defending.</p>	Skill	<ul style="list-style-type: none"> • Throwing • Catching • Racket Use • Running • Control 	<ul style="list-style-type: none"> • Throwing • Catching • Racket Use • Running • Control 	<ul style="list-style-type: none"> • Throwing • Catching • Racket Use • Running • Control 	<ul style="list-style-type: none"> • Throwing • Catching • Racket Use • Running • Control 	<p style="text-align: center;">End of KS2:</p> <p>Pupils should be taught to play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</p> <p style="text-align: center;">They should enjoy communicating, collaborating and competing with each other.</p> <p style="text-align: center;">Going into KS3:</p> <p>Pupils should build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities.</p> <p>Pupils should be taught to use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.</p>
	Knowledge	<ul style="list-style-type: none"> • How to hold a tennis racket correctly. • Be able to move comfortably across the court • To know what a fore hand is • To know what a back hand is • To know what the 'ready' position is • To know how to serve a ball to begin play. 	<ul style="list-style-type: none"> • How to hold a tennis racket correctly. • Be able to move comfortably across the court • To connect the ball with the racket to perform a shot. • To know what a fore hand is • To know what a back hand is • Understanding the basics of shot selection • To know what the 'ready' position is • To know how to serve a ball to begin play. • To keep frequent hand-eye coordination skills during the lesson • Introduction to top spin – knowing to move the racquet from low to high. 	<ul style="list-style-type: none"> • How to hold a tennis racket, mastering the bottom of the racket for grip. • To know what the 'ready' position is. • Be able to move comfortably across all areas of the tennis court • To connect frequently the ball with the racquet to perform different types of shots, such as : <ul style="list-style-type: none"> - Forehand - Backhand - Topspin • Understanding the use of shot selection and why? • To demonstrate continued hand-eye coordination skills throughout the lesson. • To know how to serve accurately without a bounce. 	<ul style="list-style-type: none"> • How to hold a tennis racket, mastering the bottom of the racket for grip. • To know what the 'ready' position is • Be able to move comfortably across all areas of the tennis court when returning a shot. • To connect consistently the ball with the racquet to perform different types of shots, such as: <ul style="list-style-type: none"> - Forehand - Backhand - Topspin - Serve - Drop-Shot - Volley • Understanding the use of shot selection and why? • To demonstrate continued hand-eye coordination skills throughout the lesson. 	
	Progression	<p>Key Areas:</p> <ul style="list-style-type: none"> ○ Hold the tennis racquet correctly. ○ Tap the ball of the racket (tapping it to the ground, tapping it up off the racket, tapping it up with one bounce, etc.) ○ To occasionally connect the ball with the racquet to perform a shot. ○ Challenge: tap the ball back and forth to a partner continuously. ○ Stand in a ready position, holding the racquet correctly. ○ Change from a ready position before tapping the ball to a partner. ○ Begin to know what it means by forehand and backhand. ○ Begin to attempt to serve the tennis ball straight from hands, sometimes using one bounce if needed. <p>Key Vocabulary: racket, forehand, backhand, serve, ready position, control.</p>	<p>Key Areas:</p> <ul style="list-style-type: none"> ○ Consolidate existing skills and apply these with consistency. ○ Tap the ball back and forth to a partner over a small space. ○ Begin to tap a ball over a net, allowing for a bounce then hit technique. ○ Move from ready position into a forehand position/ backhand position quickly. ○ Bring racquet to meet the ball for a forehand and backhand hit. ○ Know to use two hands for an effective backhand. ○ Move racquet in a low to high swing for an effective forehand. ○ Challenge: Top Spin. ○ Serve the ball straight from hand to racquet, making sure it lands 'in' on the other side. <p>Key Vocabulary: <i>All of Year 3</i> and hand-eye coordination, top spin.</p>	<p>Key Areas:</p> <ul style="list-style-type: none"> ○ Consolidate existing skills and apply these with consistency. ○ Move towards the ball from 'ready' position choosing either forehand or backhand depending on where the ball is. ○ Show an ability to use top spin to add power to a shot. ○ Set racquet back in its' reading position quickly upon recovery. ○ Demonstrate the correct swing technique when hitting the ball over a net, sometimes showing control over the hit. ○ Serve the ball correctly, beginning to purposely aim for space to score. <p>Key Vocabulary: <i>All of Years 3 and 4.</i></p>	<p>Key Areas:</p> <ul style="list-style-type: none"> ○ Consolidate existing skills and apply these with consistency. ○ Use 'move-hit-recover' approach within a game (showing facing forward on recovery). ○ Range of shots. ○ Use the correct swing technique and control with smooth swings, keeping the past of the racquet the same each time. ○ Serve the ball accurately, making teammates have to move to send it back. <p>Key Vocabulary: <i>All of Years 3, 4 and 5</i> and drop shot, volley.</p>	

Rounders					(Su2 – Outdoor)	
KS1		Year 3	Year 4	Year 5	Year 6	KS2 → KS3
<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</p> <p>Pupils should be able to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>Pupils should be able to participate in team games, developing simple tactics for attacking and defending.</p>	Skill	<ul style="list-style-type: none"> • Throwing • Catching • Batting • Running • Control 	<ul style="list-style-type: none"> • Throwing • Catching • Batting • Running • Control 	<ul style="list-style-type: none"> • Throwing • Catching • Batting • Running • Control • Score system 	<ul style="list-style-type: none"> • Throwing • Catching • Batting • Running • Control • Score system 	<p>End of KS2:</p> <p>Pupils should be taught to play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</p> <p>Pupils should enjoy communicating, collaborating and competing with each other.</p> <p>Going into KS3:</p> <p>Pupils should build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities.</p> <p>Pupils should be taught to use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.</p>
	Knowledge	<ul style="list-style-type: none"> • How to hold a rounder's bat correctly. • How to bowl using underarm throwing techniques. • Understand the 'batting square' and its use. • How to throw from a fielding position • How to catch a ball from a fielding position • How to stop the ball in a fielding position • What is a back stop • The basic rules of how to play 	<ul style="list-style-type: none"> • How to hold a rounder's bat correctly using appropriate grip. • To bowl correctly using underarm throwing techniques • Understand the 'batting square' and its use. • How to throw from a fielding position • How to field from a post position • How to catch a ball from a fielding position • How to stop the ball in a fielding position • What is a back stop • The basic rules of how to play 	<ul style="list-style-type: none"> • How to hold a rounders bat correctly using appropriate grip. • How to bowl using overarm throwing techniques • Understand the 'batting square' and its use. • How to field from a post position • How to throw from a larger distance fielding position • How to catch a ball from a fielding position • How to stop the ball in a fielding position • What is a back stop • The basic rules of how to play and score lines. 	<ul style="list-style-type: none"> • How to hold a rounders bat correctly using appropriate grip. • To bowl correctly using overarm throwing techniques during a leading run up • Understand the 'batting square' and its use. • How to field from a post position and to communication tactics across team-mates. • How to throw from a larger distance fielding position • Full understanding of the game, rules and score line system. • Understand full use of equipment and its importance. 	
	Progression	<p>Key Areas:</p> <ul style="list-style-type: none"> ○ Throw and catch under pressure. ○ Use fielding skills to stop the ball effectively. ○ Learn batting control. ○ Learn the role of backstop. ○ Play in a tournament and work as a team, using tactics in order to beat the other team. <p>Key Vocabulary: throw, catch, bat, bowl, control, technique, batting square, back stop, fielding position.</p>	<p>Key Areas:</p> <ul style="list-style-type: none"> ○ Throw and catch under pressure. ○ Use fielding skills to stop the ball effectively (field and on post position). ○ Demonstrate batting control. ○ Be confident in the roll of backstop. ○ Consolidate existing skills and apply these with consistency. ○ Develop the range of cross-sport skills to then apply in a competitive context. ○ Choose and use a range of simple tactics in isolation and in a game context. <p>Key Vocabulary: <i>All of Year 3</i> and post position.</p>	<p>Key Areas:</p> <ul style="list-style-type: none"> ○ Throw and catch under pressure and with speed. ○ Use fielding skills to stop the ball effectively. ○ Demonstrate batting control. ○ Be confident in the roll of backstop. ○ Consolidate existing skills and apply these with consistency. ○ Link together a range of skills and use them in combination. ○ Recognise how some aspects of fitness apply to rounders (E.G. power and cardiovascular endurance). <p>Key Vocabulary: <i>All of Years 3 and 4</i> and power, cardiovascular endurance.</p>	<p>Key Areas:</p> <ul style="list-style-type: none"> ○ Consolidate all existing skills and apply these with consistency. ○ Link together a range of skills and use them in combination. ○ Recognise how some aspects of fitness apply to cricket (E.G. power, flexibility and cardiovascular endurance). ○ Consistently apply standard rounder's rules in a variety of different styles of games. ○ Attempt a small range of recognised shots in isolation and in competitive scenarios. ○ Use a range of tactics for attacking and defending in role of batter and fielder. <p>Key Vocabulary: <i>All of Years 3, 4 and 5</i> and understanding the term 'tactics'.</p>	

Outdoor and Adventurous Learning						
KS1		Year 3	Year 4	Year 5	Year 6	KS2 → KS3
<p>Pupils should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p>		<p>Orienteering – Link to Geography Topic (can follow a school map to navigate around a simple course on school premises).</p>	<p>Hooke Court Residential Trip (team building as one activity on the trip).</p>	<p>Swimming (8 sessions)</p> <p>Isle of Wight Residential Trip (team building based on outdoor and adventurous activities for 5 days).</p>	<p>French Residential Trip</p> <p>* Due to Covid-19 → Isle of Wight Residential Trip will be run rather than the French trip.</p>	<p>End of KS2:</p> <p>Pupils should take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p>Pupils should enjoy communicating, collaborating and competing with each other.</p> <p>Going into KS3:</p> <p>Pupils should be taught to take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group.</p> <p>Pupils should take part in competitive sports and activities outside school through community links or sports clubs.</p>