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Vision

At Deepcar St John's CE Junior we aim to develop pupils who will be physically active, and can flourish in a range of different physical activities. St John's Junior School recognises the value of Physical Education, School Sport and Physical Activity (PESSPA).

We want our children to flourish and work towards the aims of the national curriculum.

We want them to:

- Develop competence to excel in a broad range of physical activities
- Be physically active for sustained periods of time
- Engage in competitive sports and activities
- Lead healthy and active lives

Intent

We fully adhere to the aims of the national curriculum for physical education to ensure that all children:

- develop competence to excel in a broad range of physical activities
- engage in competitive sports and activities
- lead healthy, active lives
- Receive high quality first teaching in order to develop their own knowledge, skill and capability
- Are willing to participate in a range of activities and situations working both independently and co-operatively with their peers
- Have the opportunity to maintain and develop high levels of physical fitness
- Reflect on their own and each other's performances, aiming to develop fundamental evaluation skills
- Improve their understanding of how fair play and competitiveness inform their sporting attitude
- Can swim at least 25 metres before the end of Year 6 and to understand the importance of being safe in and around water

With sport and exercise being recognised for more than its physical benefits on health, it is important that the curriculum targets other areas to maximise growth and understanding. It is important that PE develops a platform to the foundation of a healthy lifestyle for future generations.

We want to develop children's confidence and leadership skills through our use of Y5 and Y6 play leaders.

A high priority is given to attendance at external events against other schools in the local area. This is completed through our sports partnership with LINKS. This helps introduce the children to competition and helps develop a competitive edge as well as pride in their own ability. It also introduces the children to sportsmanship in a different environment where self-discipline, respect and responsibility play a big part in how children participate in teams.

Attendance at local festival encourages children to try new skills and interact with others, developing social skills. It introduces children to other pupils from different schools where they may have different values but also been taught slightly different techniques which can encourage peer learning.

Concepts

1

Perform creative and expressive dances and be able to compare and improve- dance

2

Develop gymnastic skills- of balance, co-ordination, control, technique, core strength and flexibility- gymnastics

3

Athletics

4

Games

5

Enjoy and take part in outdoor adventurous activities

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| 6 | Swimming |
| 7 | Develop health- physical and mental |

Implementation

Pupils at Deepcar St John’s Junior’s participate in two hours high-quality PE lessons during a week. Our PE programme incorporates a variety of sports and a skill-based learning environment. We provide opportunities for all children to engage in extra-curricular activities during and outside the school day, in addition to other sporting competitions, including intra and inter-school competitions. Through the use of Sport Premium, children gain experience of working with experts in the PE field as well as observing passion and good practice. This inclusive approach ensures that all children have the opportunity to improve their physical development and well-being. We ensure all PE lessons, extra-curriculum activities and inter/intra school competitions are undertaken in line with our Health & Safety Policy, guided by the Association of Physical Education (afPE).

P.E. is taught at St John’s as an area of learning in its own right as well as integrated where possible with other curriculum areas and throughout the school day.

We teach lessons so that children:

- Have fun and experience success in sport
- Have the opportunity to participate in P.E at their own level of development
- Secure and build on a range of skills
- Develop good sporting attitudes
- Understand basic rules
- Experience positive competition
- Learn in a safe environment
- Have a foundation for lifelong physical activity, leaving primary school as physically active.

Regular, structured opportunities for discussion with partners and in groups, as well as opportunities for independent reflection, video analysis and feedback.

Impact

.E is taught as a basis for lifelong learning, where the children have access to a wide range of activities in the belief that if taught well and the children are allowed to succeed, then they will continue to have a physically active life. A high-quality physical education curriculum inspires all children to succeed and excel in competitive sport and other physically-demanding activities. At St John’s, we provide opportunities for children 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.

Our PE curriculum aims to improve sporting skill and fitness through the values and disciplines of PE. Skill progression is clear and inclusive to ensure all children have the capacity to make progress. We measure the impact of our curriculum through termly assessments and pupil feedback which inform our future planning and interventions, enabling all children to be part of their own learning journeys.

Children will be encouraged to answer questions and communicate with their peers regarding PE. Based on the information they have been taught the children will be able to transfer the information to other relevant activities (Tactical skills, Physical skills and Physiological skills).

National Curriculum

Key Stage 2 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.

Pupils should be taught to:

- 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


Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations

| Overview of learning | | | | | | |
|----------------------|-------------------|-----------------|-------------------|--------------------------------|------------------------------------|------------------------------------|
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Year 3 | Rugby Dance | Hockey Dance | Cricket Dance | Tennis Gymnastics (Balance) | Athletics Gymnastics (rotation) | Orienteering Gymnastics (shape) |
| Year 4 | Rugby Dance | Hockey Dance | Cricket Dance | Tennis Gymnastics (Balance) | Athletics Gymnastics (rotation) | Orienteering Gymnastics (shape) |
| Year 5 | Football Dance | Hockey Dance | Rounders Dance | Tennis Gymnastics (Balance) | Athletics Gymnastics (Rotation) | Orienteering Gymnastics (shape) |
| Year 6 | Football Dance | Hockey Dance | Rounders Dance | Tennis Gymnastics (Balance) | Athletics Gymnastics (Rotation) | Orienteering Gymnastics (shape) |

| Subject progression | |
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|  | Dance - Perform creative and expressive dances and be able to compare and improve- dance |

- NC
- perform dances using a range of movement patterns

| | | Year 3 | Year 4 | Year 5 | Year 6 |
|---------------------------|--------------------------|--|--|--|--|
| Movement and music skills | Control and coordination | Work towards precision of movement and co-ordination. | Demonstrate precision of movement and co-ordination | Work towards showing varying movement types e.g. strength, softness, power, flexibility, control, energy, etc. within one performance. | Consistently demonstrating with accuracy more varying movement types e.g. strength, softness, power, flexibility, control, energy, etc. within one performance |
| | Rhythm and beat | Move in time to the music confidently using varying types of accompaniment | Move in time to the music demonstrating an awareness of rhythm and phrasing. | Move in time to the music demonstrating confidence with rhythm and phrasing. | Move in time to the music demonstrating confidence with more complex rhythm and phrasing. |

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| | Counts of 8 and 32 | Count out the phrases of 8 counts within the music on the regular beat correctly and confidently. | Count out the phrases of 8 counts within the music on the regular beat, slow beat and quick beat correctly. | Count out the phrases of 8 counts and 32 count blocks within the music on the regular beat, slow beat and quick beat correctly | Count out the phrases of 8 counts and 32 count blocks within the music on the regular beat, slow beat and quick beat correctly and confidently. |
| Team work, reviewing and understanding benefits | Working with others | Work with a partner to create dance sequences including start and end positions and changing formations. | Work with a partner to create dance sequences with good synchronicity | Alternate between working solo, with a partner and as part of a group with good synchronicity within the same performance | Alternate between working solo, with a partner and as part of a group with good synchronicity within the same performance. |
| | Formations | Work co-operatively with a group to create a dance sequence including start and end positions and changing formations. | Work co-operatively with a group to create dance sequences with good synchronicity in formations, introducing canons and other group formations where different group members perform different actions at different times. | Work co-operatively with a group to achieve good synchronicity in formations and when transitioning between formations. | Work co-operatively with a group to achieve good synchronicity throughout the whole performance. |
| | Reviewing and assessing self and others | Make some suggestions on how to improve my performance and performances of others. | Make suggestions on how to improve my performance and performances of others using correct dance terminology. | Suggest how to improve my performance and performances of others using correct dance terminology | Suggestions on how to improve my performance and performances of others using correct dance terminology. |
| | Understanding the benefits of participating in dance | Explain why it is important to warmup and cool-down | Identify some muscle groups used in Dance. | Explain why keeping fit is good for health and explain what effect exercise has on the body | Explain some important safety principles when preparing for Dance. |
| | Communication | Communicate appropriately and effectively in accordance with the expectations for their age | | | |
| | Confidence and self-esteem | Demonstrate a level of confidence and self-esteem to ‘have a go’ and not be afraid to ‘fail’. This will vary according to children’s age, maturity and personality and should be addressed accordingly. | | | |
| Choreography skills | Interpretation of music | Create movements to express feelings or ideas that are suggested by the music. | Create movements, movement patterns and elements of stillness to express feelings or ideas that are suggested by the music. | Create movements, movement patterns and elements of stillness to express feelings or ideas that are suggested by the music using regular beat, slow beat and quick beat. | Create movements, movement patterns and elements of stillness to express feelings or ideas that are suggested by the music alternating between regular beat, slow beat and quick beat. |
| | Creating movements using the 6 Principles of Dance | Copy and repeat some movement skills to include: travelling, turning, jumping, balance, levels and using different planes of movement. | Copy, repeat and develop more movement skills to include: travelling, turning, jumping, balance, levels and using different planes of movement. | Copy, repeat and develop more movement skills to include: travelling, turning, jumping, balance, levels and using different planes of movement. | Create and develop new movements to include: travelling, turning, jumping, balance, levels and using different planes of movement within a specific style including dance styles from different times, places and cultures. |
| | Combining movements | Combine skills such as travelling and turning, with some complexity and confidence. | Combine skills with more complexity, confidence and precision. | Combine skills to develop flexibility, strength, technique, control and balance. | Combine skills to consistently demonstrate flexibility, strength, technique, control and balance. |
| | Linking movements | Link 3 or more movements together to form a sequence. Remember the movement order and perform the sequence. | Link several movements together to form a sequence. Remember the movement order and perform the sequence. | Create more than one sequence of movements and perform the sequences in a specific order | Create more than one sequence of movements and perform the sequences in a variety of different orders. |
| | Telling a story | Create movements to communicate a character, story, mood, feeling or idea. | Create and develop movements to communicate a character, story, mood, feeling or idea. | Create and develop movements to communicate a character, story, mood, feeling or idea in a specific style. | Create and develop movements to communicate different characters, stories, moods, feelings or ideas in a specific style within one performance |
| | Using imagination | Express an idea in an original way. | Express ideas in original and imaginative ways. | Create and express imaginative ideas in a specific style. | Create and develop imaginative ideas in a specific style including choosing suitable music. |

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| | Using different stimuli | Using more creative ways to stimulate ideas including poetry, art, history, science etc. | Using more creative ways to stimulate ideas including poetry, art, history, science etc. | Using more creative ways to stimulate ideas including poetry, art, history, science and using different accompaniment. | Using more creative ways to stimulate ideas including poetry, art, history, science and using different accompaniment. |
| Enjoying- Participation and Encouragement | Enjoys participating in dance | Actively participate in dance and enjoy expressing themselves through movement. | | | |
| | Encourages others to participate | Help to encourage and inspire other children to participate, feel included and involved. This will vary according to children's age, maturity and personality. | | | |

2

gymnastics

develop flexibility, strength, technique and balance and be able to use equipment and link sequences

NC

- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

| | | Y3 | Y4 | Y5 | Y6 |
|-------------------------|---|--|---|---|--|
| Movement skills | Strength and flexibility | Work with increasing control and strength and improving flexibility. | Work with control, strength and fluidity and improving flexibility | Movements are accurate, clear and consistently controlled with improved balance, strength and flexibility. | Movements are accurate, clear and consistently controlled at varying speeds with improved balance, strength and flexibility. |
| | Basic skills | Rolling, travelling, balancing and jumping in specific movements with increased control and precision. | Rolling, travelling, balancing and jumping in specific movements with control and precision and changing speed and direction. | Rolling, travelling, balancing and jumping in specific movements with control and precision and changing speed and direction including a range of shapes. | Rolling, travelling, balancing and jumping in specific movements with control and precision. Changing speed and direction and moving seamlessly between action, balance and shapes. |
| | Using Equipment | Mount, dismount and perform movements on equipment safely. | Mount, dismount and perform movements on equipment safely with increasing control and balance. | Mount, dismount and perform more complex movements on equipment safely with control and balance. | Mount, dismount and perform more complex movements on equipment safely at varying speeds with control and balance. |
| Choreography skills | Sequences | Create some linking and transition movements to a specific theme. | Combine movements and shapes to create new patterns. | Create more complex and extended sequences. | Link sequences and perform to specific timings |
| | Interpretation of music | Create linking movements to express feelings or ideas that are suggested by the music. | Create linking movements, movement patterns and elements of stillness to express feelings or ideas that are suggested by the music. | Create linking movements, movement patterns and elements of stillness to express feelings or ideas that are suggested by the music using different speeds in the music. | Create linking movements, movement patterns and elements of stillness to express feelings or ideas that are suggested by the music alternating between different speeds Choreography in the music. |
| Team work and reviewing | Working with others | Work with a partner to create, repeat and improve a sequence. | Adapt sequences to suit different abilities within a partnership. | Work with a partner to create, repeat and improve a sequence with at least three phases. | Combine own work with that of more than one person or team. |
| | Reviewing and assessing self and others | Compare and contrast gymnastic sequences, commenting on similarities and differences. | Make suggestions on how to improve my own performance and performances of others. | Make suggestions on how to improve my own performance and performances of others using correct gymnastics terminology | Make suggestions on how to improve my own performance and performances of others using correct gymnastics terminology. |
| | Communication | Communicate appropriately and effectively in accordance with expectations for their age. | | | |

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| | Confidence and self-esteem | Demonstrate a level of confidence and self-esteem to 'have a go' and not be afraid to 'fail'. This will vary according to children's age, maturity and personality and should be addressed accordingly. |
| Enjoying- Participation and encouragement | Enjoys participating in Gymnastics | Actively participate in gymnastics and enjoy performing a range of movements, balances and new body shapes to create ever advancing routines and sequences |
| | Encourages others to participate | Help to encourage and inspire other children to participate, feel included and involved. This will vary according to children's age, maturity and personality. |

3

Athletics

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| NC |
| <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] use running, jumping, throwing and catching in isolation and in combination |

| | Y3 | Y4 | <u>Y5</u> | <u>Y6</u> |
|----------|--|--|---|---|
| Throwing | Skills <ul style="list-style-type: none"> Throw overarm accurately Throw overarm with power for distance Accurately replicate the technique for running, jumping and throwing events Challenge myself to beat previous performances Demonstrate safety for self and others within my surroundings Understand the basic techniques and principles of throwing Demonstrate various throwing actions e.g. under arm, over arm, pushing and slinging Continue to develop techniques to increase throwing distance. Throw with speed and power, applying different speeds and force Discover dominant hand for throwing whilst using less dominate hand for aiming. | Skills <ul style="list-style-type: none"> Throw overarm accurately Throw overarm with power for distance Accurately replicate the technique for running, jumping and throwing events Challenge myself to beat previous performances Further develop and demonstrate my safety for myself and others within my surroundings. Identify and demonstrate how changes in throwing techniques will change distance and speed of object Using my throwing knowledge to improve accuracy when throwing still using aiming arm. | Skills <ul style="list-style-type: none"> Throw with accuracy and power using the pull technique Throw after a run up Throw with greater force and over long distances Throw with greater control, accuracy and efficiently Understand and demonstrate the different phases of throwing e.g. wind up, stride, follow through Demonstrating increased power and distance when throwing without using aiming arm model the correct throwing stance and the transfer of weight from back foot to front foot throw with accuracy to hit a target or cover distance | Skills <ul style="list-style-type: none"> Confidently throw with a good technique Confidently throw with a run up Demonstrate confidently a variety of athletic techniques demonstrate the sequence of body movements when throwing e.g. legs first arms last. demonstrate a strong throwing stance and release postion |
| | Knowledge <ul style="list-style-type: none"> To position by body sideways on when throwing The pull technique in throwing How to receive and transfer a baton safely How to measure my own and others performances | Knowledge <ul style="list-style-type: none"> To position by body sideways on when throwing The pull technique in throwing How to receive and transfer a baton safely How to measure my own and others performances Understand how the coordinated use of arms and legs will help increase or decrease speed, power and height. Understanding that the force applied within throwing will Vary its change in power and speed | Knowledge <ul style="list-style-type: none"> How to throw a shot using 'clean palm, dirty neck technique' How to generate power from the thighs To use my none throwing arm to help me aim How to throw safely as part as a group To get sideways on when throwing | Knowledge <ul style="list-style-type: none"> Identify and understand which athletics events use the different throwing Understand how different throwing equipment will suit different throwing styles. How to increase the distance of my throws How to keep other safe when I am throwing |

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| Jumping | Skills <ul style="list-style-type: none"> Hurdle efficiently and consistently Accurately replicate the technique for running, jumping and throwing events Develop the consistency of my jumps Jump consistently off the same foot Challenge myself to beat previous performances Understand and demonstrate safe principles of jumping and landing Jump for height and distance with control and balance Know what actions are needed and the difference between jumping for height and jumping for distance. Develop an effective take off for the standing long jump Understand running and jumping techniques combined with use of the hop step and jump technique | Skills <ul style="list-style-type: none"> Hurdle efficiently and consistently Accurately replicate the technique for running, jumping and throwing events Develop the consistency of my jumps Jump consistently off the same foot Challenge myself to beat previous performances Jump with more accuracy and control Develop techniques for jumping for distance and height Develop an effective flight phase for standing long jump Measure the distance and the height of a jump correctly and efficiently Demonstrate the hop step and jump rhythm | Skills <ul style="list-style-type: none"> Perform the correct techniques for triple jump, high jump and standing vertical jump. Measure accurately my performance at standing vertical jump Succesfully demonstarte the principles of jumping for height and distance Recognise that to jump for distance height is still required Demonstrate the use of flat footed and dominate foot landings in standing long jump and hurdles | Skills <ul style="list-style-type: none"> Jump in a variety of ways Coordinate a run with a jump Discover and develop different styles of jumping (leap, jump and hop). Jump in a variety of ways competently Add a short run up to my jump Demonstrate confidently a variety of athletic techniques Apply strenght and flexibility when jumping Demonstrate and understand the difference in flat footed landings and leading leg landings |
| | Knowledge <ul style="list-style-type: none"> The technique associated with hurdling Which my take off foot is That my furthest point backwards in long jump and triple jump is point measured in competition That triple jump can be remember by ‘same, different, both’’ How to measure my own and others performances | Knowledge <ul style="list-style-type: none"> The technique associated with hurdling Which my take off foot is That my furthest point backwards in long jump and triple jump is point measured in competition That triple jump can be remember by ‘same, different, both’’ How to measure my own and others performances Understanding take off for most dominate foot when jumping Understanding the use of my arms and legs when jumping either for height or distance | Knowledge <ul style="list-style-type: none"> The technique ‘same, different, both’’ for triple jump How to hurdle efficiently My take off foot and lead leg Recognise that to jump for distance height is still required | Knowledge <ul style="list-style-type: none"> Understand that a long stride will help increase in distance when jumping understand the difference in flat footed landings and leading leg landings How to hurdle efficiently Understand and recognise that to jump for distance height is still required |

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| Running | <p>Skills</p> <ul style="list-style-type: none"> • Develop my coordination to improve speed • Use the correct technique to start a sprint race • Hurdle efficiently and consistently • Sprint between hurdles • Accurately replicate the technique for running, jumping and throwing events • Run a relay efficiently as part as a team • Challenge myself to beat previous performances • Understanding the different transitions of speed for variety of movements e.g. walking, jogging, running. • Understand and demonstrate the basic principles of running as an individual and within a team. • Focus on my arm and leg action to further improve my sprinting speed • Develop my reactions when running for starting sounds or change of speed • Begin to focus on trial leg and leading leg when jumping over obstacles | <p>skills</p> <ul style="list-style-type: none"> • Develop my coordination to improve speed • Use the correct technique to start a sprint race • Hurdle efficiently and consistently • Sprint between hurdles • Accurately replicate the technique for running, jumping and throwing events • Run a relay efficiently as part as a team • Challenge myself to beat previous performances • Demonstrate how the changes in arm movements can change speed of movement when running e.g. walking, jogging and sprinting • Find my leading leg when running over obstacles • Discover a suitable and effective rhythm when running over and around obstacles. • Demonstrate running techniques in sprinting races • Demonstrate head and eye focus when running to help with acceleration and accuracy • Show a suitable method of changeover during relay race for outgoing and incoming racers | <p>Skills</p> <ul style="list-style-type: none"> • Can change pace and run at different tempos • Sustain my pace over long distances • Combine sprinting with hurdling • Transfer a relay baton efficiently as part of a team • Demonstrate and understand use of different head heights and eyes on the prize when sprinting • Accelerate from a variety of starting positions using reactions • Further develop reaction timings and the importance within running • Discover the different effects in starting positions • further develop confidence of running individually and within teams. | <p>skills</p> <ul style="list-style-type: none"> • Show a sense of anticipation to begin work • React quickly • Demonstrate agility, balance and coordination • Demonstrate confidently a variety of athletic techniques • successfully demonstrate the transitions of speed when running and the importance of each movement. • Confidently and successfully select the most appropriate pace for different parts in running • Confidently be able to run and sprint individually and within teams |
| | <p>Knowledge</p> <ul style="list-style-type: none"> • The technique associated with hurdling • How to start a sprint race • The importance of keeping my first few meters low and powerful • Which my take off foot is • How to measure my own and others performances | <p>Knowledge</p> <ul style="list-style-type: none"> • The technique associated with hurdling • How to start a sprint race • The importance of keeping my first few meters low and powerful • Which my take off foot is • How to measure my own and others performances • Develop knowledge on accelerating and reactions during sprinting | <p>Knowledge</p> <ul style="list-style-type: none"> • How to control my running over middle distance • How to position myself to receive a baton • Discover the different effects in starting positions | <p>Knowledge</p> <ul style="list-style-type: none"> • Understand what is needed for a successful starting position • Understand the different transitions in speed and the effect they will have • understand and describe what is required to ensure a fast start when sprinting • To retain my focus |
| <div>4</div> <p>Games</p> | | | | |
| <p>NC</p> <ul style="list-style-type: none"> • 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 | | | | |
| Y3 | Y3 | Y4 | Y5 | Y6 |

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|---------------------------------|--|---|--|--|
| Invasion Games | Skills | Skills | Skills | Skills |
| Football Tag rugby Hockey | <ul style="list-style-type: none"> To perform basic invasion game skills (throwing, catching, kicking and dribbling) Show basic skills when passing and retrieving a ball Implement basic skills of modified games Begin to link skills to perform as a team Start to build attacking and defensive play To select and apply a small range of simple tactics Show basic skills to maintain possession Use space efficiently to build an attack | <ul style="list-style-type: none"> Begin to improve passing over longer distances Implementing marking techniques Introduced defending principles Show increase confidence and perform with more consistency a selection of basic skills (dribbling, throwing and shooting) Develop a broader range of ball handling skills Movement towards to ball to receive a pass Evaluating skills tactics and team play to aid improvement Pass and move with the ball as a team to build attacking play | <ul style="list-style-type: none"> Demonstrate increased speed and endurance during game play Use strength, agility and coordination when defending To play effectively in a variety of positions and formations on the pitch Select and apply the appropriate skills in a game situation Play effectively as a team in defense, taking individual responsibility for your role | <ul style="list-style-type: none"> Compare performances Comprehend and show why a player with the ball should keep moving or be ready to pass quickly in game play Apply aspects of fitness to the game such as power, agility and coordination Chose and implement a broader range of strategies to improve attacking and defensive play Use set plays in game situations Switch effectively as a team between defense and attack |
| | Knowledge | Knowledge | Knowledge | Knowledge |
| | <ul style="list-style-type: none"> Understand and build knowledge on attacking and defending Understand and build knowledge on game rules for invasion games Begin to understand using skills as an individual and as a team | <ul style="list-style-type: none"> Continue developing knowledge on attacking and defending Continue developing knowledge on game rules for invasion games Understand the importance of evaluation of game play to aid improvement Begin to understand formations and positions during game play. | <ul style="list-style-type: none"> Demonstrate knowledge on attacking and defending Further develop knowledge on game rules in modified situations for invasion games Demonstrate understanding for formations and positions on the pitch in different game play Understand the importance as working as a team for attacking and defending play | <ul style="list-style-type: none"> Successfully and confidently demonstrate a clear understanding on knowledge for attacking and defending Successfully and confidently demonstrate knowledge on game rules in game play and modified situations for invasion games Successfully explain why tactics are used in game play and what tactics will benefit attacking and defensive play |
| Net/ Wall Tennis | Skills | Skills | Skills | Skills |
| | <ul style="list-style-type: none"> Understand and demonstrate a serve to begin a game Introduce and understand court boundaries Play modified game situations with small court boundaries Learn and demonstrate successfully hitting techniques within the sport Demonstrate some accuracy and consistency within shots Change direction and speed with control | <ul style="list-style-type: none"> Explore and identify different shots using different techniques Demonstrate different net and wall skills Work to return a serve Demonstrate different court positions in game play Move and signal to obtain possession | <ul style="list-style-type: none"> Use different types of serves and shots successfully in game play Successfully serve and return in game play Develop different ways of playing with others as a team and competitively Begin to understand the use of a scoring system Demonstrate successful understanding of different techniques and skills within net and wall sports | <ul style="list-style-type: none"> Begin to apply and understand sophisticated and modified tactics in game situations Play with fluency in partners/ teams or individually Begin to use full scoring system in game play Confidently understand court boundaries Confidently and successfully serve and return in game play Demonstrate net and wall skills with confidence |
| | Knowledge | Knowledge | Knowledge | Knowledge |
| | <ul style="list-style-type: none"> Identify and describe some of the rules for net and wall games e.g. tennis Understand different stances and techniques within different sports Understand safe space within the court when playing individually and with others | <ul style="list-style-type: none"> Understand moving into space after sending or receiving a pass Understand and identify rules for net and wall games Understanding team work and individual work in tactics | <ul style="list-style-type: none"> Demonstrate successful understanding of game rules and court boundaries Successfully identify and understand rules of different net and wall games Understand tactics on how to stop an opponent from scoring | <ul style="list-style-type: none"> Confidently identify and understand rules of different net and wall games Anticipate the ball may come to you at any moment Confidently be able to describe tactics to help score and prevent scoring from opponent |

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| Striking and fielding Cricket Rounders | Skills <ul style="list-style-type: none"> To be able to interpret and play against some of the basic rules To develop a range of skills to use in isolation and a competitive context To use basic skills with more consistency (throwing, catching) Work with other efficiently to complete striking and fielding tasks | Skills <ul style="list-style-type: none"> Demonstrate a range of striking and fielding skills Begin to apply skills in a game situation Chose and apply tactics in game situations Strike a ball with intent to use skills and decision to improve accuracy and power | Skills <ul style="list-style-type: none"> Confidently demonstrate striking and fielding skills Link together a range of skills in combinations to have successful play in striking and fielding Develop skills in retrieving and returning the ball Collaborate with a team to chows and adapt play to rules in a game | Skills <ul style="list-style-type: none"> Successfully and confidently demonstrate striking and fielding skills Work as a team, and individual to be successful in game play Attempt a small range of shots in isolations and competitive scenarios Use a range of tactics for attacking and defending in the role of bowler, batter and fielder |
| | Knowledge <ul style="list-style-type: none"> Understand the basic rules in striking and fielding games How the hold the bat correctly How to under and over arm throw Make decisions about when to run and when not to How to grip a ball correctly | Knowledge <ul style="list-style-type: none"> Understand how rules change within different striking and fielding games What a position of anticipation looks like when fielding How to grip the bat correctly The use of under and over arm throws in game situations | Knowledge <ul style="list-style-type: none"> Confidently Understand how rules change within different striking and fielding games The use of different throwing techniques in game situations How to motivate and support my teammate in the field | Knowledge <ul style="list-style-type: none"> Confidently demonstrate understanding of striking and fielding rules throughout a variety of games The use of different throwing techniques in game situations |



OAA

NC

- take part in outdoor and adventurous activity challenges both individually and within a team

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| Skills Y3 <ul style="list-style-type: none"> Work as part of a team Show enthusiasm, determination and resilience Work together in a small group to solve problems Compete under pressure Negotiate with my group Plan a route map Work with others to solve problems Follow the rules of an activity Identify areas of the school grounds using a map Run and think simultaneously to compete in a competition Identify where a number of controls are situated around the school grounds via photographic clues Take photographs of interesting places around the school site <p>How to hold the map correctly</p> <p>3 basic skills of map reading</p> <p>1 never turn the map</p> <p>2 hold the map in the correct direction</p> <p>3 use the key</p> | Y4 <ul style="list-style-type: none"> Work as part of a team Show enthusiasm, determination and resilience Work together in a small group to solve problems. Compete under pressure Negotiate with my group Plan a route map. Work with others to solve problems Follow the rules of an activity Identify areas of the school grounds using a map Run and think simultaneously to compete in a competition Identify where a number of controls are situated around the school grounds via photographic clues Take photographs of interesting places around the school site | Y5 <ul style="list-style-type: none"> Use non-verbal communication to solve problems. Work as part of a team. Work with a partner to navigate successfully across Give clear instructions Stay focused Think creatively to find solutions to challenges. Work together in a small group to solve problems. Navigate my way around using a map Demonstrate teamwork and a good level of communication to complete a group task Work quickly and effectively against the clock Work with a partner/group to find a number of controls using a map. Identify the location of a number of controls which relate to specific letters of the alphabet Communicate positively with the other members of my team | Y6 <ul style="list-style-type: none"> Use non-verbal communication to solve problems. Work as part of a team. Work with a partner and a group to navigate successfully Give clear instructions Stay focused Think creatively to find solutions to challenges. Work together in a small group to solve problems. Navigate my way around using a map Demonstrate teamwork and a good level of communication to complete a group task Work quickly and effectively against the clock Work with a partner/group to find a number of controls using a map. Identify the location of a number of controls which relate to specific letters of the alphabet Communicate positively with the other members of my team |
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| Knowledge | | | |
| <ul style="list-style-type: none"> How to use the process of elimination to work out symbols I don't know I have to communicate well and negotiate to solve problems in a group To persevere and try again when things don't go immediately to plan My compass points How to navigate around an area following directions The importance of listening to others and communicating well How to orientate a map and find clues How to use an iPad to take photographs How to take turns and use equipment safely | <ul style="list-style-type: none"> How to use the process of elimination to work out symbols I don't know I have to communicate well and negotiate to solve problems in a group. To persevere and try again when things don't go immediately to plan My compass points How to navigate around an area following directions The importance of listening to others and communicating well. How to orientate a map and find clues How to use an iPad to take photographs How to take turns and use equipment safely | <ul style="list-style-type: none"> The importance of having a plan before I undertake a challenge. How to keep a partner safe Where I need to position myself to give clear instructions and keep my partner safe That I need to contribute to a plan even if it is only through good listening How to use a simple map to navigate myself around The importance of communication and negotiation when working as part of a team What ordnance survey symbols mean How to motivate other members of my team How to use a map | <ul style="list-style-type: none"> The importance of having a plan before I undertake a challenge. How to keep a partner safe Where I need to position myself to give clear instructions and keep my partner safe That I need to contribute to a plan even if it is only through good listening How to use a simple map to navigate myself around The importance of communication and negotiation when working as part of a team What ordnance survey symbols mean How to motivate other members of my team How to use a map |



Swimming

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- In particular, pupils should be taught to:
swim competently, confidently and proficiently over a distance of at least 25 metres
use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
perform safe self-rescue in different water-based situation

| Y5 | | Skills Covered |
|--------------------------------|--|--|
| Working towards | <ul style="list-style-type: none"> Swim short distances unaided between 5 and 20 meters using one consistent stroke. Propel themselves over long distances with the assistance of swimming aids Move with more confidence in the water, including submerging themselves fully Enter and exit the water independently | <ul style="list-style-type: none"> Pulling and pushing Stabilising - feet upright off the ground Submerging Prone float Supine float Leg action on back Push, glide and turn Doggy paddle The transition from glide to stroke |
| Expected | <ul style="list-style-type: none"> Swim over greater distances beyond 20 meters with confidence in deep and shallow water Use basic swimming techniques, including correct arm and leg action Explore and use basic breathing patterns Enter and exit the water in a variety of ways | <ul style="list-style-type: none"> Jump in from the side of the pool and submerge Sink and roll Front crawl legs Linking 3 different types of float techniques Surface dive Breaststrokes legs Sculling face in the water Kicking while submerged |
| Working Beyond Expected | <ul style="list-style-type: none"> Bring control and fluency to at least two recognized strokes Implement good breathing techniques to allow for smooth stroke patterns Attempt personal survival techniques as an individual and group with success Link lengths together with turns and attempt tumble turn in isolation and during a stroke | <ul style="list-style-type: none"> Relay change over Mushroom float Partner support Crouching dive Surface dive Treading water Tumble turn/ tumble underwater Combining fluent breaststroke arm and leg technique Head out entry to water |

Understand the qualities of a good sportsperson and the effects exercise has on the body

| | Y3 | Y4 | Y5 | Y6 |
|--|--|--|---|--|
| Fairness- How do we use or adapt rules to make sure that everyone can play, compete and be challenged in physical activity | <ul style="list-style-type: none"> • Work with cooperation • Understand the importance of being a 'good sportsperson' • Develop resilience | <ul style="list-style-type: none"> • Work effectively with cooperation • Identify the traits of a good sportsperson • Further develop resilience | <ul style="list-style-type: none"> • Work effectively with cooperation, identifying how different team members can bring their own strengths to performances • Identify and describe the traits of a good sportsperson | <ul style="list-style-type: none"> • Work effectively with cooperation, using teammates effectively to improve performances and ensure that all team mates are included. • Explain why being a good sportsperson is important and demonstrate these behaviours during physical education. |
| Health- what can people do to be healthy and how do these choices affect their performance in physical education and physical activity. | <ul style="list-style-type: none"> • Know how and why we need to be ready for physical activity (including the importance of warming up, cooling down and applying skills). • Explain how and why our bodies change during physical activity (e.g. why the heart beats faster) | <ul style="list-style-type: none"> • Explain the benefits and reason for warming up prior to sporting activity • Identify and explain changes to the body during physical activity using age appropriate terminology (Heart beating faster, sweating, muscles) • Using knowledge to describe the benefits of having a balanced diet | <ul style="list-style-type: none"> • Explain and understand the benefits and reason for warming up prior to sporting activity. (sports leaders beginning to lead these warm ups independently) • Identify, understand and explain changes to the body during physical activity using age appropriate terminology (Heart beating faster, sweating, muscles) • Using knowledge to understand how and why a balanced diet is important in sport and physical activity | <ul style="list-style-type: none"> • Further explain and understand the benefits and reason for warming up prior to sporting activity. (sports leaders beginning to lead these warm ups independently) • Further identify and explain changes to the body during physical activity using age appropriate terminology (Heart beating faster, sweating, muscles) • Using scientific knowledge to understand how and why a balanced diet is important in sport and physical activity |

Progression of skills and knowledge of games over the Key Stage

| | Y3 | Y4 | Y5 | Y6 |
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| Football | Skills <ul style="list-style-type: none"> • How to pass a ball correctly • Use both feet or introduce one-foot dribbling • Pass from a distance • How to stop the ball and control from a pass • Introduce and explore shielding the ball. | Skills <ul style="list-style-type: none"> • How to control the football whilst dribbling and passing. • The different control needed when passing and receiving • How to work as a team to aim for a goal • The use of accuracy when shooting • How to shield the ball | Skills <ul style="list-style-type: none"> • Control and accuracy within passing and shooting • Exploring use of weak foot as well as just dominant • Begin to apply different skills into different positions on the pitch • How to turn on the ball without stopping, drag back the ball when dribbling | Skills <ul style="list-style-type: none"> • Applying skills within sport specific games • Control and accuracy when passing and shooting • Feeling comfortable using weak foot when in game situations • Developing tactics during games and leadership skills to organise the team • How to turn on the ball without stopping, drag back the ball when dribbling • Understanding the rules of football e.g. offside, fouls, corners |
| | Knowledge <ul style="list-style-type: none"> • What part of the foot is used for passing • Understand the difference between attacking and defending • The difference in power when passing and when shooting • What part of the foot is used when passing and shooting e.g. side of foot to laces. | Knowledge <ul style="list-style-type: none"> • Understand that different part of the foot is used for different passing in football (e.g. side for pass, laces for shoot) • Understand how to use attacking and defending in game situations | Knowledge <ul style="list-style-type: none"> • Understand and further explore how to use attacking and defending tactics in match play and game situations • Begin to understand positioning in football | Knowledge <ul style="list-style-type: none"> • Focus on tactics and strategies for attacking and defending during game play and matching scenarios • Positions within football games e.g. defence, striker, midfielder. |

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| Hockey | Skills <ul style="list-style-type: none"> • Introduce how to hold the hockey stick correctly • How to use the hockey stick to dribble with the ball • Safety of using the hockey ball • How to pass the hockey ball using the hockey stick. (Grip, push and slide). • How to stop the hockey ball using the hockey stick • Introducing skills to help keep control of the hockey ball, e.g. going slow, little taps | Skills <ul style="list-style-type: none"> • Continuing learning how hold the hockey stick correctly. • How to use the hockey stick to dribble with the ball • Safety of using the hockey ball • How to pass the hockey ball using the hockey stick. (Grip, push and slide). • How to stop the hockey ball using the hockey stick • Begin to develop on the techniques of using a hockey stick when dribbling e.g. faster pace better control | Skills <ul style="list-style-type: none"> • Constantly holding the hockey stick correctly • Consistent correct technique when dribbling with the hockey stick • How to pass the hockey ball using the hockey stick. (Grip, push and slide). • Confidently be able to control, pass and tackle using their hockey skills. • Introducing game tactics in match situations. | Skills <ul style="list-style-type: none"> • How to use the hockey stick to dribble with the ball • Safety of using the hockey ball • Consistent using grip glide and slide pass as well as pull and push pass for more power and accuracy • Applying tactics into hockey games and match situations • Confidently and consistently be able to pass, block, tackle, shoot and dribble using specific hockey skills. |
| | Knowledge <ul style="list-style-type: none"> • Safety of using hockey equipment • How to hold the hockey stick correctly using both hands • Being to understand how to pass the hockey ball using a beginner's technique | Knowledge <ul style="list-style-type: none"> • Continuing development of using the hockey equipment safely • How to develop skills in passing a hockey ball e.g. using a push pass • A more developed understanding of tackling in hockey, how to turn the hockey stick to retrieve the ball | Knowledge <ul style="list-style-type: none"> • When to use a push and slide pass and when to use a pull and push pass. • Introducing match situations and tactics. • Introduce positions within a hockey match. • Confidently be able to tell how to tackle safely within a hockey match. | Knowledge <ul style="list-style-type: none"> • Scoring and fouls in a hockey match. • How a hockey match is played • Positions in a hockey match • Skills and tactics needed in each position on the pitch. • Specific positions for individuals on the playing field. • Being able to understand in a team who would be good in what positions using their hockey skills e.g. net, defence, attack |
| Tag Rugby | Skills <ul style="list-style-type: none"> • How to tag • How to pass the tag rugby ball using the correct technique • How to run with the ball holding it under their arm • Use of body to protect ball and tag e.g. turn and jockey | Skills <ul style="list-style-type: none"> • Continuing using the correct technique to tag • Further developing skills to pass the tag rugby ball using the correct technique • Confidently move with the tag rugby ball without dropping | Skills <ul style="list-style-type: none"> • Rules of tag rugby and scoring system. E.g. 6 tags and swap • Confidently move with the tag rugby ball without dropping • Confidently be able to pass the tag rugby ball using the correct technique | Skills <ul style="list-style-type: none"> • Rules of tag rugby and scoring system. E.g. 6 tags and swap • How to use sport specific skills within tag rugby matches • Confidently use passing and tagging skills within match situations • Confidently using attacking and defending within game situations • Confidently run with the tag rugby ball, protect their tags using the correct technique |
| | Knowledge <ul style="list-style-type: none"> • Understand that tag rugby is non-contact • How to use their body to defend the ball • Two hands Holding the ball • How to hold the ball correctly, Holding the ball by the body not the neck. | Knowledge <ul style="list-style-type: none"> • Confidently be able to explain how to tag within tag rugby as it is non-contact • Continue further development on using their body to defend the ball • How to pass the tag rugby ball accurately instead of running through the line | Knowledge <ul style="list-style-type: none"> • Confidently be able to explain how to score a try • How to use tag rugby skills in match situations • Confidently be able to explain the rules of tag rugby and how you stop the opponent from getting a try. | Knowledge <ul style="list-style-type: none"> • Confidently be able to explain how to score a try • Scoring system within tag rugby • Understand what fouls are given for in match situations • Understand how to apply individuals' skills within tag rugby games e.g. someone with fast pace would be played on the wide line. |
| Cricket | Skills <ul style="list-style-type: none"> • Catching- Watch the ball, move towards the ball and soft hands to cushion the ball. • Throwing- Underarm and overarm throw with accuracy to a teammate or a target • Batting- Striking the ball, aiming away from the opponents | Skills <ul style="list-style-type: none"> • Continuing development on; • Catching- Watch the ball, move towards the ball and soft hands to cushion the ball. • Throwing- Underarm and overarm throw with accuracy to a teammate or a target • Batting- Striking the ball, aiming away from the opponents | Skills | Skills |

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| | Knowledge <ul style="list-style-type: none"> • How to use one hand to throw the ball over arm and under arm • Understanding that overarm throws are for distance and power and under arm throws are for shorter distances and more accuracy. • How to hold the cricket bat correctly using both hands • Understand what the wickets are and what they are used for. • Nails to knuckles, positioning of the bat | Knowledge <ul style="list-style-type: none"> • Understand and show how to throw the ball over arm and under arm in the correct situations. • Know what over and under arm throws are used for • Be able to explain the use of the wickets and how you get out in a game of cricket. • Nails to knuckles, positioning of the bat | Knowledge | Knowledge |
| Rounders | Skills | Skills | Skills <ul style="list-style-type: none"> • Throwing- Confidently be able to throw the ball under arm and over arm. • Striking- Confidently hold the bat in the correct way with the correct technique • Strike the ball with accuracy and power • Catching- watch the ball, hand eye coordination, move across the field and towards the ball, making sure to cushion the ball, introducing using weak hand to catch too. | Skills <ul style="list-style-type: none"> • Catching- watch the ball, hand eye coordination, move across the field and towards the ball, making sure to cushion the ball, introducing using weak hand to catch too. • Throwing- underarm and overarm throw with accuracy to a teammate or a target, introducing under arm and overarm bowling • Confidently strike the ball with accuracy and power • Consistency of technique when holding the bat. |
| | Knowledge | Knowledge | Knowledge <ul style="list-style-type: none"> • Confidently be able to explain the different uses of over arm and under arm throwing. (Over arm for power and distance, under arm throwing for accuracy and shorter distances) • Understand the rules of rounders and the way to run around the bases. | Knowledge <ul style="list-style-type: none"> • Confidently be able to explain the different uses of over arm and under arm throwing. (Over arm for power and distance, under arm throwing for accuracy and shorter distances) • Understand the rules of rounders and the way to run around the bases. |
| Tennis | Skills <ul style="list-style-type: none"> • Introduce how to hold the tennis racket • Introduce the ready position • Begin to understand the use of fore hand and back hand • Be able to shuffle across the court • How to hit the tennis ball across to another player using control | Skills <ul style="list-style-type: none"> • Understand when the ready position is used • Understand the different uses for fore hand and back hand • Understand the court boundaries when playing • Begin to be able to perform a beginner rally with one bounce if needed | Skills <ul style="list-style-type: none"> • Confidently use forehand and backhand swing • Be able to move across the court with confidence to return a ball • On occasions, be able to perform a successful rally with a partner only using one bounce | Skills <ul style="list-style-type: none"> • Confidently use forehand and backhand swing in the correct situation • Consistently be able to move around the court with confidence to return a ball. • With confidence, be able to perform a successful rally with a partner. • Consistent aim and accuracy with the racket and ball |

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| | Knowledge <ul style="list-style-type: none"> • Introduction to when fore had and back hand swings are used within tennis. | Knowledge <ul style="list-style-type: none"> • Begin to understand with confidence when fore hand and back hand swings are used. | Knowledge <ul style="list-style-type: none"> • Become more confident in understanding court boundaries and when a point is awarded. | Knowledge <ul style="list-style-type: none"> • Understand the scoring of a tennis match, advanced and match point • Confidently be able to explain the court boundaries and when a point is awarded. |
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| Vocabulary development | | | | | |
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| Vocab | Gymnastics | Dance | Games | Athletics | Swimming |
| Year 3 | Flow Explosive Symmetrical Asymmetrical Combination Evaluate Improve Stretch Refine Adapt Contrasting Curled Stretched Suppleness Strength Inverted Jump Land Over Under Agility Strength, Technique, Control Balance Evaluate Improve Shapes - tuck, straddle, pike, arch, back support, Front support, shoulder stand, bridge Health and fitness – warm up/ cool down/ heart rate | Create Combination Sequence Space Improvisation Repetition Adapt Motifs Pattern Movement Evaluate Improve Agility Flexibility Strength Control Balance Stimulus Rhythm Timing Perform Health and fitness – warm up/ cool down/ heart rate | Defending Attacking Travel Bouncing Control Possession Co-ordination Co-operation Scoring Reaction Power Batting Space Pass Dribble Team Points Rally Goals Rules Tactics Fielding Bowler Wicket Innings Rounder Backstop Court Target Net Striking Pitch Health and fitness – warm up/ cool down | Running Speed Throw Skip Aim Bounce Jump Leap Hop Target Overarm Underarm Walking Power Jogging Baton Relay Take off Landing Health and fitness – warm up/ cool down | |
| Year 4 | Degrees Balance Forwards Backwards Combine Rotation Against Towards Across Evaluate Improve Height Strength Suppleness Stamina Speed Level Wide Tucked Straight Twisted Constructive Points Twist Turn Safety Refine Agility Strength, Technique, Control Balance Evaluate Improve Shapes - Health and fitness – tuck, straddle, pike, arch, | Spatial awareness Repeat Dance Character Repetition Action Reaction Pattern Movement Evaluate Improve Agility Flexibility Strength Technique Control Balance Combination Stimulus Motifs Dynamics Perform Timing Health and fitness – warm up/ cool down/ heart rate | Possession Scoring Space Pass/send/receive Dribble Travel Team Striking Bowling Throwing Fielding Reaction Power Combinations Co -ordination Fluency Co -operation Competition Technique Partner Points Goals Rules Tactics Batting Fielding Bowler Wicket Base Boundary Innings Rounder Backstop Court Target Net Defending Hitting Stance Offside Pitch Health and fitness – warm up/ cool down/ heart rate | Running Technique Pace Accuracy Power Throw High Low Skip Aim Fast Slow Bounce Jump Leap Hop Run Target Overarm Underarm Power Walking Jogging Accelerate Baton Relay Push Take off Landing Health and fitness – warm up/ cool down | |

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| | back support, Front support, shoulder stand, bridge Partner balances level 1 – steps, knees, thighs, shoulders, counter balance warm up/ cool down/ heart rate | | | | |
| Year 5 | Dynamics Combination Contrasting Control Mirroring Matching Accurately Refine Evaluate Asymmetry Performance Create Symmetry Refinements Assessment Suppleness Strength Muscles Joints Explore Rotation Spin Turn Shapes – tuck, straddle, pike, arch, back support, Front support, shoulder stand, bridge Partner balances level 2 - ankles, high legs, high knees, thighs without support, Landing Take-off Flight Agility Strength, Technique Control Balance Evaluate Improve Shapes Health and fitness – warm up/ cool down/ heart rate/ pulse/ recovery | Dance phrase Technique Formation Pattern Rhythm Expression Improvisation Modify Pace Timing Action Reaction Motif Dynamics Interpret Exploration Agility Flexibility Combination Strength Technique Control Balance Evaluate Improve Timing Perform Health and fitness – warm up/ cool down/ heart rate/ pulse | Possession Speed Direction Range of techniques Combinations Competition Tactics Power Co- ordination Co-operation Create Control Decisions Passing Dribbling Shooting Shield Ball Support Marking Repossession Attackers Defenders Team play Batting Fielding Bowler Wicket Tee Base Boundary Innings Rounder Backstop Court Target Net Defending Hitting Stance Offside Pitch Forehand Backhand Volley Overhead Singles Doubles Rally Health and fitness – warm up/ cool down/ heart rate/ pulse/ recovery | Pull Accuracy Technique Distance Sprint Steady Pace Power Accuracy Height Transition Record Rhythm Leading Leg Measure Underarm Overarm Jogging Walk Hurdles Landing Control Preferred Dominant Landing foot Time Stamina Obstacles Stance Approach Speed Relay Reaction Strength, Technique, Control Balance Evaluate Improve Health and fitness – warm up/ cool down/ heart rate | Shallow Deep Turning Metres Glide Front Back Style Submerge Horizontally Vertically Front crawl Back stroke Breast stroke Independence Rescue |
| Year 6 | Co-operate Audience Elements Twist Refine Aesthetically Criteria Extension Tension Inverted Judge Dynamics Combination Canon Counter-tension Counter-balance Criteria Performance Imaginative Parallel Creativity Flight Timing Agility Strength, Technique | Dance style Dance phrase Fluency Travelling Technique Formation Pattern Rhythm Variation Improvisation Unison Canon Action Reaction Motif Dynamics Phrase Interpret Exploration Agility Flexibility Combination Strength Technique Control Balance | Effective Use of space Control Accuracy Technique Combinations Co-operation Co-ordination Tactics Composition Create Rules Keeping Possession Passing Range Decisions Dribbling Shooting Shield Support Marking Covering Repossession Attackers Invade Defenders Marking Team plays Batting Fielding Bowler Wicket Tee | Sprint Team Distance Measure Height Target Power Pacing Rhythm Obstacles Leading Leg Hurdles Throwing Speed Accuracy Take off Stamina Time Reaction Release Performance Accuracy Distance Target Position Measure Control Height Run up Hurdles Strength Technique Control | |

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| | Control Balance Evaluate Improve Shapes – tuck, straddle, pike, arch, back support, Front support, shoulder stand, bridge, Level 3 partner balances – angle, lunge, feet, high thighs, straddle lift, trunk Health and fitness – warm up/ cool down/ heart rate/ pulse/ recovery | Evaluate Improve Timing Perform Health and fitness – warm up/ cool down/ heart rate/ pulse/ recovery | Base Boundary Power Innings Rounder Backstop Court Target Net Defending Hitting Stance Offside Pitch Forehand Backhand Volley Overhead Singles Doubles Rally Health and fitness – warm up/ cool down/ heart rate/ pulse/ recovery | Balance Evaluate Improve Health and fitness – warm up/ cool down/ heart rate/ pulse/ recovery | |
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