

Progression of Skills and Key Vocabulary

Long Term Physical Education Plan – 2022-2023

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception	Introduction to PE: Unit 1	Introduction to PE: Unit 2	Fundamentals: Unit 1	Fundamentals: Unit 2	Dance: Unit 2	Gymnastics: Unit 2
	Ball Skills: Unit 1	Ball skills: Unit 2	Dance: Unit 1	Gymnastics: Unit 1	Games: Unit 1	Games: Unit 2
Year 1	Fundamentals	Yoga	Team building	Target Games	Net and Wall Games	Athletics
	Ball Skills	Sending and Receiving	Gymnastics	Invasion Games	Dance	Striking and Fielding Games
Year 2	Ball Skills	Gymnastics	Yoga	Target Games	Net and Wall Games	Athletics
	Fundamentals	Sending and Receiving	Invasion Games	Dance	Team Building	Striking and Fielding Games
Year 3	Dance	Gymnastics	Hockey	Swimming	Cricket	Rounders
	Fundamentals	Ball Skills	Football	Netball	Athletics	Tennis
Year 4	Swimming	Dance	Gymnastics	Dodgeball	Cricket	Rounders
	Fitness	Ball Skills	Football	OAA	Athletics	Tennis
Year 5	Tag Rugby	Dodgeball	Gymnastics	OAA	Rounders	Cricket
	Dance	Swimming	Hockey	Football	Athletics	Tennis
Year 6	Tag Rugby	Volleyball	Netball	Tennis	Cricket	Athletics
	Gymnastics	Dance	Hockey	Handball	Swimming	Rounders

National Curriculum Links		
EYFS	KS1	KS2
<p>Early Learning Goals: <i>Personal, Social and Emotional Development ELG:</i> -Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</p> <ul style="list-style-type: none"> • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. • -Be confident to try new activities and show independence, resilience and perseverance in the face of challenge • -Explain the reasons for rules, know right from wrong and try to behave accordingly • -Work and play co-operatively and take turns with others • -Show sensitivity to their own and to others' needs <p><i>Physical Development ELG:</i></p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others • -Demonstrate strength, balance and coordination when playing • -Move energetically, such as running, jumping, dancing, hopping, skipping and climbing 	<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. 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.</p> <p><i>Pupils should be taught to:</i></p> <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 	<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. 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.</p> <p><i>Pupils should be taught to:</i></p> <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, rounder's 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

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception	<ul style="list-style-type: none"> Introduction to PE: Unit 1 Ball Skills: Unit 1 	<ul style="list-style-type: none"> Introduction to PE: Unit 2 Ball skills: Unit 2 	<ul style="list-style-type: none"> Fundamentals: Unit 1 Dance: Unit 1 	<ul style="list-style-type: none"> Fundamentals: Unit 2 Gymnastics: Unit 1 	<ul style="list-style-type: none"> Dance: Unit 2 Games: Unit 1 	<ul style="list-style-type: none"> Gymnastics: Unit 2 Games: Unit 2

Autumn Term				
	Introduction to PE: Unit 1	Ball Skills: Unit 1	Introduction to PE: Unit 2	Ball Skills: Unit 2
Unit Overview	In this unit, children will be introduced to Physical Education and structured movement through the topic of 'fantasy and adventure'. They will spend time learning basic principles of a PE lesson such as finding space, freezing on command, using and sharing equipment and working individually, with a partner and group. They will take part in activities, which will develop fundamental movement skills such as running, jumping, skipping.	In this unit children will develop their ball skills through the topic of 'minibeasts'. Children will develop fundamental ball skills such as rolling and receiving a ball, throwing to a target, bouncing and catching, dribbling with feet and kicking a ball. Children will be able to develop their fine and gross motor skills through a range of game play using a variety of equipment. Children will be given opportunities to work independently and with a partner.	In this unit, children will be introduced to Physical Education and structured movement through the topic of 'everyday life'. They will spend time learning basic principles of a PE lesson such as safely using space, stopping safely, using and sharing equipment and working individually, with a partner and group. They will take part in activities which will develop fundamental movement skills such as running, jumping and skipping. Children will also play simple games and begin to understand and use rules.	In this unit children will develop their ball skills through the topic of 'weather'. Children will develop fundamental ball skills such as throwing and catching, rolling a ball, using targets, dribbling with feet, kicking a ball, bouncing and catching a ball. Children will be able to develop their fine and gross motor skills through a range of game play with balls. Children will work independently and with a partner and will develop decision making and using simple tactics.
Key Skills	Physical: moving safely Physical: running Physical: jumping Physical: throwing Physical: catching Physical: following a path Social: sharing Social: leadership Emotional: perseverance Emotional: confidence Thinking: decision making Thinking: selecting and applying actions	Physical: rolling a ball Physical: stopping a rolling ball Physical: throwing at a target Physical: bouncing a ball Physical: dribbling a ball with feet Physical: kicking a ball Social: co-operation Social: supporting others Emotional: honesty Emotional: perseverance Thinking: using tactics Thinking: decision making	Physical: moving safely Physical: running Physical: jumping Physical: throwing Physical: catching Physical: rolling Social: sharing and taking turns Social: encouraging and supporting others Social: responsibility Emotional: honesty and fair play Emotional: confidence Emotional: perseverance Thinking: decision making Thinking: understanding and using rules	Physical: rolling a ball Physical: tracking a ball Physical: throwing at a target Physical: bouncing a ball Physical: dribbling a ball with feet Physical: kicking a ball Social: co-operation Social: sharing and taking turns Emotional: determination Thinking: using tactics Thinking: decision making
Core Skills	<ul style="list-style-type: none"> To move safely and sensibly in a space with consideration of others. To develop moving safely and stopping with control. To use equipment safely and responsibly. 	<ul style="list-style-type: none"> To develop rolling a ball to a target. To develop stopping a rolling ball. To develop accuracy when throwing to a target. To develop bouncing and catching a ball. To develop dribbling a ball with your feet. 	<ul style="list-style-type: none"> To move around safely in space. To follow instructions and stop safely. To stop safely and develop control when using equipment. To follow instructions and play safely as a group. 	<ul style="list-style-type: none"> To develop rolling and tracking a ball. To develop accuracy when throwing to a target. To develop dribbling with hands. To develop throwing and catching with a partner.

	<ul style="list-style-type: none"> To use different travelling actions whilst following a path. To work with others co-operatively and play as a group. To follow, copy and lead a partner. 	<ul style="list-style-type: none"> To develop kicking a ball. 	<ul style="list-style-type: none"> To follow a path and take turns. To work co-operatively with a partner. 	<ul style="list-style-type: none"> To develop dribbling a ball with your feet. To develop kicking a ball to a target. 				
Outcomes	<ul style="list-style-type: none"> I can demonstrate balance. I can make independent choices. I can negotiate space safely with consideration for myself and others. I follow instructions involving several ideas or actions. I play co-operatively and take turns with others. I use movement skills with developing balance and co-ordination. 	<ul style="list-style-type: none"> I can make independent choices. I can negotiate space safely with consideration for myself and others. I persevere when trying new challenges. I play ball games with consideration of the rules. I play co-operatively and take turns with others. I use ball skills with developing competence and accuracy. 	<ul style="list-style-type: none"> I can make independent choices. I can negotiate space safely with consideration for myself and others. I follow instructions involving several ideas or actions. I play co-operatively and take turns with others. I understand the rules and can explain why it is important to follow them. I use movement skills with developing balance and co-ordination. 	<ul style="list-style-type: none"> I can negotiate space safely with consideration for myself and others. I follow instructions involving several ideas or actions. I persevere when trying new challenges. I play ball games with consideration of the rules. I play co-operatively and take turns with others. I use ball skills with developing competence and accuracy. 				
Autumn Term – Vocabulary								
	Follow Listen Path Safely Share	Space Team Travel	Aim Backwards Balance Bounce Catch Forwards Jump Pass	Push Safely Space Stop Tag Team Throw	Follow Listen Path Safely Share	Space Team Travel	Aim Backwards Balance Bounce Catch Forwards Jump Pass	Push Safely Space Stop Tag Team Throw

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	<ul style="list-style-type: none"> Fundamentals Ball Skills 	<ul style="list-style-type: none"> Yoga Sending and Receiving 	<ul style="list-style-type: none"> Team building Gymnastics 	<ul style="list-style-type: none"> Target Games Invasion Games 	<ul style="list-style-type: none"> Net and Wall Games Dance 	<ul style="list-style-type: none"> Athletics Striking and Fielding Games

	Autumn Term			
	Fundamentals	Ball Skills	Yoga	Sending and Receiving
Unit Overview	Pupils will explore the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. They will explore these skills in isolation as well as in combination. Pupils will be given opportunities to identify areas of strength and areas for improvement. Pupils will work collaboratively with others, taking turns and sharing ideas.	In this unit, pupils will explore their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Pupils will have the opportunity to work independently, in pairs and small groups. Pupils will be able to explore their own ideas in response to tasks.	Pupils learn about mindfulness and awareness. They begin to learn poses and techniques that will help them connect their mind and body. The unit looks to improve wellbeing by building strength, flexibility and balance. The learning includes postures, breathing and meditation taught through fun and engaging activities.	Pupils will develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. Pupils will be given opportunities to work with a range of different sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by the rules to keep themselves and others safe.
Key Skills	Physical: balancing Physical: sprinting Physical: jogging Physical: dodging Physical: jumping Physical: hopping Physical: skipping Social: taking turns Social: supporting and encouraging others Social: working safely Social: communication Emotional: challenging myself Emotional: perseverance Emotional: honesty Thinking: selecting and applying Thinking: identifying strengths Thinking: listening and following instructions	Physical: rolling Physical: kicking Physical: throwing Physical: catching Physical: bouncing Physical: dribbling Physical: tracking Social: co-operation Social: communication Social: leadership Social: supporting others Emotional: honesty Emotional: perseverance Emotional: challenging myself Thinking: using tactics Thinking: exploring actions Thinking: comprehension	Physical: breathing Physical: relaxation Physical: balance Physical: flexibility Physical: strength Social: working safely Social: sharing ideas Social: leadership Emotional: calmness Emotional: patience Emotional: understanding Emotional: independence Thinking: selecting actions Thinking: comprehension Thinking: focus Thinking: providing feedback	Physical: rolling Physical: kicking Physical: throwing Physical: catching Physical: tracking Social: taking turns Social: supporting and encouraging others Social: respect Social: communication Emotional: challenging myself Emotional: perseverance Emotional: honesty Emotional: being happy to succeed Thinking: transferring skills
Core Skills	<ul style="list-style-type: none"> To explore balance, stability and landing safely. To explore how the body moves differently when running at different speeds. To explore changing direction and dodging. 	<ul style="list-style-type: none"> To develop control and co-ordination when dribbling a ball with your hands. To explore accuracy when rolling a ball. To explore throwing with accuracy towards a target. To explore catching with two hands. 	<ul style="list-style-type: none"> To explore yoga and mindfulness. To be able to copy and remember poses. To develop flexibility when holding poses. 	<ul style="list-style-type: none"> To develop rolling and throwing a ball towards a target. To develop receiving a rolling ball and tracking skills. To be able to send and receive a ball with your feet.

	<ul style="list-style-type: none"> To explore jumping, hopping and skipping actions. To explore co-ordination and combination jumps. To explore combination jumping and skipping in an individual rope. 	<ul style="list-style-type: none"> To explore control and co-ordination when dribbling a ball with your feet. To explore tracking a ball that is coming towards me. 	<ul style="list-style-type: none"> To develop balance whilst holding poses. To create yoga poses using a hoop. To create a yoga flow with a partner. 	<ul style="list-style-type: none"> To develop throwing and catching skills over a short distance. To develop throwing and catching skills over a longer distance. To apply sending and receiving skills to small games. 				
Outcomes	<ul style="list-style-type: none"> I can change direction when moving at speed. I can recognise changes in my body when I do exercise. I can run at different speeds. I can select my own actions in response to a task. I can show hopping and jumping movements. I can work co-operatively with others to complete tasks. I show balance and co-ordination when static and moving at a slow speed. 	<ul style="list-style-type: none"> I am beginning to catch with two hands. I am beginning to dribble a ball with my hands and feet. I am beginning to understand simple tactics. I can roll and throw with some accuracy towards a target. I can say when someone was successful. I can track a ball that is coming towards me. I can work co-operatively with a partner. 	<ul style="list-style-type: none"> I can recognise how yoga makes me both feel physically and mentally. I can remember and repeat actions, linking poses together. I can say what I liked about someone else's flow. I can show an awareness of space when travelling. I can work with others to create poses. 	<ul style="list-style-type: none"> I am beginning to send and receive a ball with my feet. I can catch a ball with some success. I can recognise changes in my body when I do exercise. I can roll a ball towards a target. I can throw a ball to a partner. I can track a ball that is coming towards me. I can work co-operatively with a partner. 				
Autumn Term – Vocabulary								
	Fast Slow Hop Direction Land Safely		Far Aim Safely Direction Balance Send		Feel Breath Copy Listen slowly		Attack Defend Points Score Partner Dribbling	

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 2	<ul style="list-style-type: none"> Ball Skills Fundamentals 	<ul style="list-style-type: none"> Gymnastics Sending and Receiving 	<ul style="list-style-type: none"> Yoga Invasion Games 	<ul style="list-style-type: none"> Target Games Dance 	<ul style="list-style-type: none"> Net and Wall Games Team Building 	<ul style="list-style-type: none"> Athletics Striking and Fielding Games

	Autumn Term			
	Ball Skills	Fundamentals	Gymnastics	Sending and Receiving
Unit Overview	In this unit, pupils will develop their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Pupils will have the opportunity to work independently, in pairs and small groups.	Pupils will develop the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. Pupils will be given opportunities to work with a range of different equipment. Pupils will be asked to observe and recognise improvements for their own and others' skills and identify areas of strength. Pupils will be given the opportunity to work collaboratively with others, taking turns and sharing ideas.	In this unit pupils learn explore and develop basic gymnastic actions on the floor and using apparatus. They develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases. Pupils develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions. They learn to work safely with and around others and whilst using apparatus. Pupils are given opportunities to provide feedback to others and recognise elements of high quality performance.	Pupils will develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. They will also use equipment to send and receive a ball. Pupils will be given opportunities to work with a range of different sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe.
Key Skills	Physical: rolling Physical: kicking Physical: throwing Physical: catching Physical: bouncing Physical: dribbling Social: co-operation Social: communication Social: leadership Social: supporting others Emotional: honesty Emotional: perseverance	Physical: balancing Physical: sprinting Physical: jogging Physical: dodging Physical: jumping Physical: hopping Physical: skipping Social: taking turns Social: supporting and encouraging others Social: respect Social: communication Emotional: challenging myself	Physical: shapes Physical: balances Physical: shape jumps Physical: travelling movements Physical: barrel roll Physical: straight roll Physical: forwards roll Social: sharing Social: working safely Emotional: confidence Emotional: independence Thinking: observing and providing feedback Thinking: selecting and applying actions	Physical: rolling Physical: kicking Physical: throwing Physical: catching Physical: tracking Social: co-operation Social: communication Social: keeping others safe Emotional: perseverance Emotional: challenging myself Thinking: identifying how to improve Thinking: transferring skills

	Emotional: challenging myself Thinking: using tactics Thinking: exploring actions	Emotional: perseverance Emotional: honesty Thinking: selecting and applying Thinking: identifying strengths		
Core Skills	<ul style="list-style-type: none"> To be able to roll a ball to hit a target. To develop co-ordination and be able to stop a rolling ball. To develop technique and control when dribbling a ball with your feet. To develop control and technique when kicking a ball. To develop co-ordination and technique when throwing and catching. To develop control and co-ordination when dribbling a ball with your hands. 	<ul style="list-style-type: none"> To develop balance, stability and landing safely. To explore how the body moves differently when running at different speeds. To develop changing direction and dodging. To develop and explore jumping, hopping and skipping actions. To develop co-ordination and combining jumps. To develop combination jumping and skipping in an individual rope. 	<ul style="list-style-type: none"> To perform gymnastic shapes and link them together. To be able to use shapes to create balances. To be able to link travelling actions and balances using apparatus. To demonstrate different shapes, take off and landings when performing jumps. To develop rolling and sequence building. To develop sequence work on apparatus. 	<ul style="list-style-type: none"> To roll a ball towards a target. To be able to track and receive a rolling ball. To be able to stop, send and receive a ball with your feet. To develop throwing and catching skills. To develop throwing and catching skills. To send and receive a ball using a racket.
Outcomes	<ul style="list-style-type: none"> I am beginning to provide feedback using key words. I am beginning to understand and use simple tactics. I can dribble a ball with my hands and feet with some control. I can roll and throw a ball to hit a target. I can send and receive a ball using both kicking and throwing and catching skills. I can track a ball and collect it. I can work co-operatively with a partner and a small group. 	<ul style="list-style-type: none"> I am beginning to provide feedback using key words. I am beginning to turn and jump in an individual skipping rope. I can describe how my body feels during exercise. I can show balance when changing direction. I can show hopping, skipping and jumping movements with some balance and control. I can work co-operatively with a partner and a small group. I show balance and co-ordination when running at different speeds. 	<ul style="list-style-type: none"> I am beginning to provide feedback using key words. I am proud of my work and confident to perform in front of others. I can perform the basic gymnastic actions with some control and balance. I can plan and repeat simple sequences of actions. I can use directions and levels to make my work look interesting. I can use shapes when performing other skills. I can work safely with others and apparatus. 	<ul style="list-style-type: none"> I am beginning to provide feedback using key words. I am beginning to trap and cushion a ball that is coming towards me. I can accurately throw and kick a ball to a partner. I can catch a ball passed to me, with and without a bounce. I can roll a ball to hit a target. I can track a ball and stop it using my hands and feet. I can work co-operatively with a partner and a small group. I can work safely to send a ball towards a partner using a piece of equipment.
	Autumn Term – Vocabulary			
	Overarm Collect Target Underarm Dribble distance	Dodge Jog Hurdle Speed steady sprint	Link Pathway Sequence Tuck Straddle Speed Star pike	Received Send Teammate Chest pass Possession Goal Dodge Bounce pass

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 3	<ul style="list-style-type: none"> Dance Fundamentals 	<ul style="list-style-type: none"> Gymnastics Ball Skills 	<ul style="list-style-type: none"> Hockey Football 	<ul style="list-style-type: none"> Swimming Netball 	<ul style="list-style-type: none"> Cricket Athletics 	<ul style="list-style-type: none"> Rounders Tennis

	Autumn Term			
	Dance	Fundamentals	Gymnastics	Ball Skills
Unit Overview	Pupils create dances in relation to an idea including historical and scientific stimuli. Pupils work individually, with a partner and in small groups, sharing their ideas. Pupils develop their use of counting and rhythm. Pupils learn to use canon, unison, formation and levels in their dances. They will be given the opportunity to perform to others and provide feedback using key terminology.	Pupils will develop the fundamental skills of balancing, running, jumping, hopping and skipping. Pupils will develop their ability to change direction with balance and control. They will be given the opportunity to explore how the body moves at different speeds as well as how to accelerate and decelerate. Pupils will be asked to observe and recognise improvements for their own and others' performances and identify areas of strength and areas for development. Pupils will be given the opportunity to work on their own and with others, taking turns and sharing ideas.	In this unit pupils focus on improving the quality of their gymnastic movements. They are introduced to the terms 'extension' and 'body tension.' They develop the basic skills of rolling, jumping and balancing and use them individually and in combination. Pupils develop their sequence work, collaborating with others to use matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow. Pupils develop their confidence to perform, considering the quality and control of their actions.	Pupils will have the opportunity to develop their accuracy and consistency when tracking a ball. They will explore a variety of throwing techniques and will learn to select the appropriate throw for the situation. They will develop catching with one and two hands as well as dribbling with feet and hands. These skills will then be applied to small group games. Pupils will have the opportunity to take on different roles and work both individually and with others.
Key Skills	Physical: using canon, unison, formation, dynamics, pathways, direction Physical: copying and performing actions Physical: control Physical: balance Social: sharing ideas Social: respect Social: inclusion of others Social: leadership Social: working safely Emotional: confidence Emotional: acceptance	Physical: balancing Physical: running Physical: hopping Physical: jumping Physical: dodging Physical: skipping Social: supporting and encouraging others Social: respect Social: communication Social: taking turns Emotional: challenging myself Emotional: perseverance	Physical: individual point and patch balances Physical: straight roll Physical: barrel roll Physical: forward roll Physical: straight jump Physical: tuck jump Physical: star jump Physical: rhythmic gymnastics Social: collaboration Social: communication Social: respect Emotional: confidence	Physical: tracking a ball Physical: throwing Physical: catching Physical: dribbling Social: supporting others Social: co-operation Social: communication Social: managing games Emotional: perseverance Emotional: honesty Emotional: respect Emotional: challenging self

	<p>Thinking: selecting and applying actions Thinking: creating Thinking: observing and providing feedback</p>	<p>Emotional: honesty</p> <p>Thinking: selecting and applying skills Thinking: observing others and providing feedback Thinking: identifying strengths and areas for development</p>	<p>Thinking: observing and providing feedback Thinking: selecting and applying actions Thinking: evaluating and improving</p>	<p>Thinking: decision making Thinking: developing tactics Thinking: creativity</p>
Core Skills	<ul style="list-style-type: none"> To create actions in response to a stimulus and move in unison with a partner. To create actions to move in contact with a partner or interact with a partner. To select and link appropriate actions and dynamics to show our dance idea. To remember, repeat and create actions to represent an idea. To share ideas of actions and dynamics to create a dance that shows a location. To use choreographing ideas to develop our dance. To use straight pathways and clear changes in direction in a line dance. To use canon and unison to make our line dance look interesting. To use formations, canon and unison to make our line dance look interesting. To remember, repeat and create actions around a theme. To understand and use formations. To structure a dance to represent a theme. 	<ul style="list-style-type: none"> To develop balancing and understand the importance of this skill. To understand how to change speed and be able to demonstrate good technique when running at different speeds. To demonstrate a change of speed and direction to outwit others. To develop technique and control when jumping, hopping and landing. To develop skipping in a rope. To apply fundamental skills to a variety of challenges. 	<ul style="list-style-type: none"> To be able to create interesting point and patch balances. To develop stepping into shape jumps with control. To develop the straight, barrel, and forward roll. To be able to transition smoothly into and out of balances. To create a sequence with matching and contrasting actions and shapes. To create a partner sequence incorporating equipment. 	<ul style="list-style-type: none"> To develop confidence and accuracy when tracking a ball. To develop confidence and accuracy when tracking a ball. To explore and develop a variety of throwing techniques. To develop catching skills using one and two hands. To develop dribbling a ball with hands. To use tracking, sending and dribbling skills with feet.
Outcomes	<ul style="list-style-type: none"> I am respectful of others when watching them perform. I can provide feedback using key words. I can repeat, remember and perform a dance phrase. I can use counts to keep in time with a partner and group. I can use dynamic and expressive qualities in relation to an idea. I can work with a partner and in a small group, sharing ideas. I create short dance phrases that communicate the idea. 	<ul style="list-style-type: none"> I am able to jump and turn a skipping rope. I can change direction quickly. I can identify when I was successful. I can link hopping and jumping actions. I demonstrate balance when performing other fundamental skills. I understand how the body moves differently at different speeds. I understand why it is important to warm up. 	<ul style="list-style-type: none"> I can adapt sequences to suit different types of apparatus. I can choose actions that flow well into one another. I can choose and plan sequences of contrasting actions. I can complete actions with increasing balance and control. I can move in unison with a partner. I can provide feedback using key words. I use a greater number of my own ideas for movements in response to a task. With help, I can recognise how performances could be improved. 	<ul style="list-style-type: none"> I can catch different sized objects with increasing consistency with two hands. I can dribble a ball with control. I can persevere when learning a new skill. I can provide feedback using key words. I can show a variety of throwing techniques. I can throw with accuracy and increasing consistency to a target. I can track the path of a ball that is not sent directly to me.

Autumn Term – Vocabulary			
Flow Explore Create Perform Match Feedback expression	Distance Technique Control Tension Coordination rhythm	Flow Explore Create Matching Interesting Control Contrasting	Track Receive Chest Shoulder Overhead accurate

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 4	<ul style="list-style-type: none"> Swimming Fitness 	<ul style="list-style-type: none"> Dance Ball Skills 	<ul style="list-style-type: none"> Gymnastics Football 	<ul style="list-style-type: none"> Dodgeball OAA 	<ul style="list-style-type: none"> Cricket Athletics 	<ul style="list-style-type: none"> Rounders Tennis

Autumn Term				
	Swimming	Fitness	Dance	Ball Skills
Unit Overview	This unit is aimed at developing swimmers. In this unit, pupils will be introduced to specific swimming strokes on their front and on their back. They will learn how to travel, float and submerge with increasing confidence. They will learn and use different kicking and arm actions. Pupils will be given opportunities to observe others and provide feedback. They will also be introduced to some personal survival skills and how to stay safe around	Pupils will take part in a range of fitness challenges testing and record their scores. They will learn about different components of fitness; speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas for improvement and suggest activities that they could do to do this. Pupils will be encouraged to work safely and with control.	Pupils focus on creating characters and narrative through movement and gesture. They gain inspiration from a range of stimuli, working individually, in pairs and small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. Pupils will develop confidence in performing and will be given the opportunity to provide feedback and utilise feedback to improve their own work.	Pupils will have the opportunity to develop their accuracy and consistency when tracking a ball. They will explore a variety of throwing techniques and will learn to select the appropriate throw for the situation. They will develop catching with one and two hands as well as dribbling with feet and hands. These skills will then be applied to small group games. Pupils will have the opportunity to take on different roles and work both individually and with others.
Key Skills	Physical: submersion Physical: floating Physical: gliding Physical: front crawl Physical: backstroke Physical: breaststroke Physical: rotation Physical: sculling Physical: treading water Physical: handstands Physical: surface dives	Physical: strength Physical: speed Physical: power Physical: agility Physical: coordination Physical: balance Physical: stamina Social: supporting others Social: working safely	Physical: performing a variety of dance actions Physical: using canon, unison, formation, dynamics, character, structure, space Physical: balance Physical: control Physical: technique Social: collaboration Social: consideration Social: inclusion	Physical: tracking a ball Physical: throwing Physical: catching Physical: dribbling Social: supporting others Social: co-operation Social: communication Social: managing games Emotional: perseverance

	<p>Physical: H.E.L.P and huddle position</p> <p>Social: communication Social: supporting and encouraging others Social: keeping myself and others safe</p> <p>Emotional: confidence</p> <p>Thinking: comprehension Thinking: planning tactics</p>	<p>Emotional: perseverance Emotional: determination</p> <p>Thinking: identifying areas of strength and areas for development</p>	<p>Social: respect</p> <p>Emotional: empathy Emotional: confidence</p> <p>Thinking: observing and providing feedback Thinking: selecting and applying skills</p>	<p>Emotional: honesty Emotional: respect Emotional: challenging self</p> <p>Thinking: decision making Thinking: developing tactics Thinking: creativity</p>
Core Skills	<ul style="list-style-type: none"> To develop an understanding of buoyancy and balance in the water. To develop independent movement and submersion. To develop gliding and crawl legs. To develop front crawl breathing. To develop gliding and backstroke. To develop rotation, sculling and treading water. To develop surface dives, submersion and handstands. To develop head above water breaststroke technique. To develop head above water breaststroke technique. To develop basic skills in water safety and floating. To learn techniques for personal survival. To develop water safety skills and an understanding of personal survival. 	<ul style="list-style-type: none"> To develop an awareness of what your body is capable of. To develop speed and strength. To complete actions to develop co-ordination. To complete actions to develop agility. To complete actions to develop balance. To complete actions to develop stamina. 	<ul style="list-style-type: none"> To copy and create actions in response to an idea and be able to adapt this using changes of space. To choose actions which relate to the theme. To develop a dance using matching and mirroring. To learn and create dance moves in the theme of carnival. To develop a carnival dance using formations, canon and unison. To develop a dance phrase and perform as part of a class performance. To understand how dynamics, space and relationships can be used to represent a state of matter. To use actions, dynamics, space and relationships to represent a states of matter. To order and structure phrases to create a dance performance. To copy and repeat a set phrase of movement in a 1960s theme showing energy and rhythm. To learn and perform a partner dance in a 1960s style. To develop my own 1960s inspired dance using changes in relationships. 	<ul style="list-style-type: none"> To develop confidence and accuracy when tracking a ball. To develop confidence and accuracy when tracking a ball. To explore and develop a variety of throwing techniques. To develop catching skills using one and two hands. To develop dribbling a ball with hands. To use tracking, sending and dribbling skills with feet.
Outcomes	<ul style="list-style-type: none"> I can swim competently, confidently and proficiently over a distance of at least 25 metres I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] 	<ul style="list-style-type: none"> I can collect and record my scores and identify areas I need to improve. I can use key points to help me to improve my sprinting technique. I share ideas and work with others to manage activities. 	<ul style="list-style-type: none"> I can choose actions and dynamics to convey a character or idea. I can copy and remember set choreography. 	<ul style="list-style-type: none"> I can accurately use a range of throwing techniques to throw to a target. I can catch different sized objects with increasing consistency with one and two hands.

	<ul style="list-style-type: none"> I can perform safe self-rescue in different water-based situations 	<ul style="list-style-type: none"> I show balance when changing direction at speed. I show control when completing activities to improve balance. I show determination to continue working over a period of time. I understand there are different areas of fitness and that each area challenges my body differently. 	<ul style="list-style-type: none"> I can provide feedback using appropriate language relating to the lesson. I can respond imaginatively to a range of stimuli relating to character and narrative. I can use changes in timing and spacing to develop a dance. I can use counts to keep in time with others and the music. I can use simple movement patterns to structure dance phrases on my own, with a partner and in a group. I show respect for others when working as a group and watching others perform. 	<ul style="list-style-type: none"> I can consistently track the path of a ball that is not sent directly to me. I can dribble a ball with increasing control and co-ordination. I can persevere when learning a new skill. I can provide feedback using key terminology and understand what I need to do to improve. 			
Autumn Term – Vocabulary							
	Stroke Huddle Alternate Survival Treading water buoyancy	Sculling Crawl breaststroke Submersion Rotation backstroke	Technique Coordination Healthy Progress Muscle stamina	Strength Accurately Distance Balance control	Reaction Unison Represent Dynamics control	Release Select Control Consistently Technique persevere	Track Receive Chest Shoulder Overhead Accurate

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 5	<ul style="list-style-type: none"> Tag Rugby Dance 	<ul style="list-style-type: none"> Dodgeball Swimming 	<ul style="list-style-type: none"> Gymnastics Hockey 	<ul style="list-style-type: none"> OAA Football 	<ul style="list-style-type: none"> Rounders Athletics 	<ul style="list-style-type: none"> Cricket Tennis

		Autumn Term			
		Tag Rugby	Dance	Dodgeball	Swimming
Unit Overview	In this unit pupils will develop key skills and principles such as defending, attacking, throwing, catching, running and dodging. When attacking, pupils will support the ball carrier using width and drawing defence. When defending, pupils learn how to tag, how to track and slow down an opponent, working as a defensive unit. They will play collaboratively in both uneven and then even sided games. Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition. They develop their understanding of the importance of fair play and honesty while self managing games, as well as developing their	Pupils learn different styles of dance, working individually, as a pair and in small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. As they work, they develop an awareness of the historical and cultural origins of different dances. Pupils will be provided with the opportunity to create and perform their work. They will be asked to provide feedback using the correct dance terminology and will be able to use this feedback to improve their work. Pupils will work safely with each other and show respect towards others.	Pupils will improve on key skills used in dodgeball such as throwing, dodging and catching. They also learn how to select and apply tactics to the game to outwit their opponent. In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules. Pupils learn officiating skills when refereeing games and are given opportunities to evaluate and suggest improvements to their own and others' performances.	This unit is aimed at intermediate swimmers. Pupils focus on swimming more fluently and with increased confidence and control. Pupils work to improve their swimming strokes, learn personal survival techniques and how to stay safe around water. Pupils have to keep afloat and propel themselves through the water. Pupils are given the opportunity to be creative, designing their own personal survival course and creating a synchronised swimming sequence. Pupils take part in team games, collaborating and communicating with others.	

	ability to evaluate their own and others' performances.			
Key Skills	<p>Physical: throwing Physical: catching Physical: running Physical: dodging Physical: scoring</p> <p>Social: communication Social: collaboration</p> <p>Emotional: perseverance Emotional: confidence Emotional: honesty and fair play</p> <p>Thinking: planning strategies and using tactics Thinking: observing and providing feedback Thinking: selecting and applying skills</p>	<p>Physical: performing a variety of dance actions Physical: using canon, unison, formation, dynamics, character, structure, space, emotion, matching, mirroring, transitions</p> <p>Social: collaboration Social: consideration and awareness of others Social: inclusion Social: respect Social: leadership</p> <p>Emotional: empathy Emotional: confidence</p> <p>Thinking: creating Thinking: observing and providing feedback Thinking: using feedback to improve Thinking: selecting and applying skills</p>	<p>Physical: throwing Physical: catching Physical: dodging Physical: blocking</p> <p>Social: collaboration Social: respect Social: leadership</p> <p>Emotional: honesty Emotional: determination Emotional: confidence</p> <p>Thinking: decision making Thinking: selecting and applying tactics</p>	<p>Physical: rotation Physical: sculling Physical: treading water Physical: gliding Physical: front crawl Physical: backstroke Physical: breaststroke Physical: surface dives Physical: floating Physical: huddle and H.E.L.P. position</p> <p>Social: communication Social: supporting and encouraging others</p> <p>Emotional: determination</p> <p>Thinking: creating Thinking: decision making Thinking: using tactics</p>
Core Skills	<ul style="list-style-type: none"> To develop attacking principles, understanding when to run and when to pass. To be able to use the 'forward pass' and 'offside' rules. To be able to play games using tagging rules. To develop dodging skills to lose a defender. To develop drawing defence and understanding when to pass. To be able to apply the rules and tactics you have learnt to play in a tag rugby tournament. 	<ul style="list-style-type: none"> To create a dance using a random structure and perform the actions showing quality and control. To understand how changing dynamics changes the appearance of the performance. To understand and use relationships and space to change how a performance looks. To copy and repeat movements in the style of rock 'n' roll. To work with a partner to copy and repeat actions keeping in time with the music. To work collaboratively with a group to create a dance in the style of Rock 'n' Roll. To develop set choreography inspired by a Mayan god. To choose actions to create a motif in a given character with consideration of dynamics, space and relationships. To use structure to create a dance performance. To use matching, canon and unison in the style of the lion dance. To use space and relationships to create a dragon dance. 	<ul style="list-style-type: none"> To recap on the rules of dodgeball and apply them to a game. To develop throwing at a moving target. To use jumps, dodges and ducks to avoid being hit. To develop catching to get an opponent out. To select and apply tactics in the game. To develop officiating skills and referee a dodgeball game. 	<ul style="list-style-type: none"> To develop gliding, front crawl and backstroke. To develop rotation, sculling and treading water. To develop the front crawl stroke and breathing technique. To develop the technique for backstroke arms and legs. To develop breaststroke technique. To develop breaststroke and breathing technique. To develop basic skills of water safety and floating. To develop the dolphin kick. To learn techniques for personal survival. To develop water safety skills and an understanding of personal survival. To increase endurance in swim challenges. To identify fastest strokes and personal bests.

		<ul style="list-style-type: none"> To select and combine dance tools to perform a Chinese dance. 			
Outcomes	<ul style="list-style-type: none"> I can communicate with my team and move into space to keep possession and score. I can identify when I was successful and what I need to do to improve. I can pass and receive the ball with some control under pressure. I can tag opponents and close down space. I know what position I am playing in and how to contribute when attacking and defending. I understand the need for tactics and can identify when to use them in different situations. I understand the rules of the game and I can apply them honestly most of the time. I understand there are different skills for different situations and I am beginning to apply this. 	<ul style="list-style-type: none"> I can accurately copy and repeat set choreography. I can choreograph phrases individually and with others considering actions and dynamics. I can confidently perform different styles of dance, clearly and fluently, showing a good sense of timing. I can lead a group through short warm-up routines. I can refine the way I use actions, dynamics, relationships and space in my dance in response to a stimulus. I can suggest ways to improve my own and other people's work using key terminology. I can use counts when choreographing to stay in time with others and the music. I can use feedback provided to improve my work. 	<ul style="list-style-type: none"> I am developing a wider range of skills and I am beginning to use these under some pressure. I can identify when I was successful and what I need to do to improve. I can throw accurately at a target. I can work co-operatively with others to manage our game. I understand the need for tactics and can identify when to use them in different situations. I understand the rules of the game and I can apply them honestly most of the time. I understand there are different skills for different situations and I am beginning to use these. 	<ul style="list-style-type: none"> I can swim competently, confidently and proficiently over a distance of at least 25 metres I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] I can perform safe self-rescue in different water-based situations 	
Autumn Term – Vocabulary					
	Tactics Control Foul Pressure Onside Offside Support Obstruction	Formation Posture Performance Canon Relationship	Outwit Opposition Opponent Contact Pivot Court Field pitch	Tactics Control Foul Pressure Inside Offside Support obstruction	Exhale Flutter kick Surface Somersault Personal best Inhale

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 6	<ul style="list-style-type: none"> • Tag Rugby • Gymnastics 	<ul style="list-style-type: none"> • Volleyball • Dance 	<ul style="list-style-type: none"> • Netball • Hockey 	<ul style="list-style-type: none"> • Tennis • Handball 	<ul style="list-style-type: none"> • Cricket • Swimming 	<ul style="list-style-type: none"> • Athletics • Rounders

	Autumn Term			
	Tag Rugby	Gymnastics	Volleyball	Dance
Unit Overview	In this unit pupils will develop key skills and principles such as defending, attacking, throwing, catching, running and dodging. When attacking, pupils will support the ball carrier using width and drawing defence. When defending, pupils learn how to tag, how to track and slow down an opponent, working as a defensive unit. They will play collaboratively in both uneven and then even sided games. Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the	In this unit, pupils use their knowledge of compositional principles e.g. how to use variations in level, direction and pathway, how to combine and link actions, how to relate to a partner and apparatus, when developing sequences. They build trust when working collaboratively in larger groups, using formations to improve the aesthetics of their performances. Pupils are given opportunities to receive and provide feedback in order to make improvements on performances. In Gymnastics	Pupils focus on developing the skills they need to play continuous rallies in volleyball. They will learn about the ready position, ball control, sending a ball over a net and how to use these skills to make the game difficult for their opponent. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils will be given the opportunity to work collaboratively with others and will develop confidence to	Pupils will focus on developing an idea or theme into dance choreography. They will work in pairs and groups using different choreographing tools to create dances e.g. formations, timing, dynamics. Pupils will have opportunities to choreograph, perform and provide feedback on dance. Pupils think about how to use movement to convey ideas, emotions, feelings and characters. Pupils will show an awareness of keeping others safe and will have the

	<p>opposition. They develop their understanding of the importance of fair play and honesty while self managing games, as well as developing their ability to evaluate their own and others' performances.</p>	<p>as a whole, pupils develop performance skills considering the quality and control of their actions.</p>	<p>achieve their best. They will understand the importance of abiding by rules to keep themselves & others safe. Pupils will develop character and control through engaging with coping strategies when exposed to competition and will be given the opportunity to take on the role of referee.</p>	<p>opportunity to lead others through short warm ups.</p>
Key Skills	<p>Physical: throwing Physical: catching Physical: running Physical: dodging Physical: scoring</p> <p>Social: communication Social: collaboration</p> <p>Emotional: perseverance Emotional: confidence Emotional: honesty and fair play</p> <p>Thinking: planning strategies and using tactics Thinking: observing and providing feedback Thinking: selecting and applying skills</p>	<p>Physical: straddle roll Physical: forward roll Physical: backward roll Physical: counter balance Physical: counter tension Physical: bridge Physical: shoulder stand Physical: handstand Physical: cartwheel Physical: headstand Physical: vault</p> <p>Social: responsibility Social: collaboration Social: communication Social: respect</p> <p>Emotional: confidence</p> <p>Thinking: observing and providing feedback Thinking: selecting and applying actions Thinking: evaluating and improving sequences</p>	<p>Physical: volley Physical: set Physical: dig Physical: serve Physical: ready position</p> <p>Social: communication Social: respect Social: supporting and encouraging others</p> <p>Emotional: confidence Emotional: perseverance Emotional: honesty</p> <p>Thinking: using tactics Thinking: selecting and applying skills Thinking: identifying strengths and areas for development</p>	<p>Physical: performing a variety of dance actions Physical: using canon, unison, formation, dynamics, character, emotion, transitions, matching & mirroring</p> <p>Social: sharing ideas Social: consideration of others Social: inclusion Social: respect Social: leadership Social: supporting others</p> <p>Emotional: empathy Emotional: confidence</p> <p>Thinking: observing & providing feedback Thinking: using feedback to improve Thinking: selecting & applying skills</p>
Core Skills	<ul style="list-style-type: none"> To develop attacking principles, understanding when to run and when to pass. To be able to use the 'forward pass' and 'offside' rules. To be able to play games using tagging rules. To develop dodging skills to lose a defender. To develop drawing defence and understanding when to pass. To be able to apply the rules and tactics you have learnt to play in a tag rugby tournament. 	<ul style="list-style-type: none"> To be able to develop the straddle, forward and backward roll. To develop counter balance and counter tension. To be able to perform inverted movements with control. To be able to perform the progressions of a headstand and a cartwheel. To be able to use flight from hands to travel over apparatus. To be able to create a group sequence using formations and apparatus. 	<ul style="list-style-type: none"> To develop the fast catch volley. To be able to volley the ball using a set shot. To develop the dig and understand when to use it. To keep a continuous rally going over the net. To develop the underarm serve and learn the rules of serving. To apply the rules, skills and tactics learnt to play in a volleyball tournament. 	<ul style="list-style-type: none"> To copy and repeat a set dance phrase showing confidence in movements. To work with others to explore and develop the dance idea. To use changes in dynamics in response to the stimulus. To demonstrate a sense of rhythm and energy when performing bhangra style motifs. To perform a bhangra dance, showing an awareness of timing, formations and direction. To select, order, structure and perform movements in a bhangra style, showing various group formations. To develop a dance phrase using actions, dynamics, space and relationships.

							<ul style="list-style-type: none"> To copy and create actions with consideration to story using a prop to enhance the idea. To use choreographing devices to improve how the performance looks. To copy and repeat a phrase of movement in the 1970s disco theme. To devise a freeze frame montage in the 1970s theme. To use feedback to develop and refine a 1970s dance performance.
Outcomes	<ul style="list-style-type: none"> I can create and use space to help my team. I can pass and receive the ball with increasing control under pressure. I can select the appropriate action for the situation and make this decision quickly. I can tag opponents individually and when working within a unit. I can use the rules of the game consistently to play honestly and fairly. I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. I can work in collaboration with others so that games run smoothly. I recognise my own and others strengths and areas for development and can suggest ways to improve. 	<ul style="list-style-type: none"> I can combine and perform gymnastic actions, shapes and balances with control and fluency. I can create and perform sequences using compositional devices to improve the quality. I can lead a small group through a short warm-up routine. I can use appropriate language to evaluate and refine my own and others' work. I can work collaboratively with others to create a sequence. I understand how to work safely when learning a new skill. I understand what counter balance and counter tension is and can show examples with a partner. 	<ul style="list-style-type: none"> I am confident to make decisions when refereeing. I can select the appropriate action for the situation and make this decision quickly. I can use a wider range of skills with increasing control under pressure. I can use feedback provided to improve the quality of my work. I can use the rules of the game consistently to play honestly and fairly. I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. I can work in collaboration with others so that games run smoothly. I recognise my own and others strengths and areas for development and can suggest ways to improve. 	<ul style="list-style-type: none"> I can choreograph a dance and work safely using a prop. I can lead a small group through a short warm-up routine. I can perform dances confidently and fluently with accuracy and good timing. I can refine the way I use actions, dynamics and relationships to represent ideas, emotions, feelings and characters. I can use appropriate language to evaluate and refine my own and others' work. I can use feedback provided to improve the quality of my work. I can work creatively and imaginatively on my own, with a partner and in a group to choreograph and structure dances. 			
Autumn Term – Vocabulary							
	Tactics Control Foul Pressure Onside Offside Support Obstruction	Consecutive Formation Consistently Conceding Dictate Turnover Context Shut-down	Symmetrical Rotation Aesthetics Canon Asymmetrical Synchronization Progression	Formation Momentum Counter Balance Fluently Counter tension stability	Tactics Control Foul Pressure Onside Offside Support Obstruction	Consecutive Formation Consistently Conceding Dictate Turnover Context Shut-down	Choreograph Phrase Contrast Structure Fluently connect

