



## Curriculum Overview for PE

<b>Nursery</b>	Core Strength and Stability		Balance		Body and Space-and Moving to Music (Dance)		Ways of moving (Gymnastics)		Hand/eye coordination and Bilateral coordination		Throwing and Catching	
<i>On-going gross and fine motor development skills covered in outdoor and indoor provision</i>												
<b>Reception</b>	Gymnastics		Games		Dance		Gymnastics/Games		Team Games (including Throwing and catching)		Athletics	
<b>Year 1</b>	Multi-skills	Ball skills	Gymnastics	Throwing & Catching	Core Strength	Dance	Fitness Skipping	Boot Camp	Athletics	Ball Skills	Throwing & Catching	Tennis
<b>Year 2</b>	Multi Skills	Ball Skills	Gymnastics	Throwing & Catching	Core Strength	Dance	Fitness Skipping	Boot Camp	Athletics	Ball Skills	Throwing & Catching	Tennis
<b>Year 3</b>	Hockey	Netball	Gymnastics	Tag Rugby	Football	Dance	Fitness Skipping	Rounders	Cricket	Tennis	Athletics	OAA
<b>Year 4</b>	Hockey	Netball	Gymnastics	Tag Rugby	Football	Dance	Fitness Skipping	Rounders	Cricket	Tennis	Athletics	OAA
<b>Year 5</b>	Hockey	Basketball	Gymnastics	Tag Rugby	Handball	Dance	Fitness/ Pilates	Rounders	Cricket	Tennis	Athletics	OAA
<b>Year 6</b>	Hockey	Basketball	Gymnastics	Tag Rugby	Lacrosse	Dance	Fitness/ Pilates	Rounders	Cricket	Tennis	Athletics	OAA

### Progression of Fundamental Movement Skills

FMS are taught, practised, refined and then applied to specific sports

EYFS	Start to perform fundamental skills at an emerging level Running fast Hopping on both feet Roll a ball underarm <i>Under arm throw</i> <i>Overarm throw</i> <i>Bounce a ball</i> <i>Catch a large ball</i>
Year 1	Perform fundamental movement skills at a developing level As EYFS plus Skipping Side galloping Catch a ball
Year 2	Perform fundamental movement skills at a developing level and start to master basic movements; As Yr1 plus Dodging Strike a ball off a tee Strike with a drop feed
Year 3	Master fundamental skills and start to develop sport specific skills and perform them with some accuracy.
Year 4	Master fundamental movement skills and start to develop sport specific skills performing them with consistency and accuracy.
Year 5	Continue to develop sport specific skills and perform with consistency, accuracy, confidence and control.
Year 6	Continue to develop sport specific skills and perform with consistency, accuracy, confidence, control and speed.

## Early Years

### Educational Programmes (Statutory)

#### Personal, Social and emotional development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world.

#### Physical development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults.

### Characteristics of Effective Learning

#### Playing and Exploring

children investigate and experience things, and 'have a go'

#### Active Learning

children concentrate and keep on trying if they encounter difficulties, and enjoy achievements

#### Creating and Thinking Critically

children have and develop their own ideas, make links between ideas, and develop strategies for doing things

### Nursery (Non-statutory Development Matters)

#### 3-4 year olds will be learning to:

Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.

Mounts stairs, steps or climbing equipment using alternate feet.

Walks downstairs, two feet to each step while carrying a small object.

Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.

Can stand momentarily on one foot when shown.

Can catch a large ball.

Draws lines and circles using gross motor movements.

### Knowledge and Skills

#### Basic movements/core strength & games

Can grasp & release with two hands to throw & catch a large ball, beanbag or object  
Runs with spatial awareness & negotiates space successfully, adjusting speed or direction to avoid obstacles  
Develop their movement, balancing, riding (scooters, trikes & bikes)

#### Gymnastic movements

Can balance on one foot or in a squat momentarily, shifting body weight to improve stability  
Walks down steps, using alternate feet, or slopes whilst carrying a small object, maintaining balance & stability

#### Dance

Increasingly able to use & remember sequences & patterns of movements which are related to music & rhythm  
Use large muscle movements to wave flags & streamers

#### Fine motor skills

Use one-handed tools & equipment  
Use a comfortable grip with good control when holding pens & pencils  
Start to eat independently

#### Health & self-care

Be increasingly independent as they get dressed & undressed, & meeting their own care needs  
Takes practical action to reduce risk  
Observe & describe in words or actions the effects of physical activity on their bodies

Reception					
<b>Reception (Non-statutory Development Matters)</b>	<p><b>Reception children will be learning to:</b>            Experiments with different ways of moving.            Jumps off an object and lands appropriately.            Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Travels with confidence and skill around, under, over and through balancing and climbing equipment.            Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p>				
	<b>Basic Movement &amp; Games</b>	<b>Dance</b>	<b>Gymnastics</b>	<b>Team Games</b>	<b>Athletics</b>
	Kick a ball. Catch a large ball. Overarm throw Underarm throw Bounce a ball Show increasing control of an object when pushing, patting, throwing, catching or kicking.	Move freely with pleasure and confidence in a range of ways. E.g. slithering, shuffling, rolling, crawling, walking, running, jumping, sliding, hopping. Experiment with different ways of moving.	Squat with steadiness to rest or play with an object on the ground. Rise to feet without using hands. Climb confidently and begin to pull themselves up on equipment. Mount stairs, steps or climbing equipment using alternate feet. Stand on one foot. Jump off an object and land appropriately. Travel with confidence and skill around, under and over balancing and climbing equipment.	Negotiate space successfully in racing and chasing games with others. Run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles.	Run safely on whole foot. Vary pace depending on distance. Show basic jumping and hopping
<b>Early Learning Goals (ELG) - END of Reception</b>	<p><b><u>Physical development</u></b>  <b>Gross Motor Skills</b>            Children at the expected level of development will:            - 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>		<p><b><u>Personal, emotional and social</u></b>  <b>Managing Self</b>            Children at the expected level of development will:            - 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;            - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>		
<b>Vocabulary</b>	<b>Travel, kick, ball, throw, catch, move, space, bounce, climb, jump, hop, crawl, run, legs, feet, hands, stretch, race,</b>				

**NB** Some sports have less than 5 destination questions. These are in sports that may require more than one lesson to practise the necessary skills to achieve the required level.

Year 1		
<b>NC and additional skills and knowledge</b>	<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>Pupils should be taught to:</p> <p>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>	
<b>Athletics</b>	<p>Children will explore the fundamental movement skills of running, jumping and throwing activities, and take part in simple challenges and competitions. They experiment with different ways of travelling, throwing and jumping, increasing their awareness of speed and distance.</p> <p>In all athletic activities, children think about how to achieve the greatest possible speed, height, distance or accuracy.</p>	
<b>Games</b>	<p>Children develop basic game-playing skills, in particular the fundamental movement skill of throwing and catching.</p> <p>They play games based on net games and striking and fielding games.</p> <p>They have an opportunity to play one against one, one against two, and one against three.</p> <p>Perform fundamental movement skills at a developing level in: Travelling skills / Sending skills /Receiving skills</p> <p>Introduce skill of striking a ball</p> <p>To develop the skill of throwing</p>	
<b>Gymnastics</b>	<p>Children will explore basic body actions, <i>eg jumping and turning</i>, and use different parts of their body to make movements.</p> <p>They create and repeat short dances inspired by different stimulus and themes.</p> <p>In dance as a whole, children think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts.</p>	
<b>Dance</b>	<p>Children investigate movement, stillness, and how to find and use space safely.</p> <p>They explore basic gymnastic actions on the floor and using apparatus.</p> <p>They copy or create, remember and repeat, short movement phrases of 'like' linked actions, <i>eg two jumps, or two rolls</i>.</p> <p>In gymnastics as a whole, children use skills and agilities individually, in combination and in sequence, with the aim of showing as much control and precision as possible.</p>	
<b>Games</b>	<p><b>Destination questions</b></p> <p><b>Recap:</b> Can you remember how to run into a space from reception?            Can you perform balances using a number of different parts of the body?            Run on the balls of the feet moving with greater precision and control?            Can you aim a variety of balls and equipment accurately?            Can you use controlled movement to travel in different ways?            Can you quickly change direction whilst running, with control and fluency?            Can you use agility, balance and co-ordination when performing activities.</p> <p><b>Next step:</b> In Y2, you will start using these basic skills in different sports.</p>	<p><b>Vocabulary</b></p> <p><b>Balance</b>, base, push, agility, co-ordination, accuracy, <b>movements</b>, technique, <b>travel</b>, transitions, agility, <b>co-ordination</b> timing, aim, accuracy, guide, target, <b>rotate</b></p>
	<b>Ball skills</b>	<p><b>Recap:</b> Can you remember how to do an underarm throw from reception?            Can you think quickly and react when working with beanbags or balls?            Can you develop accurate throwing skills?            Can you develop accuracy of a send?            Do you understand the overarm throwing technique?            Can you stop, trap or catch the ball while on the move?</p>

	<p>Can you play a game, following the rules and demonstrating fair play?  <b>Next step:</b> In Y2, you will develop your ball skills to show more control.</p>	
Gymnastics	<p><b>Recap:</b> Can you remember a balance from reception?  Can you link three moves together while travelling, aiming to change level, speed and direction?  Link moves and shapes when travelling?  Can you explore rolling movements as a way of travelling?  Can you explore travelling to move along, over, around onto and off a bench?  Can you travel changing direction and level, using small equipment?  Can you use a variety of small equipment to perform a travelling sequence, using all of the skills learned so far?  <b>Next step:</b> In Y2, you will start linking different movements together to perform a routine.</p>	<p>Travel, link, <b>sequence</b>, level, tension, posture  <b>Tuck, pike, straight, straddle</b> Rolling: egg, log, forward, teddy bear rolls, Along, over, onto and off, tuck, pike, straddle, straight  Direction, level</p>
Throwing & Catching	<p><b>Recap:</b> Can you describe what you need to do to perform a good catch?  Do you understand the correct technique for catching?  Can you explore striking balls of different sizes using your hands and equipment  Do you know how to stop and retrieve a ball?  Can you practise throwing to a target?  Can you catch the ball with good technique?  Can you make contact with a ball using different bats or rackets?  Can you use fielding skills to play a game?  <b>Next step:</b> In Y2, you will work at improving and developing your throwing technique.</p>	<p><b>Throw, catch</b>, fielding, <b>target</b>, strike, bat, racket</p>
Core Strength	<p><b>Recap:</b> Can you remember how to run adjusting your speed from reception?  Do you know how to control your breathing?  Can you perform a movement that demonstrates good core control?  Can you use your core to maintain balance when running?  Can you support your body on the hands using the core muscles to keep balanced?  Can you develop more complex footwork patterns on the SAQ ladders?  Can you use techniques already learned to improve performance?  <b>Next step:</b> In Y2, you will learn how to develop and improve your core strength and agility.</p>	<p>Core, agility, <b>balance</b>, <b>front, back, support</b>, <b>strength</b></p>
Dance	<p><b>Recap:</b> Can you remember how to move in a range of ways such as slithering and crawling from reception?  Can you change direction during travelling moves?  Can you develop gestures and ways of travelling?  Can you move in time to the music?  Can you move in time to the music, travelling, gesturing and jumping?  Can you perform dance moves that flow smoothly from one to the next?  Can you perform a dance in time to music and with fluency?  <b>Next step:</b> In Y2, you will learn how to compose and perform a range of dance phases.</p>	<p><b>Perform</b>, gesture, <b>beat</b>, <b>move</b>, <b>space</b></p>
Fitness Skipping	<p><b>Recap:</b> Can you remember how to hop correctly from reception?  Can you hop – same foot to same foot and jump – two feet to two feet?  Can you try the ‘step hop’ technique for a good skip without a rope?  Can you skip with a rope?  Can you skip with good balance and technique?  Can you explore different ways of skipping?</p>	<p><b>Hop, jump, step overs</b>, <b>circuit</b>, <b>weave</b>,</p>

	Can you skip in a variety of ways with good balance and technique? <b>Next step:</b> In Y2, you will learn how to develop your skipping skills with agility, balance and co-ordination.	
Boot Camp	<b>Recap:</b> Can you remember how to balance on 1 leg from reception? Do you know how to prepare your body for exercise? Can you perform new moves with good technique and balance? Can you develop agility and co-ordination? Can you perform simple patterns of movement? Can you demonstrate the correct technique for activities? Can you improve your performance? <b>Next step:</b> In Y2, you will complete a range of circuit-based activities and understand why you are doing them.	<b>Exercise, fitness, heart rate, co-ordination</b>
Athletics	<b>Recap:</b> Can you remember how to run correctly and safely from reception? Can you use varying speeds when running? Do you know how to hop, and how to hop, travel and land safely on two feet? Can you throw in a variety of ways? Can you run with good balance and co-ordination? Do you know how to jump from two feet? Can you demonstrate skills learned? <b>Next step:</b> In Y2, you will look at how to throw for distance.	Speed, <b>take-off and landing</b> , hopping, <b>balance</b> , mobility, <b>underarm, overarm throw</b> , landing
Tennis	<b>Recap:</b> Can you remember how to bounce a ball from reception? Can you throw and catch a ball with some control? Can you bounce and catch a ball with some control? Can you sometimes balance a ball on your racket? Can you move a ball on the floor with control? Can you perform a forehand hit and attempt a backhand hit? Can you hit a ball with some control? <b>Next step:</b> In Y2, you will develop your tennis skills with more control.	<b>Hit, racket</b> , ball, tennis, bounce, throw, control, <b>forehand, backhand</b> ,
<b>Year 2</b> <b>NC and additional skills and knowledge</b>	KS1 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. Pupils should be taught to: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending perform dances using simple movement patterns. <b>Destination questions</b>	<b>Vocabulary</b>
Multi-skills	<b>Recap:</b> Can you remember how to balance using different parts of your body from Y1? Can you explore static balancing? Can you move your body in a variety of ways? Can you throw a ball at the right speed and strength? Can you travel in different ways, showing clear transitions between movements?	<b>Agility, balance, co-ordination</b> , base, accuracy, agility, timing, aim, guide, target, rotate, movement, pattern, twist,

	<p>Can you maintain balance when changing direction, movement or pattern, Can you play fairly and understand the rules of a game? <b>Next step:</b> In Y3, you will start applying these skills into sports such as tennis, rugby and football.</p>	<p>turn, rock and roll, tuck, crab,</p>
Ball skills	<p><b>Recap:</b> Can you remember how to throw accurately from Y1? Can you use hand-eye co-ordination to control a ball? Can you target the receiver's hands when throwing? Can you vary types of throw? Can you kick and move with a ball? Can you catch the ball at different heights? Can you apply your ball skills in a competition? <b>Next step:</b> In Y3, you will start applying these skills into sports such as tennis, rugby and football</p>	<p><b>Send, receive, control,</b> react, target, <b>overarm throw, underarm throw, bounce throw,</b> Dribble, trap, kick,</p>
Gymnastics	<p><b>Recap:</b> Can you remember how to link moves together from Y1? Can you repeat simple gymnastic actions with control? Can you link balances with other travelling moves, moving smoothly into and out of the balances? Can you develop a range of gymnastic moves, particularly balancing? Can you link together a number of gymnastic actions into a sequence? Can you explore ways of travelling around on large apparatus? Can you use a variety of gymnastic actions to make a sequence? <b>Next step:</b> In Y3, you will start to explore jumping techniques and how to link them to other actions.</p>	<p><b>Balance,</b> tension, Points, patches, shoulder stand, <b>Shapes, travelling,</b> apparatus,</p>
Throwing & Catching	<p><b>Recap:</b> Can you remember the correct way to catch a ball from Y1? Can you practise your underarm throw? Do you know the correct technique for striking a ball from a tee? Do you know the best technique for catching? Can you improve your overarm throw technique and when to use it? Can you improve your accuracy when throwing? Can you play a game fairly and in a sporting manner? <b>Next step:</b> In Y3, you will start applying these skills into sports such as netball, rugby and rounders</p>	<p><b>Underarm throw,</b> bounce, sideways, cushion, <b>overarm throw,</b> circuit, kwik cricket</p>
Core Strength	<p><b>Recap:</b> Can you remember how to control your breathing when you are out of breath from Y1? Can you use arms effectively when running? Can you develop and improve core strength and agility? Can you jump with accuracy using core strength to maintain balance? Can you improve your hand-eye co-ordination? <b>Next Step:</b> In Y3, you will start applying these skills into sports such as netball, rugby and tennis</p>	<p><b>Core strength,</b> bridge, <b>agility,</b> abdominals, Squat, hopscotch, hoop</p>
Dance	<p><b>Recap:</b> Can you remember how to change direction during travelling movements from Y1? Can you explore different levels and speeds of movement? Can you compose and perform simple dance phrases? Can you explore patterns of movement with a partner? Can you link contrasting movements together to make a short dance sequence? Can you create movements that show rhythm and control? Can you perform a complete dance with clarity and flow, showing changes in levels and speed? <b>Next step:</b> In Y3, you will learn about a different genre of dance.</p>	<p><b>Travel, movements,</b> methods, beat, steps, speed, patterns, in time to, <b>sequence, rhythm, control, clarity,</b> Independent, flow</p>

Fitness Skipping	<p><b>Recap:</b>          Can you perform skipping moves with agility, balance and co-ordination?          Can you explore different ways of jumping/hopping with balance and accuracy?          Can you improve control of the rope and running skip technique?          Can you demonstrate good technique while skipping?  <b>Next step:</b> In Y3, you will learn some different skipping techniques.</p>	<p><b>Hopping, skipping, jumping, Skipping technique,</b> step hop, trap, squat, circuit,</p>
Boot Camp	<p>Can you complete a range of circuit-based activities and understand the reason for doing them?          Can you develop agility and co-ordination?          Can you perform simple patterns of movement?          Can you complete a circuit?          Can you improve on your personal best?  <b>Next step:</b> In Y3, you will start applying agility and co-ordination into sports such as netball, tennis and rugby.</p>	<p><b>Heart rate, agility, co-ordination, Circuit,</b> jacks, exercise, strength, <b>aerobic,</b> travel, technique, heart beat,</p>
Athletics	<p>Can you change direction when running, while maintaining balance?          Can you jump with balance and fluency?          Do you know how to throw for distance?          Can you hurdle an obstacle and maintain effective running style?          Do you know the difference between running for speed and running for distance?          Can you complete an obstacle course with control and agility?  <b>Next step:</b> In Y3, you will start learning how to jump for distance.</p>	<p><b>Direction, speed, balance,</b> swing, power, speed, hurdle, distance, relaxed, Obstacle, relay, maintain, style</p>
Tennis	<p>Can you throw and catch a ball with control?          Can you bounce and catch a ball with control?          Can you balance a ball on your racket with control?          Can you move a ball on the floor on either side of your body?          Can you perform a forehand and backhand hit with control and some accuracy?          Can hit a ball with control and some accuracy?  <b>Next step:</b> In Y3, you will develop your racket skills more.</p>	<p><b>Hit, racket,</b> ball, tennis, bounce, throw, control, <b>forehand, backhand,</b> accuracy, net, movement</p>
<p><b>Year 3</b>   <b>National Curriculum and additional skills and knowledge</b></p>	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.          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.</p>	
<p><b>Athletics</b></p>	<p>Children will explore the fundamental movement skills of running, jumping and throwing activities, and take part in simple challenges and competitions. They experiment with different ways of travelling, throwing and jumping, increasing their awareness of speed and distance. In all athletic activities, children think about how to achieve the greatest possible speed, height, distance or accuracy.</p>	

<b>Dance</b>	Children will explore basic body actions, <i>eg jumping and turning</i> , and use different parts of their body to make movements. They create and repeat short dances inspired by different stimulus and themes. In dance as a whole, children think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts.	
<b>Gymnastics</b>	Children investigate movement, stillness, and how to find and use space safely. They explore basic gymnastic actions on the floor and using apparatus. They copy or create, remember and repeat, short movement phrases of 'like' linked actions, <i>eg two jumps, or two rolls</i> . In gymnastics as a whole, children use skills and abilities individually, in combination and in sequence, with the aim of showing as much control and precision as possible.	
<b>Games</b>	Children will learn to develop the skills they need for net/wall games and on how to use these skills to make the game difficult for their opponent. They learn to direct the ball towards the target area and away from their opponent. The aim is to get the ball to land in the target area and make it difficult for the opponent to return it. Children will learn how to hit or strike the ball into spaces, so that they can score runs in different ways. When fielding, they learn how to work together to keep the batters' scores down. In striking and fielding games, players learn to strike a ball and try to avoid fielders, so that they can run around bases to score runs. When fielding, they try to prevent runs or points being scored.	
<b>OAA</b>	Children take part in simple trust and orientation activities using maps and diagrams. Working on their own and in small groups. Children will learn to use simple maps and follow simple trails.	
	<b>Destination questions</b>	<b>Vocabulary</b>
<b>Hockey</b>	<p><b>Recap:</b> Welcome to hockey!</p> <p>Can you begin to show how to hold a hockey stick and which side to use?</p> <p>Can you use a simple push pass to another team mate?</p> <p>Can you dribble the ball keeping it close using the correct side of stick?</p> <p>Can you show some signs of an approaching a player to tackle and cause pressure?</p> <p>Can you attempt to score a goal from anywhere?</p> <p>Can you play small sided competitive games?</p> <p><b>Next step:</b> In Y4, you will learn how to change direction of travel using your stick.</p>	<p><b>Possession</b>, keeping the ball, scoring goals, scoring, <b>making space, pass and receive</b>, dribble, travel, moving with the ball.</p>
<b>Netball</b>	<p><b>Recap:</b> Can you remember how to catch a ball correctly from Y2?</p> <p>Can you pass and receive a ball in netball?</p> <p>Can you perform a stride stop in netball with some control?</p> <p>Can you dodge into a space and attempt to receive a ball?</p> <p>Can you sometimes dodge in netball?</p> <p>Can you mark a player sometimes keeping on the balls of your feet?</p> <p>Can you shoot in netball?</p> <p><b>Next step:</b> In Y4, you will be developing your passing and receiving skills.</p>	<p><b>Chest pass, bounce pass, pass, receive</b>, dodge, marking, footwork, shooting,</p>
<b>Gymnastics</b>	<p><b>Recap:</b> Can you remember how to link gymnastic actions into a sequence from Y3?</p> <p>Can you explore jumping techniques and link them with other gymnastic actions?</p> <p>Can you explore jumping techniques and to link them with other gymnastic actions?</p> <p>Can you link jumps into sequences?</p> <p>Can you work with a partner or a small group to create a sequence that develops jumping skills?</p> <p>Can you choose appropriate actions when creating a sequence of gymnastic movements to music?</p> <p>Can you use all skills learned in previous lessons to develop a sequence?</p> <p><b>Next step:</b> In Y4, you will be working on making longer gymnastic sequences with fluency and clarity.</p>	<p><b>Landing, shapes, jumps, travelling, rolls, balance</b>, teamwork, co-operation, sequence,</p>

<p>Tag Rugby</p>	<p><b>Recap:</b> Welcome to rugby! Can you remember how to catch a ball from Y2?  Can hold a rugby ball effectively when passing  Can receive a rugby ball effectively (able to catch)  Can perform a side step to evade an object  Can touch tag another player  Can you play a simplified tag rugby match?  <b>Next step:</b> In Y4, you will be developing your rugby skills.</p>	<p>Tag rugby, <b>try, passing, catching, W-shape, backward pass,</b> technique, possession, tackle, contact, non-contact, opposition, opposing team</p>
<p>Football</p>	<p><b>Recap:</b> Welcome to football!  Can you pass a ball to a non-moving object or child (with feet)?  Can you control a moving ball from the ground (with feet)?  Can you dribble a ball at different speeds, whilst changing direction (with feet)?  Can you forcefully, within the rules, steal the ball from another players feet (with feet)?  Can you shoot the ball at a stationary object (with feet)?  <b>Next step:</b> In Y4, you will be looking at different ways how to mark in football.</p>	<p>Attacking, <b>invasion game, ball control, dribbling, technique,</b> toe taps, side-to-side taps, balance, control, direction.</p>
<p>Dance</p>	<p><b>Recap:</b> Can you remember how to create movements that show rhythm and control?  Can you count beats and change direction while dancing?  Can you develop dance steps with clarity and rhythm, using your own ideas?  Can you maintain a consistent tempo throughout the dance, using counting?  Can you work co-operatively to create a new dance?  Can you develop precision of movement?  Can you perform in front of others with confidence?  <b>Next step:</b> In Y4, you will be looking at a different genre of dance.</p>	<p>Clock, direction, <b>tempo, timing, pivot,</b> performances, <b>formation, Canon, unison</b></p>
<p>Skipping</p>	<p><b>Recap:</b> Can you remember any skipping techniques from Y2?  Can you practise techniques learned last year?  Can you participate in large rope skipping?  Can you skip with a partner?  Can you develop skipping techniques with control and balance?  Can you perform large rope skipping with good technique and to songs or rhymes?  Can you perform rope and non-rope skipping with good technique and to songs or rhymes?  <b>Next step:</b> In Y4, you will develop your skills with balance, timing and co-ordination.</p>	<p><b>Cross over, boxer style,</b> Ready, in you go, now, <b>Compose, timing, direction, control, balance, technique,</b> performance, confidence</p>
<p>Rounders</p>	<p><b>Recap:</b> Welcome to rounders! Can you remember the 2 different throws from Y2?  Can you bowl accurately?  Can you use a forehanded batting technique?  Field the ball back to the post or bowler?  Can you apply some rules to games?  Are you able to play simple rounders games?  <b>Next step:</b> In Y4, you will develop a range of rounders skills that you can apply to a competitive context.</p>	<p><b>Striking, fielding,</b> hand-eye coordination, cooperation, accuracy, <b>forehand,</b> team work</p>
<p>Cricket</p>	<p>Recap: Welcome to cricket! Can you remember how to throw underarm from Y2?  Can you intercept a moving ball from the floor with 2 hands whilst you are moving in different directions towards the ball?  Can you perform a moving pick up into a underarm throw?  Can strike a ball that has been drop fed towards a target?</p>	<p><b>Throw, underarm, over arm, stationary, control,</b> accuracy, fluent, bat, run, bowl,</p>

	<p>Can over arm bowl a ball from a stationary position?</p> <p>Can you play a cricket match appropriate to your children's ability?</p> <p><b>Next step:</b> In Y4, you will develop your cricket skills to show more accuracy and fluency.</p>	
Tennis	<p><b>Recap:</b> Welcome to tennis! Can you remember how to maintain balance when changing direction and movement from Y2?</p> <p>Can you hit a ball with a racket accurately along the floor to another child?</p> <p>Can you return a ball with a racket accurately along the floor to another child?</p> <p>Can you serve a ball with a racket accurately along the floor to another child?</p> <p>Can you identify with what a tactic is?</p> <p>Can you play a net/wall match?</p> <p><b>Next step:</b> In Y4, you will develop more tactic skills and apply them in match.</p>	<p><b>Racket, ball, receive, forehand, backhand, rally</b></p>
Athletics	<p><b>Recap:</b> Can you remember how to throw for distance from Y2?</p> <p>Can you run in different directions and at different speeds, using a good technique?</p> <p>Can you Improve your throwing technique?</p> <p>Can you reinforce jumping techniques?</p> <p>Do you understand the relay and passing the baton?</p> <p>Can you choose and understand appropriate running techniques?</p> <p>Can you compete in a mini competition, recording scores?</p> <p><b>Next step:</b> In Y4, you will learn how to hurdle over objects effectively.</p>	<p><b>Direction, speed, underarm, overarm, distance, accuracy, Take-off, landing, Relay, changeover, technique, improve, competition</b></p>
OAA	<p><b>Recap:</b> Welcome to OAA!</p> <p>Can you find solutions to a given problem?</p> <p>Can you cooperate with others?</p> <p>Can you think creatively to plan and find solutions?</p> <p>Can you think on your feet?</p> <p>Can you explore different ways of communicating?</p> <p><b>Next step:</b> In Y4, you will develop the skills on how to follow instructions.</p>	<p>Alphabet, Parachute, <b>Communication, Problem solving, Map, Route, Key, Symbol, Control, Control card, Safety, listening, instructions, thinking time, solution</b></p>
<b>Year 4</b>	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.</p> <p>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>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination</li> <li>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</li> <li>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>perform dances using a range of movement patterns</li> <li>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.</li> </ul>	
<b>National Curriculum and additional skills and knowledge</b>		
<b>Athletics</b>	<p>Children should concentrate on developing good basic running, jumping and throwing techniques. They will be set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. Children will develop their technical understanding across all areas of athletics. They will also be encouraged to take more responsibility for designing, organising and judging athletic events.</p>	

<b>Dance</b>	Children focus on creating characters and narrative through movement and gesture. They gain inspiration from a range of subjects, and work in pairs and small groups. Children concentrate on combining and linking phrases of movement fluently and with control.	
<b>Gymnastics</b>	Children will learn develop their skills with control and precision and combine these skills to create a sequence for a competition. They will extend their range of actions, balances, body shapes and agilities, working on more difficult combinations. The children will work in pairs using matching and mirroring to plan and perform sequences.	
<b>Games</b>	Children will learn to develop the skills they need for net/wall games and on how to use these skills to make the game difficult for their opponent. They learn to direct the ball towards the target area and away from their opponent. The aim is to get the ball to land in the target area and make it difficult for the opponent to return it. Children will learn how to hit or strike the ball into spaces, so that they can score runs in different ways. When fielding, they learn how to work together to keep the batters' scores down. In striking and fielding games, players learn to strike a ball and try to avoid fielders, so that they can run around bases to score runs. When fielding, they try to prevent runs or points being scored.	
<b>OAA</b>	Children will be set physical challenges and problems to solve. They will take part in a range of communication activities to develop problem solving skills in some adventure games. The problem-solving tasks they tackle will require more teamwork, with clearly defined roles and responsibilities.	
<b>Swimming</b>	Children learn to enjoy being in water and become more confident. They learn how to keep afloat, move in the water, meet challenges and breathe when swimming. At first they use swimming aids and support – in time, some children will manage without these. Children focus on swimming more fluently, improving their swimming strokes, and learning personal survival techniques.	
	<b>Destination questions</b>	<b>Vocabulary</b>
<b>Hockey</b>	<p><b>Recap:</b> Can you remember the correct way to hold a hockey stick and how to use it from Y3? Sometimes can you change direction of travel by rotating and turning stick to support this? Can you use a push pass to make a direct pass? Can you begin to use a slap pass (bringing stick back and causing more power)? Can you use speed to dribble the ball into space? Can you maintain defence and keep the pressure until possession is gained? Can you attempt to score inside a designated scoring area? Can you play small sided competitive games whilst following basic rules of competition?</p> <p><b>Next step:</b> In Y5, you will learn to develop different passes.</p>	<p><b>Possession</b>, keeping the ball, scoring, <b>making space, pass and receive, dribble</b>, moving into a space, supporting the player</p>
<b>Netball</b>	<p><b>Recap:</b> Can you remember how to shoot in netball and what the rules are around this from Y3? Can you accurately pass and receive a ball in netball? Can you perform a stride stop and pivot with some control? Can you dodge into a space and receive a ball? Can you dodge in netball? Can you mark a player keeping on the balls of your feet? Can you flick your wrists and you shoot in netball?</p> <p><b>Next step:</b> In Y5, you will try and use the skills you have learnt in this unit and transfer them into basketball.</p>	<p><b>Footwork</b>, land, step, <b>pivot</b>, pass, receive, Pass, receive, footwork, pivot, step, push, point, <b>chest pass, overhead pass, shoulder pass, bounce pass</b></p>
<b>Gymnastics</b>	<p><b>Recap:</b> Can you remember any jumping techniques looked at in Y3? Can you identify and practise body shapes? Can you identify and practise symmetrical and asymmetrical body shapes? Can you construct sequences using balancing and linking movements? Can you use counterbalances and incorporate them into a sequence of movement? Can you perform movements in canon and in unison? Can you make up longer sequences and perform them with fluency and clarity of movement?</p>	<p><b>Balance, tuck, straddle, pike</b>, posture, body, tension, symmetry, asymmetry, counterbalance, Canon, unison, balance, sequence, moves, techniques</p>

	<b>Next step:</b> In Y5, you will learn how to include more control and accuracy with your gymnastic moves.	
Tag Rugby	<p><b>Recap:</b> Can you remember how to evade an object from Y3?  Can you hold a rugby ball effectively whilst passing accurately?  Can you receive a rugby ball effectively showing control (able to catch ready for the next move)?  Can you perform a side step to evade a moving defender?  Can you steal another players tag effectively?  Can you play a mini tag rugby match?</p> <p><b>Next Step:</b> In Y5, you will look at developing your rugby skill with more accuracy.</p>	<b>Invasion game</b> , invade, zone, opponent, opposition, protect, <b>attack, defend, possession, dodge, weave</b> , teamwork, direction.
Football	<p><b>Recap:</b> Can you remember how to steal the ball from another players feet in Y3?  Can you pass a ball to a moving child (with feet)?  Can you control a moving ball from the ground when you are moving (with feet)?  Can you dribble a ball effectively around stationary objects (with feet)?  Can you mark a player who is off the ball to gain an advantage in a game?  Can you shoot the ball at a moving object (with feet)?</p> <p><b>Next step:</b> In Y5, you will develop your tactics in game situations.</p>	<b>dribble, support play, attack, defence, passing, receiving, toe taps, side-to-side taps</b> , balance, control, direction.
Dance	<p><b>Recap:</b> Can you remember how to use clarity and rhythm in your dance steps from Y3?  Can you identify and practise the patterns and actions of line dancing?  Can you develop and improve dancing and performance skills?  Can you create an individual dance that reflects the line dancing style?  Can you create partnered dances that reflect the line dancing style and apply the key components of dance?  Can you create partnered dances that reflect the line dancing style and apply the key components of dance?  Can you perform a line dance using a range of movement patterns and evaluate your own and others' work?</p> <p><b>Next step:</b> In Y5, you will develop your dance skills by performing a sequence under a new genre.</p>	<b>Line dancing, Charleston step, chassé</b> , strut, rhythm, phrasing, improvise, space, <b>dynamics, Sequence, flexibility</b> , balance, co-ordination, stamina, muscular strength and endurance, agility, timing, expression, emotion, motif and changing order, unison, canon, variation.
Fitness	<p><b>Recap:</b> Can you remember how why is it important to keep fit from Y3?  Can you improve timing and stepping to the beat?  Can you develop co-ordination, balance and timing?  Can you perform a sequence of steps in time with the music?  Can you learn new strength-based moves?  Can you construct your own moves from knowledge gained in previous lessons?  Can you perform a sequence of steps in time with the music?</p> <p><b>Next step:</b> In Y5, you will add new fitness moves to your collection.</p>	Running, <b>heart rate</b> , mobility, fitness, Circuit; heart rate; <b>burpee; spotty dogs; plank</b>
Rounders	<p><b>Recap:</b> Can you remember how to bowl accurately from Y3?  Can you develop the range of rounders skills that can apply in a competitive context?  Can you choose and use a range of simple tactics in isolation and in a game context?  Can you identify different positions in rounders and the roles of those positions?</p> <p><b>Next step:</b> In Y5, you will learn to work together in a team and look at the rules of rounders.</p>	Underarm throw, overarm throw, <b>Batter, bowler, stance, technique</b> , height, speed, distance, <b>judgement, swing</b> , bowl, underarm.

Cricket	<p><b>Recap:</b> Can you remember how to throw accurately overarm from Y3?  Can you intercept a moving ball from the floor with 1 hand whilst moving in different directions towards the ball?  Can you perform a stationary overarm throw with accuracy?  Can you strike a ball that has been bowled?  Can over arm bowl a ball from a stationary position towards a target?  Can you play a cricket match appropriate to your children's ability?  <b>Next step:</b> In Y5, you will look at developing your overarm throw with more accuracy and control.</p>	<p><b>Underarm throw, overarm throw, wickets, stumps, Receive, field, Stumped, underarm bowling, run</b></p>
Tennis	<p><b>Recap:</b> Can you remember how to hold a tennis racket correctly and hit a ball with it from Y3?  Can you hit a ball with a racket accurately with a bounce to another child?  Can return a ball with a racket from a bounce accurately to another child with a bounce?  Can serve a ball underarm with a racket accurately with a bounce to another child?  Can you identify a tactic for an individual activity?  Can you play a simplified a tennis match?  <b>Next step:</b> In Y5, you will look at hitting a ball accurately with a racket over a net to another child</p>	<p>Trap, send, receive, <b>drop serve, forehand, backhand, rally, rally building, volley</b></p>
Athletics	<p><b>Recap:</b> Can you remember what a good running technique looks like from Y3?  Can you run with a full stride to achieve maximum speed?  Can you jog before hurdling over an object effectively?  Can you throw an object for distance and height with accuracy?  Can you take turns in a relay race by receiving an object from behind?  Can you improve your personal best?  Can you compete in various athletics events?  <b>Next step:</b> In Y5, you will learn focus on pace and how to use it in a competitive race.</p>	<p><b>Pace, distance, stride length, arm action, knee lift, relax, effort, Javelin, position, direction, Relay, pace, handover, target, technique, distance, Take off, landing, long jump, extend, bend, distance, control</b></p>
OAA	<p><b>Recap:</b> Can you remember different ways of communicating from Y3?  Can you plan in order to complete a task?  Can you follow instructions?  Can you pace yourself when completing a task?  Can you work collaboratively?  Can you develop trust when working with a partner?  Do you why there are 'rules' in the countryside?  Can you find solutions to a problem?  Can you move from one point to another successfully using a map?  <b>Next step:</b> In Y5, you will develop your orienteering and problem-solving skills.</p>	<p><b>Map, Orientation route, Co-operation, Key, Symbols, Discussion, Listen, Control, Control card, Compass, Cardinal points, Star orienteering Point to point – orienteering, Safety</b></p>
Swimming	<p><b>Recap:</b> Welcome to Y4 swimming lessons!  Can you pace yourself in floating and swimming challenges related to speed, distance and personal survival?  Can you swim unaided for a sustained period of time over a distance of at least 25 metres?  Can you use recognised arm and leg actions laying on your front and back?  Can you use a range of recognised strokes and personal survival skills (for example, front crawl, backstroke, breaststroke, sculling, floating and surface diving)?  <b>Next step:</b> Remember the skills and techniques you have learnt when you go swimming outside of school!</p>	<p><b>Stroke front crawl, back stroke, breast stroke. sculling, floating, surface, safety, survival</b></p>
Year 5	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.</p>	

<b>National Curriculum and additional skills and knowledge</b>	<p>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>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination</li> <li>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</li> <li>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>perform dances using a range of movement patterns</li> <li>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.</li> </ul>	
<b>Athletics</b>	<p>Children will focus on developing their technical understanding of athletic activity. They learn how to set targets and improve their performance in a range of running, jumping and throwing activities. In running events, they will run further in both sprints and distance runs. In throwing events, they may throw heavier, larger implements (although modified equipment will still be used with most of the children). In jumping events, they will explore how their run-up affects jumping for height and length.</p>	
<b>Dance</b>	<p>Children learn different styles of dance and focus on dancing with other people. They create, perform and watch dances in a range of styles, working with partners and groups.</p> <p>They will be encouraged to become more adventurous when improvising and exploring ideas, developing their knowledge of how props, costume, design and music enrich dance.</p>	
<b>Gymnastics</b>	<p>Children will develop a wider range of actions and use their skills and abilities individually, and in sequence with a partner, with the aim of showing as much control and precision as possible. Children will create longer sequences using their knowledge of compositional principles with a partner to perform paired balances for an audience.</p>	
<b>Games</b>	<p>Children will develop the range and quality of their skills and understanding. They learn how to play the different roles of bowler, wicketkeeper, fielder and batter. Children will focus on developing their technique and using a wider range of shots, working in larger teams for some of the time. They will concentrate on developing their bowling technique and using tactics as a fielding team.</p> <p>Children will learn to develop the range and quality of their skills when playing games using rackets. They also learn specific tactics and skills for net/wall type games. They will also spend time developing effective serving techniques and tactics. The aim is to get the ball to land in the target area and make it difficult for the opponent to return it.</p>	
<b>OAA</b>	<p>Children develop their orienteering and problem-solving skills in familiar and unfamiliar situations and environments. Throughout, there is an emphasis on building trust and working as a team.</p>	
	<b>Destination questions</b>	<b>Vocabulary</b>
<b>Hockey</b>	<p><b>Recap:</b> can you remember how to use your stick to change direction from Y4?  Can you change direction and use the correct side of stick, sometimes using indian dribbling (alternating sides of stick while dribbling) to avoid defenders?  Can you choose between the two passes (push/slap) and explain simply why?  Can you make a direct pass while dribbling?  Can you begin to use stick to mark a player from the side line causing them difficulty?  Can you successfully score while in the scoring area?  Can you play small sided competitive games applying the rules.</p> <p><b>Next Step:</b> In Y6, you will look at different ways to score, linking up with players and playing full competitive games.</p>	<p><b>Possession</b>, keeping the ball, <b>scoring</b>, making space, <b>pass and receive</b>, <b>dribble</b>, <b>moving into a space</b>, supporting the player, <b>shielding</b>, <b>marking</b>, <b>width</b>, <b>wide</b>,</p>
<b>Basketball</b>	<p><b>Recap:</b> What throwing and catching skills can you remember from Y4?  Can you dribble in different ways linking with passing and moving?  Can you pass in the best way linking with dribbling and moving?</p>	<p>Invasion game, ball familiarisation,</p>

	<p>Can you receive a ball linking with passing and moving?  Can you shoot linking with moving and passing or dribbling  Can you compete in a game of basketball?  <b>Next Step:</b> In Y6, you will look at how to receive a ball under pressure and working as a team in a competitive match.</p>	<p><b>dribble, travelling, moving,</b> control, fluency, technique, opponent, <b>passing, chest pass, bounce pass, intercepting.</b></p>
Gymnastics	<p><b>Recap:</b> Can you remember what canon and unison mean in gymnastics ?  Can you perform new gymnastic moves with control and accuracy?  Can you identify and practise symmetrical and asymmetrical body shapes?  Can you use and refine the following skills: flexibility, strength, balance, power and mental focus?  Can you use counterbalances and incorporate them into a sequence of movements?  Can you complete a sequence of balances and moves before or after a partner, in canon?  Can you perform and evaluate own and others' sequence.  <b>Next step:</b> In Y6, you will practise gymnastic shapes and balances and develop skills for movement.</p>	<p>Star, dish, arch, <b>Symmetrical, asymmetrical, balance,</b> shape, <b>sequence,</b> points of balance, level, <b>direction, rotation,</b> dynamic movement, rolling, bridging, Counterbalance, tension, pull, push, extend</p>
Tag Rugby	<p><b>Recap:</b> Can you remember how to receive a rugby ball correctly from Y4?  Can you hold a rugby ball effectively whilst passing accurately over a long distance?  Can you receive the ball effectively showing control over different distances?  Can you show agility to evade more than one defender?  Can you steal another players tag effectively in a game situation?  Can you play a tag rugby match following the rules?  <b>Next step:</b> In Y6, you will develop skills for evading players and focus on defending skills.</p>	<p>invade, zone, opponent, opposition, protect, <b>attack, defend, possession, dodge, weave,</b> teamwork, direction, <b>evade</b></p>
Handball	<p><b>Recap:</b> What have invasion games have you done previously?  Can you shoot?  Can you block and defend?  Can you develop your attack and defence skills?  Can you play a full size game?  Do you know how to goal keep?  Can you play a competitive game applying the skills you have learned?  <b>Next step:</b> In Y6, you will develop your invasion skills in other sports such as lacrosse.</p>	<p>handball, <b>invasion</b> game, agility, <b>balance, coordination, footwork, quickness, speed, acceleration, deceleration,</b> ball control, technique, manipulation.</p>
Dance	<p><b>Recap:</b> What can you remember about line dancing sequence from Y4?  Can you identify and practise the patterns and actions of the Bollywood dance style?  Can you develop and improve dancing and performance skills?  Can you identify the key components of successful dancing and understand how to apply them to own sequences?  Can you create partnered dances that reflect the Bollywood dancing style and apply the key components of dance?  Can you create group dances that reflect the Bollywood dance style?  Can you perform a Bollywood dance using a range of movement patterns and evaluate own and others' work?  <b>Next step:</b> In Y6, you will look at a different genre of dance – street dance</p>	<p>Bollywood dancing, lotus, prayer, back point step, <b>posture, balance, control, fluency, Rhythm,</b> phrasing, improvise, space, dynamics, <b>Sequence,</b> flexibility, balance, co-ordination, stamina, muscular strength and <b>endurance,</b> agility, timing, expression, emotion, motif, changing order</p>

Fitness	<p><b>Recap:</b> What fitness sequences can you remember from Y4?  Can you improve timing and stepping to the beat?  Can you develop co-ordination, balance and timing?  Can you perform a sequence of steps in time with the music?  Can you learn new strength-based moves?  Can you construct your own moves from knowledge gained in previous lessons?  Can you perform a sequence of steps in time with the music?  <b>Next step:</b> In Y6, you will complete a full range of circuit-based activities and understand the reason behind them.</p>	<p><b>Direction, mobility,</b>  fitness, health, Cool core,  <b>flexibility, fluency,</b>  <b>Sequence,</b></p>
Rounders	<p><b>Recap:</b> What rounders tactics can you remember from Y4?  Can you link together a range of skills and use in combination?  Can you collaborate as a team to choose, use and adapt rules in games?  Can you recognise how some aspects of fitness apply to rounders e.g. power, flexibility and cardiovascular endurance?  Can you accurately throw and catch under pressure?  Can you use fielding skills to stop the ball effectively?  Do you have good batting control?  Can you play in a tournament and work as team, using tactics, in order to win?  <b>Next step:</b> In Y6, you will focus on applying the rules consistently while playing full games of rounders</p>	<p><b>Striking, Fielding,</b> hand-eye coordination, catching, overarm throwing, overarm <b>bowling, batting, back stop</b></p>
Cricket	<p><b>Recap:</b> Can you remember how to throw over arm with accuracy while standing still from Y4?  Can you intercept a bouncing ball with 2 hands whilst moving in different directions towards the ball?  Can you perform a moving pick up into an overarm throw?  Can you strike a ball that has been bowled towards a target?  Can you over arm bowl a ball with a short approach?  Can you play a cricket match appropriate to your children's ability?  <b>Next step:</b> In Y6, you will develop your cricket skills</p>	<p>Watch the ball, grip, <b>Wicket keeper,</b> Action, <b>underarm, overarm,</b> release, Follow through  Overarm, underarm, bowl,</p>
Tennis	<p><b>Recap:</b> Can you remember how to serve a ball underarm?  Can you hit a ball accurately with a racket over a net to another child?  Can you return a ball with a racket accurately over a net to another child?  Can you serve a ball underarm accurately with a racket over a net to another child?  Can you suggest a tactic for an individual activity  Can you play a tennis match?  <b>Next step:</b> In Y6, you will develop our tennis skills</p>	<p><b>Forehand, backhand,</b>  <b>drop serve, volley, rally,</b>  <b>scoring</b></p>
Athletics	<p><b>Recap:</b> Can you remember the correct technique of running with a full stride?  Can you run a race showing an understanding of pacing the run?  Can you run before hurdling over an object effectively?  Can you throw an object using the whole body?  Can you take turns in a relay race by receiving an object from behind whilst moving forwards  Can you improve your personal best?  Can you compete in various athletics events?  <b>Next step:</b> In Y6, you will look at the best ways to start and finish a race</p>	<p>Continuous, <b>pace,</b> Push technique, Relay, baton, <b>Take off, landing,</b> long jump, extend, bend, distance, control, Pull and push throw,</p>
OAA	<p><b>Recap:</b> Can you remember how to make a plan in order to achieve a task from Y4?  Can you respond to a given situation?  Can you develop a responsible attitude to each other's safety?</p>	<p><b>Bearing, Compass,</b>  <b>Direction,</b> Control, Trail, Control card, Blindfold,</p>

	<p>Are you aware of boundaries and why they are in place?          Can you find a way of navigating?          Can you move from one place to another successfully?          Can you work collaboratively?  <b>Next step:</b> In Y6, you will develop working collaboratively as a team while reading maps</p>	<p>Problem solving, Planning,  <b>Communication</b>,          Discussion, <b>Leadership</b>,          Safety</p>
<p><b>Year 6</b>   <b>National Curriculum and additional skills and knowledge</b></p>	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.          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.</p>	
<b>Athletics</b>	<p>Children will focus on developing their technical understanding of athletic activity. They learn how to set targets and improve their performance in a range of running, jumping and throwing activities. In running events, they will run further in both sprints and distance runs. In throwing events, they may throw heavier, larger implements (although modified equipment will still be used with most of the children). In jumping events, they will explore how their run-up affects jumping for height and length.</p>	
<b>Dance</b>	<p>Children will focus on using different visual images as the starting point for composing, performing and watching dance. They will extend the range of movements they use and develop new skills in working with a partner, including taking weight, supporting, leaning, balancing and lifting.</p>	
<b>Gymnastics</b>	<p>Children use their knowledge of compositional principles, <i>eg how to use variations in speed, level and direction, how to combine and link actions, how to relate to partners and apparatus</i>, to develop sequences that show an awareness of their audience. Children will plan and perform a sequence with a partner. They will choose their own apparatus and design a simple layout.          Children will learn to develop the range and quality of their skills when playing games using rackets. They also learn specific tactics and skills for net/wall type games. They will also spend time developing effective serving techniques and tactics. The aim is to get the ball to land in the target area and make it difficult for the opponent to return it.</p>	
<b>Games</b>	<p>Children will develop the range and quality of their skills and understanding. They learn how to play the different roles of bowler, wicketkeeper, fielder and batter. Children will focus on developing their technique and using a wider range of shots, working in larger teams for some of the time. They will concentrate on developing their bowling technique and using tactics as a fielding team.          Children will learn to develop the range and quality of their skills when playing games using rackets. They also learn specific tactics and skills for net/wall type games. They will also spend time developing effective serving techniques and tactics. The aim is to get the ball to land in the target area and make it difficult for the opponent to return it.</p>	
<b>OAA</b>	<p>Children will take part in more complex orienteering events. They will learn to read maps more accurately, and to adapt their skills to meet challenges set in new environments. They will research and undertake a journey safely, and will develop the skills and understanding to become more self-reliant. They will take on more demanding leadership roles and will learn to take the initiative more often.</p>	
	<b>Destination questions</b>	<b>Vocabulary</b>
Hockey	<p><b>Recap:</b> Can you remember the 2 different passes from Y5?          Can you use speed, changing of direction and indian dribbling to advance towards team's goal?          Can you use a range of passes knowing which one depending on the distance of the pass?</p>	<p><b>Possession</b>, keeping the ball, scoring, making space, pass and <b>receive, dribble</b>,</p>

	<p>Can you dribble and change direction by making a square pass (across the pitch) or straight pass (up/down the pitch)?</p> <p>Do you know when to defend and what defence skills could be used?</p> <p>Can you seize an opportunity to score, sometimes quite quickly?</p> <p>Can you play competitive games?</p> <p><b>Next step:</b> Next time, in KS3, you will develop a range of tactics and strategies to overcome opponents in direct competition.</p>	<p>moving into a space, <b>supporting the player</b>, tackling, <b>repossessing</b>, game play, <b>square, line</b></p>
Basketball	<p><b>Recap:</b> Can you remember how to dribble in different ways linking passing and moving?</p> <p>Can you dribble in different ways with control under pressure?</p> <p>Can you pass in the best way with speed and accuracy under pressure?</p> <p>Can you receive a ball under pressure linking with other skills?</p> <p>Shoot in different ways under pressure linking with other skills</p> <p>Can you compete as a team player in a game (degree of success, noted by moments noticed within the game environment)</p> <p><b>Next step:</b> Next time, in KS3, you will develop a range of tactics and strategies to overcome opponents in direct competition.</p>	<p>attacker, bounce pass, changing direction, chest pass, co-operative, defender, <b>dodge, evasion, jump shoot, layup</b>, passing, rotate, shooting, spatial awareness, strategy, <b>tactics</b>, target, throw, weaving</p>
Gymnastics	<p><b>Recap:</b> Can you remember what flexibility, strength, balance, power and mental focus mean in gymnastics from Y5?</p> <p>Can you identify and practise gymnastic shapes and balances?</p> <p>Can you identify and practise symmetrical and asymmetrical body shapes?</p> <p>Can you develop skills for movement, including rolling, bridging and dynamic movement?</p> <p>Can you use counterbalances and incorporate them into a sequence of movements?</p> <p>Can you perform movements in canon and in unison?</p> <p>Can you make up longer sequences and perform them with fluency and clarity of movement and develop the skill of critique, including the ability to identify strengths and areas for improvement?</p> <p><b>Next step:</b> Next time, in KS3, you will develop your technique and improve your performance.</p>	<p>Front and back support, <b>Symmetrical, asymmetrical, balance</b>, shape, sequence, Level, direction, <b>rotation, dynamic movement</b>, rolling and bridging, Counterbalance, tension, pull, push, extend, Canon, unison</p>
Tag Rugby	<p><b>Recap:</b> Can you remember how to receive a ball effectively showing control from Y5?</p> <p>Can you hold a rugby ball effectively whilst passing accurately on the move?</p> <p>Can you receive the ball effectively with control over different distances whilst moving?</p> <p>Can you show agility to evade more than one defender whilst changing speed and direction?</p> <p>Can you effectively defend as part of a team?</p> <p>Can you play a tag rugby match demonstrating good sportsmanship?</p> <p><b>Next step:</b> Next time, in KS3, you will develop a range of tactics and strategies to overcome opponents in direct competition.</p>	<p>hop, skip, forfeit, try, <b>dodging, handover</b>, tag, rules, competition, tournament, <b>possession, evade, defend, attack</b>, unit</p>
Lacrosse	<p><b>Recap:</b> New learning</p> <p>Can you scoop up the ball whilst it is moving?</p> <p>Can you throw and catch accurately?</p> <p>Can you pass while moving?</p> <p>Can you play a mini-game?</p> <p><b>Next step:</b> Next time, in KS3, you will develop a range of tactics and strategies to overcome opponents in direct competition.</p>	<p><b>handling, attack, defence, scoop, rolling</b>, speed, power, accuracy, receive</p>
Dance	<p><b>Recap:</b> Can you remember the key components of successful dancing and how to apply them to your own sequences from Y5?</p> <p>Can you observe and understand the style of street dance?</p> <p>Can you learn new moves that can be developed into a dance?</p> <p>Can you use expressive movements in dance?</p> <p>Can you create a dance as a group, using any street dance moves?</p>	<p>Street dance, Canon, <b>unison</b>, mirror, match, <b>pose, routine, choreograph</b>, Timing, beat, fluency</p>

	<p>Can you work as a group and co-operate to adapt two routines and put them together?</p> <p>Can perform and analyse your own and others' performance?</p> <p><b>Next step:</b> Next time, in KS3, you will perform dances using advanced dance techniques within a range of dance styles and forms.</p>	
Fitness	<p><b>Recap:</b> What strength based moves can you remember from Y5?</p> <p>Can you complete a range of circuit-based activities and understand the reason for doing them?</p> <p>Can you demonstrate the correct technique for activities?</p> <p>Can you develop your agility and co-ordination?</p> <p>Can you perform more complex patterns of movement?</p> <p>Can you improve on your personal best?</p> <p><b>Next step:</b> Next time, in KS3, you will analyse your performances compared to previous ones and demonstrate improvement to achieve your personal best.</p>	<p><b>Circuit, heart rate,</b> burpee, spotty dogs, plank, Aerobic warm-up, jab, cross jab, jog and roll, boxing twist, duck and dodge, sidekick, front kick, back kick, jumping jacks, turn, punch, upper cut, hook, <b>combination moves, repetition</b></p>
Rounders	<p><b>Recap:</b> Can you remember how to link together a range of skills and use in combination from Y5?</p> <p>Can you apply consistently rounders rules in games?</p> <p>Can you play small-sided games using standard rounders pitch layout?</p> <p>Can you use a range of tactics for attacking and defending in role of bowler, batter and fielder?</p> <p>Can you play in a tournament and work as team, using tactics, in order to win?</p> <p><b>Next step:</b> Next time, in KS3, you will use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.</p>	<p>Striking, Fielding, hand-eye coordination, cooperation, <b>accuracy,</b> catching, overarm throwing, overarm bowling, batting, <b>long-barrier stopping technique,</b> opposition, target, batter, <b>attacking the ball, rolling, stopping, bouncing,</b> bowler, fielder</p>
Cricket	<p><b>Recap:</b> Can you remember how to strike a ball that has been bowled towards you from Y5?</p> <p>Can you intercept an aerial ball with 2 hands whilst stationary?</p> <p>Can you select the appropriate method of returning the ball (overarm/underarm/ rolling)?</p> <p>Can you strike a ball that has been bowled in different directions?</p> <p>Can you over arm bowl a ball with a short approach with accuracy?</p> <p>Can you play a cricket match appropriate to your children's ability?</p> <p><b>Next step:</b> Next time, in KS3, you will develop your technique and work on improving your performance.</p>	<p>Watch the ball, grip, <b>Wicket keeper,</b> Action, <b>underarm, overarm,</b> release, Follow through Overarm, underarm, bowl,</p>
Tennis	<p><b>Recap:</b> Can you remember how to hit a ball accurately with a racket over a net from Y5?</p> <p>Can you hit a ball accurately with a racket over a net to score in a match?</p> <p>Can you return a ball accurately over a net to score in a match?</p> <p>Can serve a ball underarm accurately with a racket over a net to score in a match?</p> <p>Can you play a tennis match?</p> <p><b>Next step:</b> Next time, in KS3, you will develop your technique and work on improving your performance.</p>	<p>shuttle, racket, court, net, shot, rally, ready position, <b>serve, high, low,</b> short, long, serve, shot, <b>overhead</b> clear, opponent, court, <b>back line,</b> contact, pressure, outwit</p>

Athletics	<p><b>Recap:</b> Can you remember what pace means and how it links to running?  Can you start and finish a race with technique?  Can you link hopping, skipping and jumping?  Can you throw an object demonstrating a follow through technique?  Can you take turns in a relay race by receiving an object from behind whilst running forwards?  Can you improve your personal best?  Can you compete in various athletics events?  <b>Next step:</b> Next time, in KS3, you will analyse your performances compared to previous ones and demonstrate improvement to achieve your personal best.</p>	<p><b>Sprint start, standing start,</b> Javelin, position, direction, target, <b>technique, distance,</b> Relay, position, pace, <b>handover,</b> positioning, pull, Take off, landing, long jump, <b>extend,</b> bend, <b>distance, control,</b></p>
OAA	<p>Recap: Can you remember any ways of navigating in Orienteering?  Can you follow instructions?  Can you work collaboratively?  Can you develop trust when working with a partner/small group?  Can you find solutions to a problem?  Can you move from one point to another successfully using a map?  <b>Next step:</b> Next time, in KS3, you will take part in outdoor and adventurous activities, which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems.</p>	<p><b>Map, Orientation route,</b> Co-operation, <b>Key, Symbols,</b> Discussion, Listen, Control, Control card, <b>Compass, Cardinal points,</b> Star orienteering  Point to point – orienteering, Safety</p>