# King Athelstan Primary School

# Y1-Y6 - Physical Education Progression of Skills

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| **EYFS** | *ELG: Gross Motor Skills 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.* | | | | | |
| **Y1** | **Games (Unit 1)**<br>-To be able to find a free space, avoiding others.<br>-To experiment and show different ways of using a ball or bean bag.<br>-To be able to consistently find a free space by avoiding others.<br>-To use a rolling action to send an object towards a target.<br>-To understand the importance of finding a free space.<br>-To be able to use a rolling action to send and receive an object to a partner with control.<br>-To understand the importance and safety elements of finding a free space.<br>-To be able to throw and catch | **Games (Unit 2)**<br>-To move safely and actively around the space.<br>-To throw and catch under-arm individually and with a partner.<br>-To throw and catch under-arm in a small group.<br>-To work collaboratively in a small group and start to understand team-work.<br>-To work safely within a small space.<br>-To throw over-arm to a target.<br>-To move in an area safely, avoiding others.<br>-To retrieve a ball to return to a partner or team.<br>-To move in an area safely whilst tracking a partner and avoiding others.<br>-To track and intercept a ball to retrieve to a partner or team. | **Multi-skills (Unit 1)**<br>-To be able to demonstrate basic movement skills.<br>-To be able to have spatial awareness when participating in activities.<br>-To be able to move with a ball.<br>-To be able to participate in target games.<br>-To be able to jump and land safely.<br>-To be able to develop competence in a range of activities.<br>-To develop throwing and catching skills.<br>_____<br>**Athletics (Unit 1)**<br>-To be able to move safely around an area.<br>-To understand how the body changes during exercise.<br>-To be able to run with control at different speeds. | **Multi-skills (Unit 2)**<br>-To be able to physically active for sustained periods of time.<br>-To be able to engage in competitive tasks individually and against their partner.<br>-To be able to send and receive objects, for example; throwing, catching and kicking.<br>-To be able to develop their agility, balance and coordination.<br>-To be able to work as part of a team.<br>_____<br>**Dance (Unit 1)**<br>-To move into a free space, avoiding others.<br>-To explore basic travelling movements whilst moving confidently into a free space.<br>-To explore jumping with an awareness of space.<br>-To create a dance phrase using basic | **Athletics (Unit 2)**<br>-To be able to move safely around an area.<br>-To understand how to work as part of a team.<br>-To experiment with different throwing techniques.<br>-To work constructively with a partner.<br>-To receive a ball with control under game conditions.<br>-To work constructively as part of a team.<br>-To send an object using different techniques.<br>-To choose a sending technique depending on the task.<br>-To link steps/jumps with balance and control.<br>-To create a short sequence linking together a variety of jumps.<br>_____<br>**Dance (Unit 2)** | **Athletics (Unit 3)**<br>-To be able to run at different speeds.<br>-To be able to change direction.<br>-To run at different speeds in team activities.<br>-To work constructively as part of a team.<br>-To send and receive an object consistently and with control.<br>-To throw objects accurately at a target.<br>-To link running and jumping techniques in order to jump for distance.<br>-To apply athletics techniques in a competition environment.<br>-To work constructively as part of a team.<br>_____<br>**Games (Unit 3)** |

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| | an object as an individual.<br>-To be able to find a free space safely.<br>-To perform a basic under-arm throw towards a target.<br>-To apply rolling, under-arm throwing and catching techniques in a series of challenges in order to achieve a personal best.<br><br>**Gymnastics (Unit 1)**<br>-To travel into a space freely.<br>-To remember and perform three basic shapes using different variations.<br>-To use the dish and arch shapes to perform a log roll.<br>-To learn the basic technique of how to jump.<br>-To roll with a partner.<br>-To perform the front and back support balances.<br>-To develop take-off and landing skills using floor and hand apparatus.<br>-To perform movements with gymnastic technique.<br>-To link movements together. | -To apply throwing and retrieval skills within a game.<br><br>**Gymnastics (Unit 2)**<br>-To apply different gymnastics shapes when jumping.<br>-To balance in a variety of different ways, individually and with a partner.<br>-To perform a variety of stretches using balls, individually and with a partner.<br>-To travel by transferring weight between hands and feet.<br>-To travel at different levels using a partner, with and without hand apparatus.<br>-To perform 3 or 4 movements linked together in a sequence.<br>-To work well with a partner. | -To be able to move safely around an area.<br>-To send and receive a ball using different methods.<br>-To work constructively with a partner.<br>-To send and receive different pieces of equipment.<br>-To work constructively with a partner. | travelling and jumping movements.<br>-To explore different ways to balance, using visual images.<br>-Combine travelling movements, jumps and balances to create a simple dance sequence. | -To explore different ways of moving specific body parts.<br>-To explore moving different body parts in contrasting ways, in relation to stimuli.<br>-To create a simple dance sequence.<br>-To use characteristics of movement when performing a dance sequence.<br>-To explore gesture using a variety of body parts.<br>-To use gestures and movement to convey a character.<br>-To create a dance sequence, using character as a stimulus. | -To effectively use throwing and retrieval skills within a game.<br>-To use hands or equipment when striking a ball into space.<br>-To be able to decide where to stand to make it difficult for an opponent (tactics).<br>-To strike a ball using your feet.<br>-To be able to roll, bounce, throw and catch a variety of equipment individually, with a partner or against an opponent.<br>-To be able to throw, hit and kick a ball in a variety of ways in a game (attacking).<br>-To be able to work as a team to retrieve objects in a game (defending). |

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| | -To perform 2 or 3 movements linked together in a sequence.<br>-To work well with a partner. | | | | | |
| **Y2** | **Games (Unit 1)**<br>-To roll a ball towards a target with accuracy.<br>-To use a variety of ball manipulation skills with control.<br>-To kick a ball with accuracy to a targeted area.<br>-To strike/hit a ball using a variety of equipment or hands to a targeted area.<br>-To catch an object consistently, individually and with a partner.<br>-To employ various ball skills within a game scenario.<br>-To apply simple tactics.<br>_____<br>**Gymnastics (Unit 1)**<br>-To recall and perform three gymnastics shapes, as jumps.<br>-To perform the front and back support position.<br>-To rock individually.<br>-To perform a log and egg roll. | **Games (Unit 2)**<br>-To roll a ball towards a target while working with a partner.<br>-To kick a ball with a partner and then versus a partner, using simple tactics.<br>-To strike/hit a ball to score points.<br>-To throw in different directions over different distances.<br>-To apply various sending and receiving skills with a partner in a competitive situation.<br>-To apply tactics to a sending and receiving game.<br>_____<br>**Gymnastics (Unit 2)**<br>-To roll and catch a hula hoop with a partner.<br>-To roll and catch a ball with a partner.<br>-To perform ball skills individually.<br>-To use a hula hoop to perform different tasks using a range of body parts. | **Multi-skills**<br>-To be able to travel and move in different ways.<br>-To bounce the ball whilst moving.<br>-To strike the ball with accuracy and power.<br>-To be physically active for longer periods of time.<br>-To be able to throw the ball under-arm and over-arm.<br>-To be able to control a racket.<br>-To cooperate with a partner and a group.<br>-To be able to jump and land with good technique.<br>_____<br>**Athletics (Unit 1)**<br>-To understand the different effects exercise has on the body.<br>-To run at different speeds depending on the task.<br>-To change direction quickly.<br>-To explore different ways of throwing.<br>-To work constructively with a partner.<br>-To send and receive an object accurately. | **Dance (Unit 1)**<br>-To explore different movements that express a feeling.<br>-To perform a movement that illustrates a feeling.<br>-To change the order of movements to create a dance sequence using contrasting feelings.<br>-To explore different feelings using music as a stimuli.<br>-To mirror the movements of a partner.<br>-To create a dance phrase, using music as a stimulus.<br>-To adapt a dance phrase to communicate a mood or feeling.<br>_____<br>**Athletics (Unit 2)**<br>-To explore running at different speeds for different periods of time.<br>-To understand different running techniques.<br>-To work constructively as part of a team.<br>-To send and receive an object accurately.<br>-To work constructively with a partner. | **Dance (Unit 2)**<br>-To understand the importance of warming up the body.<br>-To create a warm up sequence.<br>-To explore and identify a range of actions with levels using a sport theme.<br>-To use sporting activities as stimuli to create a motif.<br>-To create and perform a motif to music with a partner.<br>-To create a beginning to a dance sequence that uses simple canon.<br>-To create and perform a dance sequence with a clear beginning, middle and end.<br>_____<br>**Athletics (Unit 3)**<br>-To use the correct running technique when sprinting.<br>-To work constructively with a partner.<br>-To pass a relay baton securely and quickly.<br>-To work constructively as part of a team. | **Tennis**<br>-To be able to develop agility, balance and coordination.<br>-To be able to send and receive a ball with hands and a racket.<br>-To be able to explore basic movements.<br>-To be able to work cooperatively with a partner.<br>-To be able to work individually and in pairs to introduce space and timing.<br>-To be able to link body and feet movement with direction.<br>-To be able to participate in a competitive game with a partner.<br>_____<br>**Games (Unit 3)**<br>-To throw and catch whilst moving.<br>-To work with a partner.<br>-To work with a partner to reach a target area unopposed and opposed.<br>-To play 1v2 striking and fielding game to scores runs (points). |

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| | -To travel at different levels and inclines.<br>-To learn the steps of a forward roll.<br>-To perform a forward roll to feet.<br>-To land and start a forward roll in different shapes.<br>-To perform a 3 or 4 movement sequence using a forward roll. | -To balance, jump and travel with hand apparatus.<br>-To create a 3 or 4 movement sequence in a pair, using hand apparatus. | -To explore different ways of jumping.<br>-To work constructively as part of a team.<br>-To apply athletics techniques in a competitive environment. | -To throw and object for accuracy and distance.<br>-To link together running and jumping activities.<br>-To apply athletic techniques in a competitive environment. | -To throw and object using an over-arm technique.<br>-To throw and object using an over-arm technique for accuracy and distance.<br>-To take off and land with control.<br>-To jump for height and distance.<br>-To apply athletic techniques in a competitive environment. | -To play a 2v2 striking and fielding game to score runs (points).<br>-To play an even sided games using a variety of simple tactics.<br>-To apply tactics to various 2v2 games whilst keeping score and adapting to rule changes. |
| **Y3** | **Invasion Games Tag Rugby**<br>-To evade a defender when attacking.<br>-To be able to tag a player when defending.<br>-To demonstrate an accurate pass when static.<br>-To work constructively within a group.<br>-To demonstrate an accurate catching technique when static.<br>-To work constructively with a partner.<br>-To beat a defender by either moving with or passing a ball into open space.<br>-To work collaboratively within teams.<br>-To retain the ball when attacking. | **Invasion Games Football**<br>-To move into space with the ball using different parts of your feet.<br>-To observe and give constructive feedback to a partner.<br>-To be able to control the ball when turning in different directions.<br>-To outwit an opponent when moving with the ball.<br>-To be able to strike the ball towards a stationery target using different parts of the foot (shooting).<br>-To be able to strike the ball towards a moving target (team-mate) using different | **Invasion Games Basketball**<br>-To be able to pivot on one foot to change direction.<br>-To dribble the ball with control.<br>-To send a ball using a chest pass.<br>-To work well as part of a team.<br>-To aim and shoot ball at a target with increased control.<br>-To employ attacking and defending tactics in a game situation.<br>-To use the chest push in a game situation.<br>-To work as a team and employ attacking and defending tactics.<br>_____<br>**Outdoor and Adventurous Activities**<br>-To demonstrate initiative when working in a group. | **Dance (Unit 1)**<br>-To move to a beat or rhythm, using basic actions.<br>-To be able to move to a rhythmic pattern.<br>-To link dance movements to form a sequence.<br>-To work in small groups to create a short dance phrase.<br>-To work in groups to create inspired dance phrases.<br>-To perform an inspired dance.<br>-To evaluate a dance sequence, providing constructive feedback.<br>_____<br>**Athletics (Unit 1)**<br>-To understand different effects exercise has on the body.<br>-To explore different throwing techniques. | **Tennis**<br>-To strike a ball with a racket using the swing action.<br>-To work constructively with a partner.<br>-To hit a ball using a forehand groundstroke technique.<br>-To use the forehand technique to rally with a partner.<br>-To hit the ball using a backhand groundstroke technique.<br>-To use the backhand technique when rallying with a partner.<br>-To use forehand and backhand groundstrokes to maintain a rally.<br>-To develop tactics to keep rallies going and to win points.<br>-To apply tactics in a competitive situation.<br>_____ | **Rounders**<br>-To be able to throw a ball under-arm and catch a ball safely.<br>-To work constructively as a member of a team.<br>-To be able to throw a ball over-arm and catch a ball thrown over-arm.<br>-To work effectively in a group.<br>-To organise fielders in order to stop batters from scoring runs.<br>-To work constructively with other members of the team.<br>-To strike a ball in a given direction.<br>-To work collaboratively between teams.<br>-To strike the ball into space in |

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| | -To demonstrate at least two of the four core skills in tag rugby in a game scenario.<br>-To work as a team to employ attacking and defending tactics.<br>_____<br>**Gymnastics (Unit 1)**<br>-To perform three gymnastics shapes.<br>-To perform a rock to standing.<br>-To perform a backward roll.<br>-To land a backward roll in a variety of different shapes.<br>-To perform the steps of a teddy bear roll.<br>-To perform a range of gymnastics rolls.<br>-To perform a 4 or 5 movement sequence in pair using a backward roll. | parts of the foot.<br>-To apply a range of ball skills in a competitive situation.<br>-To work constructively in small teams.<br>_____<br>**Invasion Games Hockey**<br>-To be able to dribble the ball under control.<br>-To be able to dribble on the move under control at speed.<br>-To pass and receive using the push pass.<br>-To work constructively with a partner.<br>-To pass and receive using the push pass whilst finding space.<br>-To pass and receive whilst on the move and under pressure from a defender.<br>-To work as part of a team.<br>-To use the appropriate techniques learnt in a game situation.<br>-To work as a team to employ attacking and defending tactics. | -To demonstrate basic problem solving skills.<br>-To work with class members to develop a successful task strategy.<br>-To follow/read a map.<br>-To identify their location on a map.<br>-To master basic orienteering skills.<br>-To understand and identify simple symbols on a map.<br>-To plan a trail so it can be followed by a peer group.<br>-To journey around the school site demonstrating team-work.<br>_____ | -To work constructively with a partner.<br>-To decide which throwing techniques is best suited to a given task.<br>-To experiment with different one-footed and two-footed jumps.<br>-To explore different ways of jumping for height and distance.<br>-To work constructively as part of a team.<br>-To apply athletics techniques in a competitive environment. | **Athletics (Unit 2)**<br>-To understand the difference between sprinting and running for sustained periods.<br>-To apply different running techniques in a relay context.<br>-To work constructively as part of a team.<br>-To be able to take off and land jumps with power and control.<br>-To link three phases of a jump: approach, take-off and landing.<br>-To throw for accuracy and distance, using different techniques.<br>-To apply athletics techniques in a competitive environment. | order to score runs.<br>-To work constructively with a partner.<br>-To use appropriate techniques learnt in a game situation.<br>-To work as a team to apply attacking and defending tactics.<br>_____<br>**Cricket**<br>-To be able to throw a ball under-arm and catch a ball safely.<br>-To work constructively with a partner.<br>-To be able to throw a ball over-arm and catch a ball thrown over-arm using different techniques.<br>-To work effectively in a group.<br>-To strike a stationery ball using the correct technique.<br>-To work in groups to develop attacking strategies.<br>-To work collaboratively between teams.<br>-To employ effective fielding tactics to benefit a team.<br>-To use appropriate techniques learnt |

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| | | | | | | in a game situation.<br>-To work as a team to employ attacking and defending tactics. |
| **Y4** | **Invasion Games Tag Rugby**<br>-To evade a defender when attacking.<br>-To tag a player when defending (1v1 scenario).<br>-To demonstrate an accurate pass when static and when moving.<br>-To work constructively with a partner.<br>-To demonstrate a successful catching technique when moving.<br>-To beat a defender consistently by moving with and/or passing a ball into open space.<br>-To work collaboratively within a team.<br>-To retain a ball in a match scenario.<br>-To work collaboratively between teams.<br>-To demonstrate at least three of the four core skills of tag | **Invasion Games Football**<br>-To move unopposed with the ball under control.<br>-To be able to evade an opponent while moving with the ball.<br>-To be able to strike the ball towards a target with accuracy and power.<br>-To work collaboratively with a partner to reach a target against an opponent (2v1).<br>-To understand how to defend a goal in a 1v1 situation.<br>-To apply moving with the ball skills to attack a goal.<br>-To apply defensive tactics to defend a goal.<br>_____<br>**Invasion Games Hockey**<br>-To develop the technique of dribbling and | **Invasion Games Basketball**<br>-To be able to perform jump and stride stops.<br>-To dribble the ball with control using both hands.<br>-To send a ball using a bounce pass in order to beat an opponent.<br>-To work constructively with a partner.<br>-To aim and shoot a ball at a target with control.<br>-To work well as part of a team.<br>-To employ attacking and defending tactics.<br>-To work collaboratively between teams.<br>_____<br>**Gymnastics (Unit 2)**<br>-To travel and jump whilst using hand apparatus, both individually and in a pair.<br>-To balance with a piece of hand apparatus, both individually and in a pair.<br>-To twist and roll with hand apparatus, | **Outdoor and Adventurous Activities**<br>-To demonstrate awareness of different methods of communication.<br>-To prepare well for challenges.<br>-To work together in large groups to complete challenges.<br>-To work as a group to make clear decisions.<br>-To understand and follow a simple map.<br>-To identify where they are by using simple plans and diagrams.<br>-To identify basic map symbols in relation to the school grounds.<br>-To create trails in various locations.<br>-To make good decisions when planning a route.<br>-To journey around the school site demonstrating teamwork.<br>_____<br>**Athletics (Unit 1)**<br>-To understand the effects exercise has on the body and how the heart rate | **Cricket**<br>-To be able to throw a ball under-arm at a target.<br>-To catch a ball safely while moving.<br>-To work constructively with a partner.<br>-To be able to throw a ball over-arm at a target.<br>-To catch a ball that is thrown using the over-arm technique.<br>-To work effectively in a group.<br>-To strike a moving ball using the correct technique.<br>-To work collaboratively between teams.<br>-To strike a moving ball into a space in order to maximise scoring opportunities.<br>-To employ effective fielding tactics to benefit a team.<br>-To use appropriate techniques learnt in a game situation.<br>-To work as a team to employ attacking and defending tactics. | **Tennis**<br>-To strike the ball in a given direction using a forehand technique.<br>-To strike the ball in a given direction using a backhand technique.<br>-To use forehand and backhand groundstrokes within a rally.<br>-To work constructively with a partner.<br>-To hit an under-arm serve to begin a rally.<br>-To work well as a member of a team.<br>-To develop tactics to win points.<br>-To apply tactics in a competitive situation.<br>-To work collaboratively with a partner.<br>_____<br>**Rounders**<br>-To be able to throw a ball under-arm and catch a ball safely when under pressure. |

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| | rugby in a team game scenario.<br>-To work as a team to employ tactics.<br>_____<br>**Gymnastics (Unit 1)**<br>-To perform a confident and powerful run up.<br>-To perform the correct take off for the vault.<br>-To perform the technique of jumping and landing with use of shape jumps.<br>-To travel confidently across apparatus at different heights and inclines.<br>-To perform a front support into a shape.<br>-To perform a shape jump from a range of different heights.<br>-To link all steps of a vault together and successfully mount, travel across and dismount the vault.<br>-To perform a successful vault to the rest of the class, using a mount, travel across and dismount. | introduce dragging.<br>-To develop the technique of the push and slap pass.<br>-To work constructively with a partner.<br>-To use the hit shot in a shooting situation.<br>-To understand when to pass and when to dribble in a game situation.<br>-To work well as part of a team.<br>-To experiment with attacking and defending tactics in a game situation.<br>-To demonstrate an understanding of simple tactics to keep possession and apply these during matches. | individually and in a pair.<br>-To travel across apparatus whilst using hand apparatus.<br>-To create a 4 or 5 sequence routine with a partner using hand apparatus.<br>-To perform a 5 or 6 movement sequence with a group of four, using hand apparatus. | changes during exercise.<br>-To throw different objects for distance.<br>-To work constructively with a partner.<br>-To throw different objects for accuracy.<br>-To perform a range of jumps whilst demonstrating consistent technique.<br>-To work constructively as part of a group.<br>-To link three phases of a jump: approach, take-off and landing.<br>-To apply athletics techniques in a competitive environment.<br>-To work constructively as part of a team. | _____<br>**Athletics (Unit 2)**<br>-To change the speed of running depending on distance.<br>-To apply different running techniques in a relay context.<br>-To work constructively as part of a team.<br>-To be able to take-off and land a range of jumps with power and control.<br>-To link three phases of a jump: approach, take-off and landing when performing a range of jumps.<br>-To throw for accuracy and distance, using different techniques.<br>-To apply athletics techniques in a competitive environment.<br>-To work constructively as part of a team. | -To work constructively as a member of a team.<br>-To be able to throw a ball over-arm at a target.<br>-To catch a ball that is thrown using the over-arm technique.<br>-To work as a team to stop the batters scoring runs.<br>-To strike a moving ball consistently and with force.<br>-To work collaboratively between teams.<br>-To strike a moving ball into space in order to score runs.<br>-To work as a team to employ attacking and defending tactics in a match. |
| **Y5** | **Invasion Games Tag Rugby**<br>-To demonstrate | **Invasion Games Football**<br>-To pass, dribble and shoot with | **Invasion Games Netball**<br>-To pass and receive a range of | **Outdoor and Adventurous Activities** | **Athletics (Unit 1)**<br>-To move in a variety of ways | **Tennis**<br>-To be able to maintain a rally using forehand |

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| | the ability to side-step and beat a defender.<br>-To mark and tag a player when defending.<br>-To demonstrate an accurate pass when put under pressure by a defender.<br>-To work effectively as a group.<br>-To demonstrate successful and consistent catching technique when static, moving and under pressure.<br>-To beat a defender consistently by moving into open space.<br>-To retain the ball when put under pressure in a match scenario.<br>-To demonstrate all four core skills in tag rugby when put under pressure in a match scenario.<br>-To work as a team and successfully employ tactics.<br>_____<br>**Gymnastics (Unit 1)**<br>-To perform a forward roll.<br>-To perform a range of rolls, with different | control in game situations.<br>-To understand individual defending techniques (1v1).<br>-To be able to work collaboratively (in pairs) to defend a target (2v2).<br>-To be able to identify and use tactics to help your team keep the ball.<br>-To be able to work collaboratively in small teams.<br>-To be able to effectively use the attacking principles of play to score goals.<br>-To apply attacking and defending principles of play within a game situation.<br>-To work collaboratively with a small team to score goals.<br>_____<br>**Sports Leadership**<br>-To understand the characteristics of a good sports leader.<br>-To apply these characteristics when leading basic activities.<br>-To understand the importance of warming up. | different passes on the move.<br>-To perform the footwork and pivoting technique when receiving a ball at speed.<br>-To develop ideas and techniques to mark opponents and close down space as a small group.<br>-To perform the correct shooting technique.<br>-To understand the boundaries for individual players.<br>-To get the ball to the shooters without it being intercepted by the defence.<br>-To know the basic rules, positions and court boundaries in a High 5 Netball game and put these into action in a game situation.<br>_____<br>**Swimming**<br>-Be able to swim competently, confidently and proficiently over a distance of at least 25m (by Y6).<br>-Be able to using a range of stroke effectively (for example front crawl, backstroke and breaststroke).<br>-Perform self-rescue in different water-based situations. | -To demonstrate the ability to work with and trust others.<br>-To explore various communication challenges.<br>-To understand the value other members can bring to a group.<br>-To establish designated roles within a team.<br>-To read an orienteering map.<br>-To complete an orienteering course.<br>-To read the scale on a map.<br>-To introduce measuring distances.<br>-To create journey trails in various locations.<br>-To make good decisions when planning a route.<br>-To journey around the school site demonstrating team work.<br>_____<br>**Swimming**<br>-Be able to swim competently, confidently and proficiently over a distance of at least 25m (by Y6).<br>-Be able to using a range of stroke effectively (for example front crawl, backstroke and breaststroke).<br>-Perform self-rescue in different water-based situations. | with control, balance and speed.<br>-To throw for distance using different techniques.<br>-To work constructively with a partner.<br>-To throw for accuracy using different techniques.<br>-To understand the concept of agility.<br>-To apply agility in sporting activities.<br>-To combine four elements of jumping: approach, take off, flight and landing.<br>-To apply athletics techniques in a competitive environment.<br>-To work constructively with as part of a team.<br>_____<br>**Cricket**<br>-To be able to use different pick up techniques and apply in a game situation.<br>-To work constructively with a partner.<br>-To play a variety of different shots.<br>-To work effectively in a group.<br>-To bowl a ball over-arm using the correct technique.<br>-To understand the role of a wicket-keeper and use the correct feet and hand movements. | and backhand groundstrokes.<br>-To work well as a member of a team.<br>-To be able to strike the ball into a specified area (direction and depth).<br>-To strike the ball using an over-arm serving technique.<br>-To devise and employ attacking and defending tactics in a team.<br>-To use attacking and defending tactics using a tennis racket.<br>-To apply tactics in a competitive situation.<br>-To work collaboratively with a partner.<br>_____<br>**Rounders**<br>-To be able to throw and catch using a range of techniques.<br>-To work constructively as a member of a team.<br>-To strike a bowled ball with consistency and with force.<br>-To work effectively in a group.<br>-To bowl a ball effectively at a target.<br>-To use the long barrier technique to stop the ball when fielding. |

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| | start and finishing positions.<br>-To perform a backward roll to knees.<br>-To perform a backward roll, starting and finishing in a range of different positions.<br>-To perform the three stages of a handstand. To perform a handstand without support.<br>-To perform the steps of a cartwheel.<br>-To perform a cartwheel on the floor individually.<br>-To link two or more gymnastics movements together.<br>-To create a sequence using a range of gymnastics movements including a roll, cartwheel and handstand. | -To plan and deliver a successful warm up and cool down.<br>-To know and understand the STEP principle.<br>-To understand how changing space can differentiate an activity.<br>-To understand how changing the task can differentiate an activity.<br>-To understand how changing the equipment and people can affect the difficulty of an activity.<br>-To plan, deliver and review a sports activity. | | | -To work collaboratively between teams.<br>-To implement bowling and batting tactics to benefit a team's performance.<br>-To use the appropriate techniques learnt in a game situation.<br>-To work as a team to employ attacking and defending tactics. | -To experiment with fielding tactics to minimise the batting team's score.<br>-To use batting, bowling and fielding skills in a match.<br>-To work as a team to employ attacking and defending tactics in a match. |
| **Y6** | **Invasion Games Tag Rugby**<br>-To demonstrate a variety of evasive skills to beat a defender.<br>-To man mark and tag a player when defending (in a 1v1 and team scenario).<br>-To demonstrate an accurate lateral passing | **Invasion Games Football**<br>-To work effectively in small teams.<br>-To put into practice defending principles of play.<br>-To put into practice attacking principles of play.<br>-To understand the tactics of | **Invasion Games Basketball**<br>-To use pivoting and the triple threat position when in possession of the ball.<br>-To dribble the ball with both hands to beat the defender.<br>-To use a variety of passes in a game situation.<br>-To shoot a ball at a target in a | **Dance (Unit 1)**<br>-To communicate a dance through movement, demonstrating accurate and consistent dynamics.<br>-To link the dance movements to form a sequence.<br>-To use expression and scale of movement to show character.<br>-To perform a dance using accurate | **Cricket**<br>-To be able to use different pick up techniques and apply in a game situation.<br>-To work effectively as a group.<br>-To play a variety of different shots depending where the ball lands.<br>-To bowl a ball over-arm at a target, landing the ball in a given area. | **Tennis**<br>-To be able to maintain a rally using forehand and backhand groundstrokes.<br>-To use the volley as part of an attacking strategy.<br>-To use an over-arm serving technique in a specified direction. |

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| | technique when put under pressure by a defender.<br>-To demonstrate an accurate catching technique when static, moving or put under pressure.<br>-To demonstrate a variety of techniques to be able to break through a defence by both moving with and passing the ball.<br>-To retain the ball as a team and create try scoring opportunities.<br>-To demonstrate all four core skills of tag rugby when put under pressure in a match scenario.<br>-To work as a team and successfully employ tactics.<br>_____<br>**Gymnastics (Unit 1)**<br>-To perform a handstand.<br>-To perform a cartwheel.<br>-To perform a cartwheel, starting and landing in a range of different ways.<br>-To understand the technique of | the transition between defence to attack.<br>-To understand the tactics of transition between attack to defence.<br>-To apply the tactics required for attacking and defending a target (goal) as a team.<br>-To apply attacking and defending principles of play within a game situation.<br>-To work collaboratively with a team to score goals.<br>_____<br>**Invasion Games Netball**<br>-To choose and use the correct passing technique.<br>-To be able to shoot using the correct technique.<br>-To apply the footwork rule in a game situation.<br>-To work in small groups developing practice designed to improve skills in netball.<br>-To work effectively as an attacking unit to time movement and passing in order to outwit an opponent. | competitive situation.<br>-To work collaboratively within teams.<br>-To employ attacking and defending tactics in a game situation.<br>-To work well as part of a team.<br>_____<br>**Outdoor and Adventurous Activities**<br>-To develop and apply a range of problem solving strategies.<br>-To adapt quickly to new situations.<br>-To take a leading role when working with others.<br>-To communicate effectively whilst in different roles within a team.<br>-To make efficient route planning decisions.<br>-To complete an orienteering course under a time pressure.<br>-To understand how to use bearings and distances.<br>-To identify basic landmarks.<br>-To plan an overnight journey.<br>-To identify equipment needed for an overnight journey.<br>-To design and build a shelter. | expressions and choreographic devices.<br>-To link narrative to a dance, using a themed storyline.<br>-To link a themed unique dance sequence to a storyline dance sequence.<br>-To apply a clear beginning and ending.<br>-To perform a combined themed dance sequence with consistency.<br>-To evaluate a performance, providing constructive feedback.<br>_____<br>**Athletics (Unit 1)**<br>-To apply athletic movement in a competitive context, using control, balance and speed.<br>-To send and receive with speed and precision.<br>-To throw for distance using the push technique.<br>-To work constructively with a partner.<br>-To understand the concept of agility.<br>-To apply agility in a competitive context.<br>-To understand and execute the three jumps (long jump, standing triple jump and vertical jump).<br>-To apply athletics techniques in a competitive environment. | -To work constructively with partners.<br>-To use correct hand and feet movements when wicket-keeping in a game situation.<br>-To identify and implement bowling and batting tactics to benefit a team's performance.<br>-To use the appropriate techniques learnt in a game situation.<br>-To work as a team to employ attacking and defending tactics.<br>_____<br>**Athletics (Unit 2)**<br>-To accelerate quickly from a static start.<br>-To pass and received a baton.<br>-To sustain jogging and sprinting for a given period of time.<br>-To execute different jumps with power and control.<br>-To work constructively with a partner.<br>-To execute the triple jump with balance and control using the correct sequence.<br>-To throw for a distance using the pull technique.<br>-To apply athletics techniques in a competitive environment. | -To work constructively with a partner.<br>-To use the over-arm serve as part of an attacking strategy when starting a point.<br>-To use attacking and defending tactics to win points.<br>-To work collaboratively with a partner.<br>-To apply tactics in a competitive situation.<br>_____<br>**Rounders**<br>-To be able to throw accurately at a target, and catch using a range of techniques.<br>-To work constructively as a member of a team.<br>-To strike a bowled ball with force in a given direction.<br>-To bowl a ball accurately in a game situation.<br>-To understand the role of a backstop.<br>-To use a backstop tactically in games.<br>-To experiment with batting tactics to maximise the batting team's score.<br>-To use batting, bowling and fielding skills in a match. |

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| | one handed cartwheel.<br>-To link a roll and cartwheel together.<br>-To perform a range of different cartwheels confidently.<br>-To incorporate a creative cartwheel into a 5 or 6 movement sequence. | -To man mark effectively to help close down space and intercept a pass.<br>-To know the High Five rules and positions/boundaries.<br>-To work effectively in small teams and use tactics for attacking and defending.<br>-To play by the High 5 Netball rules.<br>-To work effectively in small teams understanding how to improve performance. | | -To work constructively as part of a team. | -To work constructively with a team. | -To work as a team to employ attacking and defending tactics in a match. |