



# Progression Map

## PE



## Knowledge and Skills Progression Map : Physical Education

EYFS		
Area	End of Reception Expectations	Greater Depth
<b>Physical Development</b>		
<b>Gross Motor Skills</b>	<ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others</li> <li>Demonstrate strength, balance and coordination when playing;</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>	<ul style="list-style-type: none"> <li>Skip in time to music.</li> </ul>
<b>Fine Motor Skills</b>	<ul style="list-style-type: none"> <li>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</li> <li>Use a range of small tools, including scissors, paint brushes and cutlery;</li> <li>Begin to show accuracy and care when drawing.</li> </ul>	<ul style="list-style-type: none"> <li>Hold paper in position and use their preferred hand for writing, using a correct pencil grip.</li> <li>Begin to be able to write on lines and control letter size.</li> </ul>
<b>Games</b>	<b>Skills Coverage</b>	
	<ul style="list-style-type: none"> <li>Explore pushing, rolling and bouncing</li> <li>Explore bouncing into space</li> <li>Combine pushing and rolling</li> <li>Explore throwing overarm</li> <li>Explore throwing underarm</li> <li>Explore rolling</li> <li>Explore stopping a ball</li> <li>Explore catching</li> <li>Explore moving with a ball using our feet</li> <li>Develop moving with a ball using our feet</li> <li>Understand dribbling</li> <li>Develop dribbling against an opponent</li> </ul>	
	<b>Knowledge</b>	
	<ul style="list-style-type: none"> <li>How to push and roll a ball using our hands.</li> <li>How to bounce a ball using our hands</li> <li>Why it is important to keep the ball close to us when pushing, rolling or bouncing the ball</li> <li>How to bounce a ball into space using our hands</li> <li>When, where and why we bounce a ball into space in order to avoid a defender.</li> <li>How to control a ball using our feet.</li> <li>How to dribble the ball using our feet</li> <li>Why it is important to keep the ball close to us when moving with the ball</li> <li>How to stop the ball using our feet</li> </ul>	

		<ul style="list-style-type: none"> <li>• What controls means. Control means that we keep the ball close to our feet, preventing the defenders from gaining possession.</li> <li>• When, where and why we dribble a ball into space in order to avoid a defender.</li> <li>• Why we need to aim when we are throwing</li> <li>• How we can use our bodies to throw</li> <li>• How to throw underarm. Stepping forwards with one foot, releasing the ball from low to high using our opposite hand.</li> <li>• Why we need to watch the ball when it is sent towards us</li> </ul>
	<b>Vocabulary</b>	<p>Hands 1: Space, control, defender, bouncing, rolling, pushing</p> <p>Feet: Attacker, defender, space, opponent, dribbling, control</p> <p>Attack v's Defence: Attacker, defender, space, rules, tagging, sharing</p> <p>Rackets, Bats, Balls and Balloons: Accuracy, space, control, power, aiming, score, hitting, pushing</p>
<b>Athletics</b>	<b>Skills Coverage</b>	<ul style="list-style-type: none"> <li>• Explore/develop jumping</li> <li>• Sustain walking</li> </ul>
	<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• How to walk, swinging our arms with opposite arm and leg action.</li> <li>• Where to walk by staying in a space and why this is so important in a game scenario.</li> <li>• How to jump swinging our arms and bending our knees.</li> <li>• Why jumping with the correct technique is so important</li> </ul>
	<b>Vocabulary</b>	<p>Change of direction, space, speed, walking, marching, tag</p> <p>Jumping, distance, height, space, hopping, speed. landing</p>
<b>Dance</b>	<b>Skills Coverage</b>	<ul style="list-style-type: none"> <li>• Responding in movement to words and music</li> <li>• Creating their own movement</li> <li>• Moving in sequence</li> <li>• Exploring character movements</li> </ul>
	<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• Know how to move their bodies in different ways linked to the theme.</li> <li>• Know how to listen to the music and move the body in relation to the music</li> <li>• Respond to the rhythm in the music</li> <li>• Understand why it is important to move with control and that 'Control' means moving their bodies in time with the music, beat or sound.</li> <li>• Know how to create a variety of 'freeze' positions linked to the theme</li> <li>• Know how to move their bodies with big clear actions.</li> </ul>
	<b>Vocabulary</b>	Beat, moving, control, rhythm, timing, sequence, expression
<b>Gymnastics</b>	<b>Skills Coverage</b>	<ul style="list-style-type: none"> <li>• Introduction to high, low, over and under</li> <li>• Introduction to the apparatus</li> <li>• Applying high and low on apparatus</li> <li>• Explore moving and making shapes using different body parts</li> </ul>

		<ul style="list-style-type: none"> <li>• Explore moving in different directions</li> <li>• Explore big and small ways of moving and making shapes</li> <li>• Moving in pairs</li> <li>• Creating shapes in pairs</li> </ul>
	<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• How we can move our bodies in 'low' ways; slides, rolls (long, curled) hands and feet</li> <li>• How we can move our bodies in 'high' ways; jumps, hops, skips, side steps and backwards.</li> <li>• Why it is important to use the apparatus safely.</li> <li>• How to create high and low balances 'shapes'.</li> <li>• How to be creative on the apparatus, moving through, along, across, over and under a variety of apparatus.</li> <li>• Why it is so important to move and balance like a 'Champion'. 'Champion' refers to when we are being silent, pointing their fingers and toes and are still when we make a shape/balance.</li> </ul>
	<b>Vocabulary</b>	Shapes, high, low, over, under, apparatus, transition



KS1			
Area		End of Year Expectations	
<b>Key Learning (National curriculum)</b>		Pupils should be taught to: <ul style="list-style-type: none"> <li>• master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities</li> <li>• participate in team games, developing simple tactics for attacking and defending</li> <li>• perform dances, using simple movement patterns</li> </ul>	
		Year 1	Year 2
<b>Ball Skills</b>	<b>Skills Coverage</b>	Hands 1: <ul style="list-style-type: none"> <li>• Introduce sending (bouncing) with control Introduce aiming with accuracy</li> <li>• Introduce power and speed when sending a ball Introduce/develop stopping, combining sending skills</li> <li>• Combine sending and receiving skills</li> </ul> Hands 2: <ul style="list-style-type: none"> <li>• Introduce throwing with accuracy</li> <li>• Apply throwing with accuracy in a team • Introduce stopping a ball</li> <li>• Develop sending (rolling) skills to score a point</li> <li>• Consolidate sending and stopping to win a game</li> </ul> Feet: <ul style="list-style-type: none"> <li>• Develop moving the ball using the feet</li> <li>• Apply dribbling into games</li> <li>• Consolidate dribbling</li> <li>• Explore kicking (passing)</li> <li>• Apply kicking (passing) to score a point</li> </ul>	Hands 1: <ul style="list-style-type: none"> <li>• Develop dribbling/passing and receiving</li> <li>• Combine dribbling, passing and receiving, keeping possession</li> <li>• Develop dribbling/passing and receiving to score a point</li> <li>• Combine dribbling, passing and receiving to score a point</li> </ul> Hands 2: <ul style="list-style-type: none"> <li>• Consolidate pupils application and understanding of underarm throwing</li> <li>• Applying the underarm and overarm throw to win a game</li> <li>• Applying the underarm throw to beat an opponent</li> </ul> Feet: <ul style="list-style-type: none"> <li>• Develop dribbling/ passing/receiving, keeping possession</li> <li>• Combine dribbling, passing and receiving, keeping possession/to score a point</li> <li>• Apply dribbling, passing and receiving as a team to score a point</li> </ul>
	<b>Knowledge</b>	Hands 1: <ul style="list-style-type: none"> <li>• How to dribble the ball using both our hands</li> <li>• Why we need to keep our head up when we are dribbling</li> <li>• Why we need to pass a ball using different power and speed</li> <li>• Why we need to be accurate when passing a ball</li> </ul>	Hands 1: <ul style="list-style-type: none"> <li>• Why we need communicate when passing</li> <li>• Why we need to be ready to receive the ball when it is passed to us</li> <li>• Why we need to look at our partner / team member when passing.</li> </ul>

		<ul style="list-style-type: none"> <li>• What the consequences are if we do not dribble our ball into space or pass the ball accurately towards our partners hands (target).</li> <li>• How to use our hands to stop and catch the ball. To be ready to catch the ball we need to have our hands out in front of us, creating a target. Our hands should be in the shape of a 'W' with our thumbs touching.</li> </ul>	<ul style="list-style-type: none"> <li>• When to dribble or when to pass in order to keep possession of the ball.</li> <li>• What the consequences are in a game if our passes are inaccurate, intercepted by a defender or we lose possession of the ball.</li> </ul>
	<b>Vocabulary</b>	<p>Hands 1: Possession, space, control, attacker, dribbling, accuracy, power</p> <p>Hands 2: Batter, fielder, opponent, aiming, accuracy, throwing, catching, rolling</p> <p>Feet:Attacker, defender, space, opponent, dribbling, control</p>	<p>Hands 1: Attacker, defender, opponent, team, dribbling, chest pass</p> <p>Hands 2: Attacker, defender, batting, fielder, space, throwing, catching</p> <p>Feet : Attacker, defender, space, dribbling, passing, control</p>
<b>Rackets, Bats and Balls</b>	<b>Skills Coverage</b>	<ul style="list-style-type: none"> <li>• Develop pushing (dribbling) a ball with a racket: Introducing control</li> <li>• Explore hitting and develop pushing a ball (with a racket) towards a target</li> <li>• Explore hitting a ball (with a racket) with accuracy and power</li> </ul>	<ul style="list-style-type: none"> <li>• Hitting (striking) a ball (with a racket) with accuracy and power to beat an opponent</li> <li>• Introduce hitting (sending/striking) a ball into a space: Where and why?</li> <li>• Striking the ball (with a bat) into space with intent</li> </ul>
	<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• Where and why we need to push the ball into space</li> <li>• Why we need to keep the ball close to us and under control.</li> <li>• How to use a racket safely.</li> <li>• Why we need to aim at a target when sending (hitting or pushing) the ball</li> <li>• Why we need to be accurate when sending (hitting or pushing) a ball using a racket towards a target.</li> </ul>	<ul style="list-style-type: none"> <li>• Why we need to vary our power when hitting a ball</li> <li>• The consequences if we do not aim towards a target when sending (hitting) a ball</li> <li>• Where to send (hit) the ball during a game in order to score a point against our opponent.</li> <li>• Why we need to vary the power when sending (hitting) the ball into space in order to score a point against our opponent.</li> </ul>
	<b>Vocabulary</b>	Possession, control, attacker, defender, dribbling, accuracy, hitting, power	Attacker, defender, opponent, accuracy, power, batting, fielder

<b>Locomotion</b>	<b>Skills Coverage</b>	<ul style="list-style-type: none"> <li>• Explore running</li> <li>• Running for speed: Acceleration</li> <li>• Explore running in a team</li> <li>• Develop jumping</li> <li>• Explore how jumping affects our bodies</li> </ul>	<ul style="list-style-type: none"> <li>• Consolidate jumping</li> <li>• Apply jumping into a game</li> <li>• Explore jumping combinations</li> <li>• Develop jumping combinations</li> </ul>
	<b>Knowledge Running</b>	<ul style="list-style-type: none"> <li>• How to run pumping our arms, using the balls of the feet and looking ahead.</li> <li>• Running for speed - acceleration</li> <li>• Where to run by staying in a space and why this is so important in a game scenario.</li> <li>• When and why we need to change speed when we are running in a game situation</li> <li>• Explore running in a team</li> </ul>	<ul style="list-style-type: none"> <li>• When and where we dodge, applying this into games.</li> <li>• How to dodge. We keep our head up with a low body position, bending our knees, planting one foot on the floor, leaning our body to one side and then moving the other way quickly.</li> </ul>
	<b>Jumping</b>	<ul style="list-style-type: none"> <li>• Develop jumping</li> <li>• Explore how jumping affects our bodies</li> <li>• Why jumping and skipping with the correct technique is so important.</li> <li>• How to jump skip with a step hop action, swinging our arms.</li> </ul>	<ul style="list-style-type: none"> <li>• When to use a jumping skill in a game and why.</li> <li>• How to link jumps together and execute them in combination.</li> <li>•</li> </ul>
	<b>Vocabulary</b>	<p>Running: Attacker, defender, space, speed, acceleration, tagging</p> <p>Jumping: Jumping, distance, space, attacker, defender, skipping, landing</p>	<p>Running: Attacker, defender, space, dodge, tagging</p> <p>Jumping: Jumping, distance, space, attacker, defender, speed, landing</p>
<b>Dance</b>	<b>Skills Coverage</b>	<ul style="list-style-type: none"> <li>• Responding to rhythm</li> <li>• Introduction to motifs</li> <li>• Creating motifs</li> <li>• Creating movement sequences</li> <li>• Relationships and performance</li> <li>• Exploring expression</li> <li>• Introducing partner work</li> </ul>	<ul style="list-style-type: none"> <li>• Responding to stimuli</li> <li>• Developing whole group movement</li> <li>• Improvisation and physical descriptions</li> <li>• Creating contrasting movement sequences</li> <li>• Sequences, relationships and performance</li> <li>• Developing a motif with expression and emotion Applying choreography in motifs</li> <li>• Extending our motifs</li> </ul>

	<b>Knowledge</b>  <b>Expression</b>  <b>Theme</b>  <b>Motif</b>  <b>Flow</b>	<ul style="list-style-type: none"> <li>Know how to add movements together to create simple movement sequences</li> <li>Know how to create a variety of 'small' body movements linked to the theme</li> <li>Know how to create a variety of 'big' body movements linked to the theme</li> <li>Know how to move in relation to the music and respond with appropriate movements and actions</li> <li>Understand what we mean by 'expression' and begin to show this in our movements and that expression refers to the actions a dancer uses to make their characters thoughts or feelings known</li> </ul>	<ul style="list-style-type: none"> <li>Know how to apply 'flow' to our movements, understanding that 'flow' means moving from one action to another without stopping.</li> <li>Understand what a 'Motif' is and how to successfully create a mini sequence and repeat it and that a motif is a series of movements that are repeated.</li> <li>Know how to use movements to tell a story.</li> <li>Know how to respond to a variety of stimuli or themes with appropriate movements.</li> </ul>
	<b>Vocabulary</b>	Beat, moving, control, rhythm, timing, sequence, opposite, expression	Control, rhythm, timing, sequence, expression, emotion, motif, choreography, stimulus, flow
<b>Gymnastics</b>	<b>Skills Coverage</b>	<p>Wide, Narrow, Curled:</p> <ul style="list-style-type: none"> <li>Introduction to wide, narrow and curled</li> <li>Exploring the difference between wide, narrow and curled</li> <li>Transitioning between wide, narrow and curled movements</li> <li>Linking two movements together</li> </ul> <p>Body Parts:</p> <ul style="list-style-type: none"> <li>Introduction to big/ small body parts</li> <li>Combining big and small with wide, narrow and curled</li> <li>Transition between wide narrow and curled using big and small body parts</li> <li>Adding (linking) movements together</li> </ul>	<p>Linking:</p> <ul style="list-style-type: none"> <li>Developing linking</li> <li>Linking on apparatus</li> <li>Jump, roll, balance sequences/on apparatus</li> <li>Creation of sequences</li> <li>Completion of sequences and performance</li> </ul> <p>Pathways:</p> <ul style="list-style-type: none"> <li>Explore/develop zigzag pathways/on apparatus</li> <li>Explore/develop curved pathways/on apparatus</li> <li>Creation of pathway sequences</li> <li>Completion of pathways sequences and performance</li> </ul>
	<b>Knowledge</b>	<ul style="list-style-type: none"> <li>How to create 'Wide', 'Narrow' and 'Curled' movements on the floor and on apparatus, using a variety of body parts</li> <li>How to create 'Wide', 'Narrow' and 'Curled' balances (shapes) on the floor and on apparatus, using a variety of body part</li> <li>Why it is important to perform each movement and balance like a 'champion' and understand the difference between 'wide', 'narrow' and 'curled'.</li> </ul>	<ul style="list-style-type: none"> <li>How to link movements and balances together, applying champion gymnastics criteria, on the floor and on apparatus.</li> <li>How to apply 'flow' to our movements, understanding that 'flow' means moving from one action to another without stopping.</li> </ul>

		<ul style="list-style-type: none"> <li>How to 'transition' between movements, adding movements together and transitioning between them.</li> <li>How and where to use more than one piece of apparatus at the same time to create movements and balances, 'interesting' gymnastics.</li> </ul>	<ul style="list-style-type: none"> <li>Why applying 'flow' as we link our movements together is so important.</li> <li>How to use a variety of apparatus when we are creating movement sequences.</li> </ul>
	<b>Vocabulary</b>	Wide, narrow, curled, big, small, transition, interesting, linking	Linking, flow, transition, jump, roll, zig zag, curved, sequence
<b>Health and Wellbeing</b>	<b>Skills Coverage</b>	<ul style="list-style-type: none"> <li>Introduce and explore agility</li> <li>Introduce and explore balance</li> <li>Introduce and explore coordination: Bouncing, rolling and throwing</li> </ul>	<ul style="list-style-type: none"> <li>Consolidate agility</li> <li>Consolidate balancing: Explore balancing on apparatus</li> <li>Introduce and explore coordination: Dribbling and kicking</li> </ul>
	<b>Knowledge</b>	<ul style="list-style-type: none"> <li>What balance means. Balance is an even distribution of weight enabling someone or something to remain upright and steady</li> <li>What agility means. Agility is the bodies ability to move quickly and easily</li> <li>What coordination means. Coordination is the ability to use different parts of the body together efficiently</li> <li>Why we need to remain balanced when playing sport</li> <li>Why we need to be agile when playing sport.</li> </ul>	<ul style="list-style-type: none"> <li>Why it is important to warm up before playing sport</li> <li>Why we need to have good hand/feet eye coordination when playing sport.</li> <li>How motivation can help enhance our performance</li> <li>What happens to our heart and muscles when we perform an activity or play a sport</li> <li>Why we need to keep fit and healthy.</li> </ul>
	<b>Vocabulary</b>	Agility, balance, coordination, , hand eye co-ordination, aiming, throwing	Agility, balance, coordination, dribbling, warm up, motivation
<b>Games for Understanding</b>	<b>Skills Coverage</b>	<ul style="list-style-type: none"> <li>Understanding the principles of attack/defence</li> <li>Applying attacking/ defending principles into a game</li> <li>Consolidate attacking/defending</li> </ul>	<ul style="list-style-type: none"> <li>Attacking/defending as a team</li> <li>Understanding the transition between defence and attack</li> <li>Create and apply attacking/ defensive tactics</li> </ul>
	<b>Vocabulary</b>	Attacker, defender, space, rules, tagging, sharing	Attacker, defender, space, rules, tactics, team
<b>Outdoor and Adventurous Activities</b>		Children in KS1 have a block of forest school sessions in Year 1 and Year 2. (See Forest School progression map). The Team building units also prepare children of OAA in KS2.	

Lower KS2		
Area	End of Year Expectations	
<b>Key Learning (National curriculum)</b>	Pupils should be taught to: <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</li> <li>• compare their performance with previous ones and demonstrate improvement to achieve their personal best</li> </ul>	
	Year 3	Year 4
<b>Games</b>	<b>Skills Coverage Invasion</b> Football: <ul style="list-style-type: none"> <li>• Introduce/develop dribbling keeping control</li> <li>• Introduce passing and receiving</li> <li>• Combine dribbling and passing to create space</li> <li>• Develop passing, receiving and dribbling</li> </ul> Netball: <ul style="list-style-type: none"> <li>• Introduce passing, receiving and creating space</li> <li>• Develop/combine passing and moving</li> <li>• Combine/develop passing and shooting</li> </ul> Tag Rugby: <ul style="list-style-type: none"> <li>• Introduce moving with the ball, passing and receiving</li> <li>• Introduce tagging</li> <li>• Create space when attacking</li> <li>• Develop passing and moving</li> <li>• Combine passing/moving to create attacking opportunities</li> </ul>	Football: <ul style="list-style-type: none"> <li>• Refine dribbling</li> <li>• Turning</li> <li>• Refine passing and receiving</li> <li>• Develop passing and dribbling creating space</li> <li>• Introduce shooting</li> </ul> Netball: <ul style="list-style-type: none"> <li>• Refine passing and receiving</li> <li>• Develop passing and dribbling creating space</li> <li>• Develop passing, moving and shooting</li> <li>• Refine passing and shooting</li> <li>• Develop footwork</li> </ul> Tag Rugby: <ul style="list-style-type: none"> <li>• Develop passing, moving and creating space</li> <li>• Apply learning to 3v3 mini games</li> <li>• Develop defending in game situations</li> <li>• Combine passing and moving to create an attack and score</li> </ul>
	<b>Knowledge Invasion</b> Football: <ul style="list-style-type: none"> <li>• When, where and why we should pass</li> <li>• How to dribble the ball keeping possession to beat an opponent.</li> <li>• How we can combine passing and dribbling to create space.</li> </ul>	Football: <ul style="list-style-type: none"> <li>• When to turn during a game.</li> <li>• The different types of turns that can be used in a game including a Drag Back and Cruyff turn.</li> <li>• When to shoot and where to shoot from.</li> </ul>

	<ul style="list-style-type: none"> <li>• How to adopt the correct technique when passing over a short distance. Non-kicking foot beside the ball, kick with the inside of your foot (short passes)</li> </ul> <p>Netball:</p> <ul style="list-style-type: none"> <li>• When, where and why we should pass.</li> <li>• How to pass the ball keeping possession to beat an opponent</li> <li>• How we can combine passing and moving to create space and keep possession</li> <li>• How to combine passing and moving to score points against another team.</li> <li>• Why we do not stand directly behind a defender when finding a position to receive the ball</li> <li>• How to apply the correct technique (chest pass) when passing. When applying the chest pass we step into the pass, pushing the ball away from our body (chest), with two hands towards our partners / team members hands (target).</li> </ul> <p>Tag Rugby:</p> <ul style="list-style-type: none"> <li>• How to carry the ball when moving. We hold it in two hands.</li> <li>• How to pass the ball using a 'swing' pass technique. A swing pass is a two handed pass where our hands follow the direction of the pass.</li> <li>• How to score a try.</li> <li>• Where to stand when receiving the ball from a pass from our partner or team mate.</li> <li>• How to tag correctly. We tag the take from attacker carrying the ball. Stop and stand still. Hold the tag in the air and shout, "tag." We give the tag back to the attacker (in a game situation this happens once the ball has been passed), before returning to the game.</li> <li>• Why the ball carrier need to move forwards when running with the ball. The ball carrier needs to run forwards in order to create space and attacking opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• When to use a drag back during a game. The Drag Back; is a method of turning where we place our non kicking foot at the side of the ball. Place our kicking foot on top of the ball, with our body slightly over the ball. We then roll the ball backwards with the sole of our the foot, then push the ball away and start dribbling using the kicking foot.</li> <li>• How to shoot using the correct technique. We place the inside of our non kicking foot next to the ball. Lean over the ball and strike it with the laces our kicking foot.</li> </ul> <p>Netball:</p> <ul style="list-style-type: none"> <li>• How to effectively apply passing and moving skills to keep possession</li> <li>• What the four positions in 'Flier' netball are (GK, GD, GA, GS) and understand each role</li> <li>• When to shoot, where to shoot from and why.</li> <li>• What 'footwork' means and will be able to apply this understanding in a game. A player can receive the ball with both feet grounded or jump to catch the ball and land on two feet simultaneously. The landing foot cannot be moved, other than to pivot on the spot, whilst the other foot can be moved in any direction.</li> <li>• How to apply the correct technique when shooting. When shooting we need to keep the ball under control, with the palm of one of our hands under the ball with our fingers pointing upwards. Our other hand supports the side of the ball. We need to have a balanced stance, bending our knees and straighten them as we shoot</li> </ul> <p>Tag Rugby:</p> <ul style="list-style-type: none"> <li>• Where to stand after the ball carrier has been tagged so that we are ready to receive a pass.</li> <li>• Where to stand when we are defending to prevent the attackers from scoring a try.</li> <li>• How and why we need to support the ball carrier when we are attacking. The attackers without the ball need to remain behind the ball carrier</li> </ul>
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			<ul style="list-style-type: none"> <li>• What the consequence in a game are of an inaccurate pass, dropping the ball or running off the pitch.</li> </ul>
	<b>Vocabulary</b>	<p>Football: Attacker, defender, space, possession, free kick, penalty</p> <p>Netball: Attacker, defender, possession, chest pass, footwork</p> <p>Tag Rugby: Attacker, defender, possession, dodge, try, tagging, ball carrier</p>	<p>Football: Attacker, defender, transition, turning, drag back, goalkeeper</p> <p>Netball: Attacker, defender, possession, chest pass, footwork</p> <p>Tag Rugby: Space, attacker, defender, forward pass, offside</p>
	<b>Skills Coverage Net/Wall</b>	<p>Tennis:</p> <ul style="list-style-type: none"> <li>• Introduction tennis, outwitting an opponent</li> <li>• Creating space to win a point</li> <li>• Consolidate how to win a game introduce rackets</li> <li>• Introduce the forehand</li> </ul>	<p>Tennis:</p> <ul style="list-style-type: none"> <li>• Developing the forehand</li> <li>• Creating space to win a point using a racket</li> <li>• Introduce the backhand</li> <li>• Applying the forehand and backhand in game situations</li> <li>• Applying the forehand and backhand creating space to win a point</li> </ul>
	<b>Knowledge Net/Wall</b>	<p>Tennis:</p> <ul style="list-style-type: none"> <li>• Where to throw (hit) the ball on the court.</li> <li>• Why we need to throw (hit) the ball into space on the court</li> <li>• Why we need to control the ball when playing a shot.</li> <li>• Why we need to return (recover) to the middle of the court (baseline) once we have thrown (hit) the ball.</li> <li>• How and why we execute a basic forehand shot in a mini game. A forehand is a shot in which the palm of your hand faces the direction in which we are hitting the ball. We swing the racket low to high.</li> <li>• The consequences* of throwing (hitting) the ball out of the court or letting it bounce more than once on our side of the court. *Our opponent wins a point</li> </ul>	<p>Tennis:</p> <ul style="list-style-type: none"> <li>• What the ready position looks like</li> <li>• How to use their racket to direct the ball towards a space to win a point</li> <li>• How we can outwit our opponent during a mini game.</li> <li>• How and why we execute a basic backhand shot in a mini game. A backhand is a shot in which we hit the ball with our arm across our body with the back of our hand facing the ball. We swing the racket low to high.</li> <li>• When to apply either a forehand or backhand shot in a game situation</li> </ul>
	<b>Vocabulary</b>	Outwit, space, return, recover, baseline, forehand, rally, out	Outwit, space, accuracy, power, baseland, forehand, backhand, rally, out

	<b>Skills Coverage Striking and Fielding</b>	Cricket: <ul style="list-style-type: none"> <li>• Understand the concept of batting and fielding</li> <li>• Introduce throwing overarm</li> <li>• Introduce throwing underarm</li> <li>• Introduce catching</li> <li>• Striking with intent</li> </ul>	Cricket: <ul style="list-style-type: none"> <li>• Develop an understanding of batting and fielding</li> <li>• Introduce bowling underarm</li> <li>• Develop stopping and returning the ball</li> <li>• Develop retrieving and returning the ball</li> <li>• Striking the ball at different angels and speeds</li> </ul>
	<b>Knowledge Net/ Wall</b>	Cricket: <ul style="list-style-type: none"> <li>• Where to stand when we are fielding and have a clear understanding why we have chosen that particular position.</li> <li>• How and why to throw a ball overarm with power and distance.</li> <li>• How to catch a ball, adjusting the body and hand position when catching a high ball compared to a low ball.</li> <li>• How to throw a ball overarm using the correct technique. Side on, opposite arm to opposite foot, arm up, elbow bent above the shoulder.</li> <li>• How to outwit the fielding team by varying the speed and direction we strike the ball.</li> </ul>	Cricket: <ul style="list-style-type: none"> <li>• How to bowl underarm, varying the speed at which we bowl depending on who is batting.</li> <li>• Why we need to return the ball to the bowler or wicketkeeper quickly and accurately to prevent the batters from scoring runs</li> <li>• How to outwit the fielding team when batting by varying the speed and direction we strike the ball.</li> <li>• How and when to use different ways of retrieving and returning the ball to prevent the batters from scoring runs</li> </ul>
	<b>Vocabulary:</b>	Throwing, catching, outwit, strike, batting, fielder, out	Retrieving, bowling, strike, batting, fielder, the long barrier
<b>Athletics</b>	<b>Skills Coverage</b>	<ul style="list-style-type: none"> <li>• Explore running for speed</li> <li>• Explore acceleration</li> <li>• Introduce /develop relay: Running for speed in a team</li> <li>• Throwing: Accuracy vs distance</li> <li>• Standing Long Jump</li> </ul>	<ul style="list-style-type: none"> <li>• Develop running at speed</li> <li>• Exploring our stride pattern</li> <li>• Exploring running at pace</li> <li>• Understand and apply tactics when running for distance</li> <li>• Javelin</li> <li>• Standing Triple Jump</li> </ul>
	<b>Running</b>	<ul style="list-style-type: none"> <li>• How to run when running for speed, creating a pumping action with our arms and elbows bent, springing off the balls of our feet.</li> <li>• Why we have to accelerate at the start of a race.</li> <li>• How to run for speed in a team, using a relay baton, holding our hands ready, palms upwards when waiting for the baton</li> </ul>	<ul style="list-style-type: none"> <li>• Why we need to pace ourselves when running for distance</li> <li>• Why we need to increase our stride pattern to enable us to maintain our speed during the middle third of a race.</li> </ul>

	<b>Throwing</b>	<ul style="list-style-type: none"> <li>How to throw for distance and why the correct technique is essential to send the object further. We throw and object sideways on, with our arm up and elbow bent above our shoulder. We release the object when it is just past our head.</li> </ul>	<ul style="list-style-type: none"> <li>How to use our bodies to throw with greater distance</li> </ul>
	<b>Jumping</b>		<ul style="list-style-type: none"> <li>How we can use our bodies to jump as far as possible, using a combination of jumps.</li> </ul>
	<b>Vocabulary</b>	Tactics, speed, acceleration, distance, accuracy, relay, change over	Tactics, speed, distance, pace, power, stride pattern
<b>Dance</b>	<b>Skills Coverage</b>	<ul style="list-style-type: none"> <li>Responding to stimuli</li> <li>Developing character and thematic dance into a motif</li> <li>Developing sequences with a partner in character that show relationships</li> <li>Extending sequences with a partner in character</li> </ul>	<ul style="list-style-type: none"> <li>Performing with technical control and rhythm in a group</li> <li>Creating rhythmic patterns using the body</li> <li>Chorographical elements including still imagery</li> <li>Extending sequences with a partner in character</li> <li>Developing sequences with a partner in character that show relationships and interlinking dance moves</li> <li>Sequences, relationships, choreography and performance</li> </ul>
	<b>Excellent Dancers</b> <b>Peer and Self Assess</b> <b>Emotion</b> <b>Relationships</b>	<ul style="list-style-type: none"> <li>Know how to create and develop a character in order to tell a story through movements.</li> <li>Understand why it is essential to explore a variety of movements to ascertain the best moves to tell the story and improve the performance</li> <li>Know how to develop characterisation, exploring characters that are opposites.</li> <li>Understand why it is so important to perform like an 'excellent dancer' and that excellent dancers interpret the music, perform with good timing and musicality, show expression and creativity and are able to choreograph. Introduce these throughout the unit as appropriate.</li> <li>Know how to peer and self assess, identifying strengths and weaknesses in our own and others' performances.</li> </ul>	<ul style="list-style-type: none"> <li>Know how to develop sequences with a partner in character that show relationships and interlinking dance moves.</li> <li>Know how to reflect and evaluate to make accurate improvements to their own and others performances.</li> <li>Know how to create sequences in pairs, applying flow and challenging their creativity.</li> <li>Understand what we mean by emotion and include this chorographical element in performances and that emotion refers to the feelings a dancer's character is feeling depending on their circumstances, mood, or relationships with others.</li> </ul>

	<b>Vocabulary</b>	Expression, creativity, emotion, motif, inter connecting, character, choreography, rhythm, timing	Expression, creativity, emotion, motif, inter connecting, character, choreography, rhythm, timing, flow, stage presence
<b>Gymnastics</b>	<b>Skills Coverage</b>	<ul style="list-style-type: none"> <li>• Introduction to symmetry</li> <li>• Introduction to asymmetry</li> <li>• Application of learning onto apparatus</li> <li>• Sequence formation</li> <li>• Sequence completion</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to bridges</li> <li>• Application of bridge learning onto apparatus</li> <li>• Develop sequences with bridges</li> <li>• Sequence formation</li> <li>• Sequence completion</li> </ul>
	<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• What Symmetry and Asymmetry means.</li> <li>• Why it is essential to explore a variety of movements to ascertain the best moves to allow for flow and interesting gymnastics for the sequence</li> <li>• Why it is so important to create 'excellent' movements and balances. Pupils will understand that 'excellent' refers to when we control our bodies so they are silent, extending our fingers and toes and are able to hold our balances still for at least four seconds</li> <li>• How to peer and self assess, identifying strengths and weaknesses in our own and others' performances.</li> </ul>	<ul style="list-style-type: none"> <li>• How to create a 'bridge balance' with a partner using different levels and different connection points</li> <li>• How to reflect and evaluate using their observations to make accurate improvements to our own and others performances</li> <li>• How to create sequences combining movements and bridge balances in pairs, applying flow and challenging their creativity</li> <li>• Why it is important to explore bridge balances and the ways we can move in and out of them over and under them, on the floor and on the apparatus.</li> </ul>
	<b>Vocabulary</b>	Linking, flow, interesting, extension, symmetrical, asymmetrical,	<ul style="list-style-type: none"> <li>• Extension, control, interesting, bridge, levels, flow</li> </ul>
<b>Health and Wellbeing</b>	<b>Skills Coverage</b>	<ul style="list-style-type: none"> <li>• Exploring relaxation techniques</li> <li>• Applying relaxation techniques and using them effectively</li> <li>• Performing balanced meditative poses</li> <li>• Using props to help us balance in our meditative poses</li> </ul>	<ul style="list-style-type: none"> <li>• Using meditative poses to help control and manage our emotions</li> </ul>
	<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• How to hold various meditative balances, understanding the benefit of executing the poses correctly.</li> <li>• How and when we can use different relaxation techniques in our day-to-day lives</li> <li>• How relaxation techniques can be used to help manage our emotions</li> <li>• What we mean by relaxation techniques. Relaxation techniques are methods, such as breathing, meditation and exercise, that can be used by an individual to help reduce stress and anxiety levels.</li> </ul>	<ul style="list-style-type: none"> <li>• What we mean by emotions and how different emotions make us feel.</li> <li>• Why it is important to share with other people how we are feeling.</li> <li>• How deep breathing techniques to help manage our emotions</li> <li>• When to apply different mindfulness techniques to help manage our emotions</li> </ul>

		<ul style="list-style-type: none"> <li>How to utilise various mediative balances to improve posture, balance and deep breathing techniques.</li> </ul>	<ul style="list-style-type: none"> <li>How we can use positive feelings to combat negative feelings and understand how to put this into practice in our daily lives.</li> </ul>
<b>Swimming and Water Safety</b>		<ul style="list-style-type: none"> <li>Swim unaided for 5–10metres using recognised arm &amp; leg actions competently, confidently &amp; consistently</li> <li>Swim for 5m on three of the following strokes (buoyancy aids permitted) – Front paddle, back paddle, basic breaststroke, butterfly leg kick</li> <li>Enter the water safely and submerge whole face for 5 seconds</li> <li>Float on front or back for 15 seconds, moving into regaining a standing position (use of buoyancy aids permitted)</li> <li>Tread water for 15 seconds using buoyancy aids</li> <li>Perform a basic shout &amp; signal rescue from poolside</li> <li>Exit the water safely without support</li> </ul>	<ul style="list-style-type: none"> <li>Swim unaided for 15–20 metres using recognised arm &amp; leg movements competently, confidently &amp; consistently</li> <li>Swim for 5m on three of the following strokes (without buoyancy aids) - Front paddle, back paddle, basic breaststroke, butterfly leg kick</li> <li>Jump in from poolside, submerge &amp; rise to the surface (1m depth)</li> <li>Float on front or back without aids for 15 seconds, moving into regaining a standing position</li> <li>Tread water in deep water without using buoyancy aids for 15 seconds</li> <li>Perform a shout &amp; signal rescue using buoyancy aids for 15 seconds</li> <li>Exit the water safely without using steps (1m depth)</li> </ul>
	All children receive swimming lessons at iron Monger Row Baths in Years 3 and 4 in 2 weekly intensive blocks		
<b>Outdoor and Adventure Activities</b>		Children in Years 3 and 4 receive a block of forest school. (see Forest School progression map). In Year 3 and 4 children have the opportunity to attend outdoor orienteering sessions in local parks and to take part in adventurous outdoor play at local Adventure Playgrounds. Where possible in Year 4 children experience a one day countryside activity day or one night residential.	
	<b>Orienteering</b>	<ul style="list-style-type: none"> <li>Orienteer a map and locate points, returning to base as quickly as possible.</li> <li>Develop their understanding of what makes an effective team and understand how important teamwork is when orienteering.</li> <li>Develop life skills such as respect and communication as they collaborate with their team to successfully complete the orienteering challenges.</li> <li>Develop their ability to remain positive and try their best in every challenge. Begin to show leadership attributes.</li> </ul>	<ul style="list-style-type: none"> <li>Orienteer a map and locate points, returning to base as quickly as possible</li> <li>Apply a strong understanding of what makes an effective team and understand how important teamwork is when orienteering</li> <li>Develop life skills such as trust and communication as they collaborate with their team to successfully complete the orienteering challenges.</li> <li>Apply integrity and determination as they complete the orienteering challenges. Develop their leadership attributes</li> </ul>
	<b>Vocabulary</b>	Team work, strategy, tactics, communication, orienteering, symbol	Navigate, teamwork, strategy, tactics. Map, route, out of bounds

Upper KS2	
Area	End of Year Expectations
<b>Key Learning (National curriculum)</b>	<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</li> <li>• compare their performance with previous ones and demonstrate improvement to achieve their personal best</li> </ul>
<div style="display: flex; justify-content: space-between;"> <span><b>Year 5</b></span> <span><b>Year 6</b></span> </div>	
<div style="display: flex;"> <div style="background-color: #c6e0b4; padding: 5px; width: 100px;"><b>Games</b></div> <div style="background-color: #c6e0b4; padding: 5px; width: 100px;"><b>Skills Coverage Invasion</b></div> </div>	<div style="display: flex;"> <div style="flex: 1; padding: 5px;"> <p><b>Football:</b></p> <ul style="list-style-type: none"> <li>• Refine dribbling and passing to maintain possession</li> <li>• Introduce and develop defending</li> <li>• Develop shooting</li> <li>• Refine attacking skills, passing, dribbling and shooting, introduce officiating</li> </ul> <p><b>Netball:</b></p> <ul style="list-style-type: none"> <li>• Recap and refine dribbling and passing to create attacking opportunities</li> <li>• Develop marking</li> <li>• Refine shooting</li> <li>• Refine attacking skills, passing, dribbling and shooting introduce officiating</li> </ul> <p><b>Tag Rugby:</b></p> <ul style="list-style-type: none"> <li>• Refine passing and moving to create attacking opportunities</li> <li>• Explore different passes that can be used to outwit defenders</li> <li>• Refine defending as a team</li> <li>• Create and apply defending tactics. Develop officiating</li> </ul> </div> <div style="flex: 1; padding: 5px;"> <p><b>Football:</b></p> <ul style="list-style-type: none"> <li>• Consolidate keeping possession, develop officiating</li> <li>• Consolidate defending</li> <li>• Organise formations and manage teams</li> <li>• Organise formations decide tactics, manage teams and officiate games</li> </ul> <p><b>Netball:</b></p> <ul style="list-style-type: none"> <li>• Consolidate keeping possession, develop officiating</li> <li>• Consolidate defending</li> <li>• Create, understand and apply attacking/defending tactics in game situations</li> </ul> <p><b>Tag Rugby:</b></p> <ul style="list-style-type: none"> <li>• Consolidate passing and moving</li> <li>• Consolidate defending</li> <li>• Create, understand and apply attacking/defending tactics in game situations</li> <li>• Consolidate attacking and defending in min games</li> </ul> </div> </div>

	<b>Knowledge Invasion</b>	<p><b>Football:</b></p> <ul style="list-style-type: none"> <li>• The different methods of defending that we can use during a game</li> <li>• How to move the ball up the pitch, creating an attack that results in a successful shooting opportunity.</li> <li>• How "man-to-man marking," is used during a game and when this is applied.</li> <li>• When, where and why we apply different methods of defending in order to prevent the attackers from scoring. Including: tackling, marking, intercepting a pass and tracking back.</li> <li>• What the basic rules (laws) governing football are; including what the difference between a free kick and a penalty kick is. A free kick is awarded when a foul is committed by a defender on an attacker outside of the penalty area. A penalty kick is awarded when a foul committed by a defender on an attacker inside of the penalty area.</li> </ul> <p><b>Netball:</b></p> <ul style="list-style-type: none"> <li>• How 'marking,' is used during a game and when this is applied.</li> <li>• How to move the ball up the court, creating an attack that results in a successful shooting opportunity</li> <li>• Who we are marking during a game and why</li> <li>• When, where and why we use different passes in a game; chest, bounce and shoulder passes, in order to keep possession.</li> <li>• What the five positions in 'Stinger' netball are (GK, GD, C, GA, GS) and understand each role</li> </ul> <p><b>Tag Rugby:</b></p> <ul style="list-style-type: none"> <li>• When, where and why we apply a miss pass in a game situation.</li> <li>• Why we should release the ball quickly once we have been tagged.</li> <li>• When, where and why we apply a loop pass in a game situation.</li> <li>• What offside means and where they need to stand depending on whether they are attacking or defending. The attackers need to remain behind the ball carrier. The defenders must stand at least 1m in front of the ball carrier once they have been tagged.</li> </ul>	<p><b>Football:</b></p> <ul style="list-style-type: none"> <li>• What the consequences in a game of rushing into a tackle or mistiming a tackle</li> <li>• How different attacking tactics can be applied during a game to create shooting opportunities.</li> <li>• How different defending tactics can be applied during a game to prevent attacking opportunities.</li> <li>• How to manage our team selecting players to play in certain positions and understand what skills and attributes are required to be successful in these positions</li> </ul> <p><b>Netball:</b></p> <ul style="list-style-type: none"> <li>• How to organise our team, selecting who to play in each position and understanding why</li> <li>• How to create and apply attacking tactics during a game to create attacking opportunities.</li> <li>• How to regain possession if we lose possession of the ball.</li> <li>• How to create and apply defensive tactics during a game to prevent attacking opportunities.</li> <li>• How to apply the basic rules of netball and will be able to take responsibility for officiating and managing our own games.</li> </ul> <p><b>Tag Rugby:</b></p> <ul style="list-style-type: none"> <li>• When and why to apply different attacking tactics in game situations.</li> <li>• How to position ourselves as a team defensively to prevent an attack.</li> <li>• Why we need to reduce the space when we are defending and to apply pressure to the attackers to prevent them from scoring.</li> </ul>
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	<b>Vocabulary:</b>	Football: Tactics, marking, pressure, tackle, shadowing, tracking back  Netball: Tactics, transition, possession, marking, shoulder pass, bounce pass  Tag Rugby: Tactics, transition, outwit, offside, loop pass, miss pass	Football: Tactics, transition, counter attack, referee, through ball, man to man marking  Netball: Tactics, transition, umpire, netball positions, marking  Tag Rugby: Tactics, transition, Offside, formations, knock on, advantage
	<b>Skills Coverage Net/Wall</b>	Tennis: <ul style="list-style-type: none"> <li>• Introduce/develop the volley</li> <li>• Controlling the game from the serve</li> <li>• Doubles, understanding and applying tactics to win a point</li> </ul>	Tennis: <ul style="list-style-type: none"> <li>• Game application</li> <li>• Game application, mixed ability doubles, round robin games</li> </ul>
	<b>Knowledge Net/Wall</b>	Tennis: <ul style="list-style-type: none"> <li>• When and where to play a volley shot in a mini game.</li> <li>• When and where we serve in a mini game</li> <li>• Where we stand on the court when applying a volley shot in a mini game.</li> <li>• Where to serve to make it harder for our opponent to return the ball. We aim for the outside corner, forcing our opponent wide. This opens up lots of space on the court for our next shot.</li> <li>• How to apply our prior learning of how we can win a point whilst playing with a partner (doubles).</li> </ul>	Tennis: <ul style="list-style-type: none"> <li>• How to use the correct scoring system during a mini game.</li> <li>• How to organise, umpire and manage round robin games.</li> <li>• How to organise, umpire and manage round robin games.</li> <li>• When, where and why we are selecting to play a shot (forehand, back or volley) to win a point.</li> </ul>
	<b>Vocabulary</b>	Tactics, outwit, space, accuracy, forehand, backhand, volley, serve	Tactics, space, outwit, forehand, backhand, volley, doubles, serve
	<b>Skills Coverage Striking and Fielding</b>	Cricket: <ul style="list-style-type: none"> <li>• Refine batting, batting and bowling tactics</li> <li>• Refine fielding stopping, catching and throwing</li> <li>• Combine bowling and fielding creating and applying tactics</li> <li>• Introduce umpiring and scoring</li> </ul>	Cricket: <ul style="list-style-type: none"> <li>• Consolidate batting, fielding and bowling</li> <li>• Create, understand and apply attacking and defensive tactics in game</li> </ul>
	<b>Knowledge Striking and Fielding</b>	Cricket: <ul style="list-style-type: none"> <li>• Where to strike the ball when we are batting depending on where the fielders are standing in order to score runs.</li> </ul>	Cricket: <ul style="list-style-type: none"> <li>• How and when to apply a range of fielding skills into mini games.</li> <li>• Why we need to attack the ball when we are fielding and why when need to apply pressure to the batters.</li> </ul>

		<ul style="list-style-type: none"> <li>• How to create and apply simple fielding and batting tactics in order for their team to be successful.</li> <li>• How and why the role as a batter may change depending on the situation of the game.</li> <li>• Where and how to bowl in order to prevent the batters from scoring runs. Stepping forwards with one foot, releasing the ball from low to high using their opposite hand towards the wicket (stumps).</li> </ul>	<ul style="list-style-type: none"> <li>• How to umpire and score in a mini game of cricket, applying the correct signals when umpiring.</li> </ul>
	<b>Vocabulary</b>	Tactics, bowling, run out, wicket keeper, no ball, wide, bye	Tactics, umpire, boundary, four runs, six runs, over
<b>Athletics</b>	<b>Skills Coverage</b>	<ul style="list-style-type: none"> <li>• Finishing a race</li> <li>• Evaluating our performance</li> <li>• Sprinting: My personal best</li> <li>• Relay changeovers</li> <li>• Shot Put</li> <li>• Introducing the Hurdles</li> </ul>	<ul style="list-style-type: none"> <li>• Running for speed competition</li> <li>• Running for distance competition</li> <li>• Throwing competition</li> <li>• Jumping competition</li> </ul>
	<b>Running</b>	<ul style="list-style-type: none"> <li>• Why we need to maintain our speed until we cross the finish line.</li> <li>• When and where the changeovers take place on a curved track.</li> <li>• How to hurdle safely, applying the correct technique</li> <li>• How to evaluate our own and others sprinting technique making suggestions on how we can improve our own and others performance</li> </ul>	<ul style="list-style-type: none"> <li>• Why we need to apply accurate head, arm and foot technique to make ourselves run quicker</li> <li>• Why we need to select certain pupils for certain events in order for our team to be successful.</li> </ul>
	<b>Jumping</b>		
	<b>Throwing</b>	<ul style="list-style-type: none"> <li>• How to transfer their body weight to push (put) the shot put and throw the javelin further</li> </ul>	
	<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Tactics, speed, distance, evaluation, change over, personal best, lap</li> </ul>	Tactics, teamwork, speed, distance, evaluation, false start, events
<b>Dance</b>	<b>Skills Coverage</b>	<ul style="list-style-type: none"> <li>• Extending sequences with a partner using compositional principles</li> <li>• Creating movement using improvisation where movement is reactive</li> </ul>	<ul style="list-style-type: none"> <li>• Performing with technical control and rhythm in a group</li> <li>• Creating rhythmic patterns using the body</li> <li>• Chorographical elements including still imagery</li> </ul>

		<ul style="list-style-type: none"> <li>Developing character movements</li> <li>Creating movements to represent different characters</li> </ul>	<ul style="list-style-type: none"> <li>Extending our choreography through controlled movements, character emotion and expression</li> <li>Explore the relationships between characters applying character emotion and expression</li> </ul>
	<b>Canon</b> <b>Unison</b> <b>Chorography</b> <b>Y</b> <b>Fluidity</b>	<ul style="list-style-type: none"> <li>Know how to perform accurately and convincingly in character with big bold actions.</li> <li>Know how to include a change of speed in our movements</li> <li>Understand what canon and unison are and be able to include these chorographical elements in performances. Know that Canon is where pupils perform taking it in turns one after the other. Know that Unison is where pupils perform the same movement at exactly the same time as each other.</li> <li>How to create a sequence, by accurately combining movements with flow and accurate timings.</li> </ul>	<ul style="list-style-type: none"> <li>Know how to make effective evaluations of an individuals or pairs' strengths and weaknesses.</li> <li>Understand why performing at and 'excellent' standard, with accurate timings and fluidity is so important.</li> <li>Understand what 'Choreography' means and that it is a set of sequence steps and movements that have been specifically designed for a dancer or group of dancers to perform.</li> <li>Know how to include a change of speed and dynamic in our movements.</li> </ul>
	<b>Vocabulary</b>	Expression, creativity, choreography, motif, character, unison, compositional, improvisation, cannon	Expression, creativity, expression, motif, stimulus, choreography, rhythm, speed, dynamic, sequence
<b>Gymnastics</b>	<b>Skills Coverage</b>	<ul style="list-style-type: none"> <li>Introduction to Counter Balance</li> <li>Application of Counter Balance learning onto apparatus</li> <li>Sequence formation</li> <li>Counter Tension</li> <li>Sequence completion</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to matching/ mirroring</li> <li>Application of matching/ mirroring learning onto apparatus</li> <li>Sequence development</li> </ul>
	<b>Knowledge</b>	<ul style="list-style-type: none"> <li>What 'Counter Balance' and 'Counter Tension' means, understanding the difference between them.</li> <li>How to include a change of speed in our movements</li> <li>How to create and execute 'Counter Balances' and 'Counter Tension Balances' with a partner using a variety of levels and connection points.</li> <li>How to create a sequence, by accurately combining movements and balances, with flow and accurate timings within the Counter Balance and Counter Tension theme.</li> </ul>	<ul style="list-style-type: none"> <li>What 'Matching' movements mean; Matching is where pupils perform exactly the same movements at the same time</li> <li>Why performing at and 'excellent' standard, with accurate timings and fluidity is so important.</li> <li>What 'Mirroring' means; Mirroring is where pupils perform their movements creating a mirror image of each other.</li> <li>How to create a sequence of movements, bringing together a combination of both matching and mirroring movements, executed with accuracy and fluidity using a range of apparatus</li> </ul>

	<b>Vocabulary</b>	Interesting, flow, counter balance, counter tension, unison, canon	Flow, levels, matching, mirroring, unison, canon
<b>Swimming and Water Safety</b>		<ul style="list-style-type: none"> <li>Swim unaided for 25 metres (or more) using recognised arm &amp; leg movements competently, confidently &amp; consistently</li> <li>Swim for 10m on three of the following strokes - Front paddle/ crawl, back stroke, basic breaststroke, butterfly leg kick</li> <li>Jump in from poolside, submerge &amp; rise to the surface (1.5m minimum depth)</li> <li>Float on front or back without aids for 30 seconds in deep water, then swim back to the wall</li> <li>Tread water in deep water without using buoyancy aids for 30 seconds</li> <li>Perform a shout &amp; signal rescue (unaided) for 30 seconds</li> <li>Exit the water safely without using steps in deep water (1.2m minimum depth)</li> </ul>	
		All children receive swimming lessons at Iron Monger Row Baths in Years 5 and 6 in 2 week intensive blocks	
<b>Outdoor and Adventurous Activities</b>		<p>In Year 5 and Year 6 children receive a block of Forest School each term.</p> <p>The children attend a residential trip for two nights in Year 5 and 4 nights in Year 6. These residential trips include opportunities to participate in instructor led outdoor and adventurous activities. Those offered will vary depending on the location of the residential but may include :- water sports, abseiling, low and high ropes, archery, rifle shooting, survival skills, team work, orienteering and map reading, hiking, rock climbing, BMX biking, roller skating.</p> <p>In Year 5 children receive lessons in orienteering including a one day orienteering day on Hampstead Heath.</p> <p>In Year 6 children receive kayaking lessons through Islington Boat Club.</p>	
	<b>Skills Coverage</b>	<p>Orienteering:</p> <ul style="list-style-type: none"> <li>Face orienteering</li> <li>Cone orienteering</li> <li>Point and return</li> <li>Point to point</li> <li>Timed course</li> <li>Orienteering competition</li> </ul>	
	<b>Knowledge</b>	<p>Orienteering:</p> <ul style="list-style-type: none"> <li>How to take responsibility for others and lead others in an effective way.</li> <li>Why we have to orientate a map in order to locate points on the map.</li> <li>How to plan a route effectively in order to locate as many points as possible.</li> <li>How to manage time and avoid being late back and understand why this is important.</li> </ul>	
	<b>Vocabulary</b>	Teamwork, strategy, tactics, communication, control point, scale	