



PE CURRICULUM MAP
SKILLS, KNOWLEDGE AND UNDERSTANDING PROGRESSION



National Curriculum	Year 3	Year 4	Year 5	Year 6
<p>3.Fundamentals 4.Ball skills 5.6. Fitness</p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>To develop balancing and understand the importance of this skill.</p> <p>To understand how to change speed and be able to demonstrate good technique when running at different speeds.</p> <p>To demonstrate a change of speed and direction to outwit others.</p> <p>To develop technique and control when jumping, hopping and landing.</p> <p>To develop skipping in a rope.</p> <p>To apply fundamental skills to a variety of challenges.</p> <p>Key skills: Balancing, Running, Hopping, Jumping, Dodging, Skipping</p> <p>Key Vocabulary: Speed, Power, Strength, Accurately, Higher, Pace, Control, Faster, Further</p>	<p>To develop confidence and accuracy when tracking a ball.</p> <p>To explore and develop a variety of throwing techniques.</p> <p>To develop catching skills using one and two hands.</p> <p>To develop dribbling a ball with hands.</p> <p>To use tracking, sending and dribbling skills with feet.</p> <p>Key skills: Tracking a ball, Throwing, Catching, Dribbling</p> <p>Key Vocabulary: Power, Stamina, Perseverance, Determination, Accuracy, Personal best.</p>	<p>To develop an awareness of what your body is capable of.</p> <p>To develop speed and strength.</p> <p>To complete actions to develop co-ordination.</p> <p>To complete actions to develop agility.</p> <p>To complete actions to develop balance.</p> <p>To complete actions to develop stamina.</p> <p>Key skills: Strength, Speed, Power, Agility</p> <p>Key Vocabulary: Technique, Agility, Drive, Power</p>	<p>To develop an awareness of what your body is capable of.</p> <p>To develop speed and stamina.</p> <p>To develop strength using my own body weight.</p> <p>To develop co-ordination through skipping.</p> <p>To perform actions that develop agility.</p> <p>To develop control whilst balancing.</p> <p>Key skills: Strength, Speed, Power, Agility, Coordination, Balance, Stamina</p> <p>Key Vocabulary: Generate force, continuous, analyse, measure</p>

<p>Gymnastics</p> <p><i>To develop flexibility, strength, technique, control and balance.</i></p> <p><i>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</i></p>	<p>To be able to create interesting point and patch balances.</p> <p>To develop stepping into shape jumps with control.</p> <p>To develop the straight, barrel, and forward roll.</p> <p>To be able to transition smoothly into and out of balances.</p> <p>To create a sequence with matching and contrasting actions and shapes.</p> <p>To create a partner sequence incorporating equipment.</p> <p>Key skills: Individual point and patch balances, Straight roll, Barrel roll, Forward roll, Straight jump, Tuck jump, Star jump, Rhythmic gymnastics</p> <p>Key vocabulary: flow, explore, create, matching, interesting, control, contrasting.</p>	<p>To develop individual and partner balances.</p> <p>To develop control in performing and landing rotation jumps.</p> <p>To develop the straight, barrel, forward and straddle roll.</p> <p>To develop the straight, barrel, forward and straddle roll.</p> <p>To develop strength in inverted movements.</p> <p>To be able to create a partner sequence to include apparatus.</p> <p>Key skills: Individual and partner balances, Jumps using rotation, Straight roll, Barrel roll, Forward roll, Straddle roll, Bridge, Shoulder stand</p> <p>Key vocabulary: technique, quality, apparatus, perform, extension, inverted.</p>	<p>To be able to perform symmetrical and asymmetrical balances.</p> <p>To develop the straight, forward, straddle and backward roll.</p> <p>To be able to explore different methods of travelling, linking actions in both canon and synchronisation.</p> <p>To be able to perform progressions of inverted movements.</p> <p>To explore matching and mirroring using actions both on the floor and on apparatus.</p> <p>To be able to create a partner sequence using apparatus.</p> <p>Key skills: Symmetrical and asymmetrical balances, Straight roll, Forward roll, Straddle roll, Backward roll, Cartwheel, Bridge, Shoulder stand</p> <p>Key vocabulary: symmetrical asymmetrical, synchronisation, progression, canon, aesthetics, rotation.</p>	<p>To be able to develop the straddle, forward and backward roll.</p> <p>To develop counter balance and counter tension.</p> <p>To be able to perform inverted movements with control.</p> <p>To be able to perform the progressions of a headstand and a cartwheel.</p> <p>To be able to use flight from hands to travel over apparatus.</p> <p>To be able to create a group sequence using formations and apparatus.</p> <p>Key skills: Straddle roll, Forward roll, Backward roll, Counter balance, Counter tension, Bridge, Shoulder stand, Handstand, Cartwheel, Headstand, Vault</p> <p>Key vocabulary: counter tension, counter balance, formation, momentum, fluently, stability.</p>
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<p>Basketball</p> <p><i>Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</i></p> <p><i>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</i></p>	<p>To develop the attacking skill of dribbling.</p> <p>To be able to use protective dribbling against an opponent.</p> <p>To develop the bounce and chest pass and begin to recognise when to use them.</p> <p>To develop tracking and defending an opponent.</p> <p>To develop the technique for the set shot.</p> <p>To be able to apply the skills, rules and tactics you have learnt to a mini tournament.</p> <p>Key skills: Throwing and catching, Dribbling, Intercepting Shooting</p> <p>Key vocabulary: court, dribble, receiver, bounce, dodge, opponent, defender, attacker, chest pass, bounce pass.</p>		<p>To develop protective dribbling against an opponent.</p> <p>To be able to move into space to support a teammate.</p> <p>To be able to choose when to pass and when to dribble.</p> <p>To be able to track an opponent and use defensive techniques to win the ball.</p> <p>To be able to perform a set shot and a jump shot.</p> <p>To be able to apply the rules and tactics you have learnt to play in a basketball tournament.</p> <p>Key skills: Throwing and catching, Dribbling, Intercepting, Shooting</p> <p>Key vocabulary: protective dribble, defenders, opponent, intercept, attacker, encourage, defensive technique, possession.</p>	
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<p style="text-align: center;">Hockey</p> <p><i>Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</i></p> <p><i>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</i></p>	<p>To develop sending the ball with a push pass.</p> <p>To develop receiving the ball.</p> <p>To develop dribbling using the reverse stick (Indian dribble).</p> <p>To develop moving into space after passing the ball.</p> <p>To be able to use an open stick tackle.</p> <p>To apply defending and attacking principles and skills in a hockey tournament.</p> <p>Key skills: Passing, Dribbling, Receiving, Intercepting, Tackling</p> <p>Key Vocabulary: interception, possession, opposition, defender, attacker, reverse.</p>		<p>To develop dribbling to beat a defender.</p> <p>To develop sending the ball using a push pass.</p> <p>To develop receiving the ball with control.</p> <p>To be able to move into space to support a teammate.</p> <p>To develop using an open stick (block) tackle and jab tackle to gain possession of the ball.</p> <p>To apply the rules and skills you have learnt to play in a hockey tournament.</p> <p>Key skills: Dribbling, Passing, Receiving, Tackling, Creating and using space, Shooting</p> <p>Key Vocabulary: interception, possession, opposition, defender, attacker, reverse, formation, pivot, slalom, press, retreat</p>	
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<p style="text-align: center;">Football</p> <p><i>Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</i></p> <p><i>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</i></p>	<p>To develop controlling the ball and dribbling under pressure.</p> <p>To develop passing to a teammate.</p> <p>To be able to control the ball with different parts of the body.</p> <p>To develop changing direction with the ball using an inside and outside hook.</p> <p>To be able to jockey / track an opponent.</p> <p>To be able to apply the rules and tactics you have learnt to play in a football tournament.</p> <p>Key skills: Dribbling, Passing, Ball control, Tracking/jockeying, Turning, Receiving</p> <p>Key Vocabulary: Interception, opponent, defend, attack, tracking, possession</p>		<p>To be able to dribble the ball under pressure.</p> <p>To pass the ball accurately to a target to help to maintain possession.</p> <p>To use different turns to keep the ball away from defenders.</p> <p>To develop defending skills to gain possession.</p> <p>To develop goalkeeping skills to stop the opposition from scoring.</p> <p>To be able to apply the rules and tactics you have learnt to play in a football tournament.</p> <p>Key skills: Dribbling, Passing, Ball control, Tracking / jockeying, Turning, Goalkeeping, Receiving</p> <p>Key Vocabulary: Interception, opponent, press, defend, attack, tracking, hold, possession, maintain</p>	
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<p style="text-align: center;">Tag Rugby</p> <p><i>Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</i></p> <p><i>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</i></p>		<p>To develop throwing, catching and running with the ball.</p> <p>To develop an understanding of tagging rules.</p> <p>To begin to use the 'forward pass' and 'off side' rule.</p> <p>To be able to dodge a defender and move into space when running towards the goal.</p> <p>To develop defending skills and use them in a game situation.</p> <p>To be able to apply the rules and tactics you have learnt and play in a tag rugby tournament.</p> <p>Key skills: Passing, Catching, Dodging, Tagging, Scoring</p> <p>Key Vocabulary: Interception, opponent, defend, attack, consecutive, possession</p>		<p>To develop attacking principles, understanding when to run and when to pass.</p> <p>To be able to use the 'forward pass' and 'offside' rules.</p> <p>To be able to play games using tagging rules.</p> <p>To develop dodging skills to lose a defender.</p> <p>To develop drawing defence and understanding when to pass.</p> <p>To be able to apply the rules and tactics you have learnt to play in a tag rugby tournament.</p> <p>Key skills: Throwing, Catching, Running, Dodging, Scoring</p> <p>Key Vocabulary: Interception, opponent, press, defend, attack, tracking, hold, possession, maintain</p>
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<p style="text-align: center;">Netball</p> <p><i>Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</i></p> <p><i>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</i></p>		<p>To develop passing and moving and play within the footwork rule.</p> <p>To develop passing and moving towards a goal.</p> <p>To develop movement skills to lose a defender.</p> <p>To be able to defend an opponent and try to win the ball.</p> <p>To develop the shooting action.</p> <p>To develop playing using netball rules.</p> <p>Key skills: Passing, Catching, Footwork, Intercepting, Shooting</p> <p>Key Vocabulary: Interception, possession, defence, attack, conceding</p>		<p>To develop passing and moving.</p> <p>To be able to use the attacking principle of creating and using space.</p> <p>To be able to change direction and lose a defender.</p> <p>To be able to defend ball side and know when to go for interceptions.</p> <p>To develop the shooting action.</p> <p>To be able to change direction to get free from a defender and receive a pass.</p> <p>To learn the positions of 5-a-side netball.</p> <p>Key skills: Passing, Catching, Footwork, Intercepting, Shooting, Dodging</p> <p>Key Vocabulary: Interception, opponent, defend, attack, possession, conceding, switch, press, retreat</p>
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<p style="text-align: center;">Handball</p> <p><i>Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</i></p> <p><i>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</i></p>		<p>To begin to throw and catch while on the move.</p> <p>To learn how to move towards goal or away from a defender.</p> <p>To develop accuracy when shooting.</p> <p>To be able to apply individual and team defending skills</p> <p>To use a change of direction and speed to lose a defender and move into space.</p> <p>To maintain possession when in attack.</p> <p>Key skills: Ball control, Throwing and catching, Moving with the ball, Dribbling, Shooting</p> <p>Key vocabulary: grip, attack, interception, opponent, defend, possession.</p>		<p>To develop a variety of passes and know when to use each to help to maintain possession.</p> <p>To use stepping, dribbling and passing skills to create space, move towards goal and away from defenders.</p> <p>To use defending skills to stop an opponent from scoring.</p> <p>To select and apply the appropriate skill to score goals.</p> <p>To use defensive skills to gain possession.</p> <p>To maintain possession under pressure.</p> <p>Key skills: Throwing and catching, Moving with the ball, Dribbling, Intercepting, Shooting</p> <p>Key vocabulary: principle, interception, opponent, transfer, angle, possession.</p>
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<p style="text-align: center;">Dance</p> <p>Perform dances using a range of movement patterns.</p>	<p>To create actions in response to a stimulus and move in unison with a partner.</p> <p>To create actions to move in contact with a partner or interact with a partner.</p> <p>To understand how dynamics affect the actions performed. To be able to select and use actions to represent an idea.</p> <p>To work with a partner to choose actions that relate to an idea.</p> <p>To remember and repeat actions, using dynamics to clearly show different phrases.</p> <p>To choose actions which relate to the idea, using space and timing to make my work look interesting.</p> <p>To understand and use formations, choosing poses which relate to the stimulus.</p> <p>To use transitions and changes of timing to move into and out of shapes.</p> <p>Key skills: Using canon, unison, formation, dynamics, pathways, direction, Copying and performing actions, Control, Balance</p> <p>Key Vocabulary: stimulus, dynamics, formations, canon, unison, shape, relationships</p>	<p>To copy and create actions in response to an idea and be able to adapt this using changes of space.</p> <p>To choose actions which relate to the theme.</p> <p>To use actions, dynamics, spacing and timing to represent a state of matter.</p> <p>To use actions, dynamics, spacing and timing to represent a state of matter.</p> <p>To remember and repeat actions and create dance ideas in response to a stimulus.</p> <p>To use action and reaction when creating ideas with a partner.</p> <p>To remember, repeat and create actions to represent an idea.</p> <p>To use choreographing ideas to change how actions are performed.</p> <p>Key skills: Performing a variety of dance actions, Using canon, unison, formation, dynamics, character, structure, space, Balance, Control, Technique</p> <p>Key Vocabulary: stimulus, dynamics, formations, canon, unison, expansion, contraction</p>	<p>To create a dance using a random structure and perform the actions showing quality and control.</p> <p>To understand how changing the dynamics of an action changes the appearance of the performance.</p> <p>To understand and use relationships and space to change how a performance looks.</p> <p>To work with a group to create poses and link them together using transitions.</p> <p>To use choreographing devices when working as a group.</p> <p>To copy and repeat movements in the style of Rock 'n' Roll.</p> <p>To work with a partner to copy and repeat actions keeping in time with the music.</p> <p>To work collaboratively with a group to create a dance in the style of Rock 'n' Roll.</p> <p>Key skills: Performing a variety of dance actions, using canon, unison, formation, dynamics, character, structure, space, emotion, matching, mirroring, transitions</p> <p>Key Vocabulary: stimulus, dynamics, formations, canon, unison, expansion, contraction, phrase</p>	<p>To copy and repeat a set dance phrase showing confidence in movements.</p> <p>To work collaboratively with a partner to explore and develop the dance idea.</p> <p>To use changes in level and speed when choreographing.</p> <p>To copy and create actions using a prop as a dance stimulus.</p> <p>To use choreographing devices to improve how the performance looks.</p> <p>To select actions and dynamics to convey different characters.</p> <p>To choreograph a dance that shows contrasting characters.</p> <p>To communicate a story through dance.</p> <p>Key skills: Performing a variety of dance actions, using canon, unison, formation, dynamics, character, emotion, transitions, matching & mirroring</p> <p>Key Vocabulary: Stimulus, dynamics, formations, choreograph, relationship, contrasting</p>
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<p style="text-align: center;">Yoga</p> <p>To develop flexibility, strength, technique, control and balance.</p>	<p>To explore connecting breath and movement.</p> <p>To explore new yoga poses and begin to connect them.</p> <p>To explore gratitude when remembering and repeating a yoga flow.</p> <p>To develop flexibility and strength in a positive summer flow.</p> <p>To develop flexibility in an individual yoga flow.</p> <p>To develop confidence and strength in arm balances.</p> <p>Key skills: Breathing, Balance, Flexibility, Strength, Coordination</p> <p>Key Vocabulary: meditation, mindfulness, wellbeing, posture, flexibility, focus, concentration</p>		<p>To develop an understanding of yoga.</p> <p>To develop flexibility through the sun salutation flow.</p> <p>To develop strength through yoga flows.</p> <p>To create your own flow showing quality in control, balance and technique.</p> <p>To develop balance through yoga flows.</p> <p>To work collaboratively to create a controlled paired yoga flow.</p> <p>To create your own yoga flow that challenges technique, balance and control.</p> <p>Key skills: Balance, Strength Flexibility, Coordination, Leadership</p> <p>Key Vocabulary: posture, flexibility, focus, concentration, extension, tension, contraction,</p>	
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<p style="text-align: center;">OAA</p> <p><i>Take part in outdoor and adventurous activity challenges both individually and within a team.</i></p>	<p>Getset4pe lessons 1-4</p> <p>2 lessons: Tri-O funny faces and obstacle race relay</p> <p>To develop cooperation and teamwork skills.</p> <p>To develop trust and teamwork.</p> <p>To involve all team members in an activity and work towards a collective goal.</p> <p>To develop trust and accept support whilst listening to others and following instructions.</p> <p>Progressive Assessment Criteria: I am developing map reading skills. I can follow and give instructions. I can listen to and am accepting of others' ideas. I can plan and attempt to apply strategies to solve problems. I can reflect on when and why I was successful at solving challenges and am beginning to understand why. I can work collaboratively with a partner and a small group.</p> <p>Key skills: Balance, Running, Communication, Teamwork</p> <p>Key vocabulary: Communication, obstacle, reflect, planning, navigate</p>	<p>Getset4pe: lessons 5-6</p> <p>Tri-O matching symbols relay, punching relay, playschool map jigsaw.</p> <p>To develop cooperation and teamwork skills.</p> <p>To develop trust and teamwork.</p> <p>To involve all team members in an activity and work towards a collective goal.</p> <p>To develop trust and accept support whilst listening to others and following instructions.</p> <p>To be able to identify objects on a map, draw and follow a simple map.</p> <p>To draw a route using directions. To be able to orientate a map and navigate around a grid.</p> <p>Progressive Assessment Criteria: I can accurately follow and give instructions. I can confidently communicate ideas and listen to others. I can identify key symbols on a map and use a key to help navigate around a grid. I can plan and apply strategies to solve problems. I can reflect on when and why I was successful at solving challenges. I can work collaboratively and effectively with a partner and a small group.</p> <p>Key skills: Balance, Running, Communication, Teamwork</p> <p>Key vocabulary: Communication, obstacle, reflect, planning, navigate</p>	<p>Getset4pe lessons 1-6</p> <p>To build communication and trust whilst showing an awareness of safety.</p> <p>To work as a team to solve problems, sharing ideas and collaborating with one another.</p> <p>To develop tactical planning and problem solving.</p> <p>To share ideas and work as a team to solve problems.</p> <p>To develop navigational skills and map reading.</p> <p>To be able to use a key to identify objects and locations.</p> <p>Progressive Assessment Criteria: I am inclusive of others and can share job roles. I can navigate around a course using a map. I can orientate a map confidently. I can reflect on when I was successful at solving challenges and alter my methods in order to improve. I can use critical thinking to approach a task. I can work effectively with a partner and a small group, sharing ideas and agreeing on a team strategy.</p> <p>Key skills: Stamina, , Running, Communication, Teamwork</p> <p>Key vocabulary: Communication, obstacle, reflect, planning, navigate, orienteering, bearing</p>	<p>Old plans using some of Y5 team building games instead of bench challenge.</p> <p>To build communication and trust whilst showing an awareness of safety.</p> <p>To work as a team to solve problems, sharing ideas and collaborating with one another.</p> <p>To develop tactical planning and problem solving.</p> <p>To share ideas and work as a team to solve problems.</p> <p>To develop navigational skills and map reading.</p> <p>To compete against other teams using orienteering skills such as map reading.</p> <p>Progressive Assessment Criteria: I am inclusive of others, can share job roles and lead when necessary. I can orientate a map efficiently to navigate around a course. I can pool ideas within a group, selecting and applying the best method to solve a problem. I can use critical thinking skills to form ideas and strategies to solve challenges. I can work effectively with a partner and a group to solve challenges. With increasing accuracy, I can reflect on when and how I am successful at solving challenges and alter my methods in order to improve.</p> <p>Key skills: Stamina, , Running, Communication, Teamwork</p> <p>Key vocabulary: Communication, obstacle, reflect, planning, navigate, orienteering, bearing, checkpoint, contour</p>
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<p>Dodgeball</p> <p><i>Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</i></p> <p><i>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</i></p>		<p>To learn the rules of dodgeball and apply them to a game situation.</p> <p>To develop throwing at a moving target.</p> <p>To use jumps, dodges and ducks to avoid being hit.</p> <p>To develop catching a dodgeball at different heights.</p> <p>To learn how to block using the ball.</p> <p>To understand the rules of dodgeball and use them to play in a tournament.</p> <p>Key skills: Throwing, Catching, Dodging, Blocking</p> <p>Key Vocabulary: Opposition, consecutive, conceding, defending, rotation</p>		<p>To recap on the rules of dodgeball and apply them to a game.</p> <p>To develop throwing at a moving target.</p> <p>To use jumps, dodges and ducks to avoid being hit.</p> <p>To develop catching to get an opponent out.</p> <p>To select and apply tactics in the game.</p> <p>To develop officiating skills and referee a dodgeball game.</p> <p>Key skills: Throwing, Catching, Dodging, Blocking</p> <p>Key Vocabulary: Opposition, consecutive, conceding, defending, technique, pivot, patterns of play</p>
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<p style="text-align: center;">Athletics</p> <p>To develop flexibility, strength, technique, control and balance.</p>	<p>To develop the sprinting technique and improve on your personal best.</p> <p>To develop changeover in relay events.</p> <p>To develop jumping technique in a range of approaches and take off positions.</p> <p>To develop throwing for distance and accuracy.</p> <p>To develop throwing for distance in a pull throw.</p> <p>To develop officiating and performing skills.</p> <p>Key skills: Sprinting, jumping for distance, Push and pull throwing for distance</p> <p>Key Vocabulary: Power, speed, strength, vertical, progressive</p>	<p>To develop stamina and an understanding of speed and pace in relation to distance.</p> <p>To develop power and speed in the sprinting technique.</p> <p>To develop technique when jumping for distance.</p> <p>To develop power and technique when throwing for distance.</p> <p>To develop a pull throw for distance and accuracy.</p> <p>To develop officiating and performing skills.</p> <p>Key skills: Pacing, sprinting technique, jumping for distance, Throwing for distance</p> <p>Key Vocabulary: Power, speed, strength, vertical, progressive</p>	<p>To be able to apply different speeds over varying distances.</p> <p>To develop fluency and coordination when running for speed.</p> <p>To develop technique in relay changeovers.</p> <p>To develop technique and coordination in the triple jump.</p> <p>To develop throwing with force for longer distances.</p> <p>To develop throwing with greater control and technique.</p> <p>Key skills: Pacing, sprinting technique, Relay changeovers, jumping for distance, Push and pull throwing for distance</p> <p>Key Vocabulary: Consistent, downsweep, upsweep, bounding, momentum</p>	<p>To work collaboratively with a partner to set a steady pace.</p> <p>To develop your own and others sprinting technique.</p> <p>To develop power, control and technique for the triple jump.</p> <p>To develop power, control and technique when throwing for distance.</p> <p>To develop throwing with force and accuracy for longer distances.</p> <p>To work collaboratively in a team to develop the officiating skills of measuring, timing and recording.</p> <p>Key skills: Pacing, Sprinting, jumping for distance, Push throwing for distance, Fling throwing for distance</p> <p>Key Vocabulary: Consistent, downsweep, upsweep, bounding, momentum</p>
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<p style="text-align: center;">Cricket</p> <p>Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>To develop overarm throwing and catching.</p> <p>To develop underarm bowling.</p> <p>To learn how to grip the bat and develop batting technique.</p> <p>To be able to field a ball using a two handed pick up and a short barrier.</p> <p>To develop an overarm bowling technique.</p> <p>To play, apply skills learnt to mini cricket.</p> <p>Progressive Assessment criteria: I am able to bowl a ball towards a target. I am beginning to strike a bowled ball after a bounce. I am developing an understanding of tactics and I am beginning to use them in game situations. I am learning the rules of the game and I am beginning to use them honestly. I can persevere when learning a new skill. I can provide feedback using keywords. I can use overarm and underarm throwing, and catching skills. I work cooperatively with my group to self-manage games.</p> <p>Key skills: Underarm and overarm throwing, Catching, Over and underarm bowling, Fielding and tracking a ball, Batting</p> <p>Key vocabulary: Fielders, batters, striking, tracking, bowling</p>	<p>To develop overarm throwing and catching.</p> <p>To develop underarm bowling.</p> <p>To learn how to grip the bat and develop batting technique.</p> <p>To be able to field a ball using a two handed pick up and a short barrier.</p> <p>To develop an overarm bowling technique.</p> <p>To play, apply skills learnt to mini cricket</p> <p>Progressive Assessment criteria: I am able to bowl a ball with some accuracy and consistency. I am learning the rules of the game and I am beginning to use them to play honestly and fairly. I can communicate with my teammates to apply simple tactics. I can persevere when learning a new skill. I can provide feedback using key terminology and understand what I need to do to improve. I can strike a bowled ball after a bounce. I can use overarm and underarm throwing, and catching skills with increasing accuracy. I share ideas and work with others to manage our game.</p> <p>Key skills: Underarm and overarm throwing, Catching, Over and underarm bowling, Fielding and tracking a ball, Batting</p> <p>Key vocabulary: Fielders, batters, striking, tracking, bowling consecutive</p>	<p>To develop throwing accuracy and catching skills.</p> <p>To develop batting accuracy and directional batting.</p> <p>To develop catching skills (close/deep catching and wicket keeping).</p> <p>To develop overarm bowling technique and accuracy.</p> <p>To develop a variety of fielding techniques and to use them within a game.</p> <p>To develop long and short barriers and apply them to a game situation.</p> <p>Progressive Assessment criteria: I am developing a wider range of fielding skills and I am beginning to use these under some pressure. I can identify when I was successful and what I need to do to improve. I can strike a bowled ball with increasing consistency. I can work cooperatively with others to manage our game. I understand the need for tactics and can identify when to use them in different situations. I understand the rules of the game and I can apply them honestly most of the time. I understand there are different skills for different situations and I am beginning to use this.</p> <p>Key skills: Underarm and overarm throwing, Catching, Over and underarm bowling, Long and short barrier, Batting</p> <p>Key vocabulary: Fielders, continuous, striking, tracking, bowling</p>	<p>To develop throwing accuracy and catching skills.</p> <p>To develop batting accuracy and directional batting.</p> <p>To develop catching skills (close/deep catching and wicket keeping).</p> <p>To develop overarm bowling technique and accuracy.</p> <p>To develop a variety of fielding techniques and to use them within a game.</p> <p>To develop long and short barriers and apply them to a game situation.</p> <p>Progressive Assessment criteria: I can select the appropriate action for the situation. I can strike a bowled ball with increasing consistency and accuracy. I can use a wider range of fielding skills with increasing control under pressure. I can use the rules of the game consistently to play fairly. I can work in collaboration with others so that games run smoothly. I recognise my own and others strengths and areas for development and can suggest ways to improve. I understand and can apply some tactics in the game as a batter, bowler and fielder.</p> <p>Key skills: Underarm and overarm throwing, Catching, Over and underarm bowling, Long and short barrier, Batting</p> <p>Key vocabulary: Fielders, continuous, striking, tracking, bowling</p>
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<p style="text-align: center;">Rounders</p> <p>Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>To play different roles in a game and begin to think tactically about each role.</p> <p>To develop the bowling action and learn the rules of bowling.</p> <p>To run around the outside of the bases and make decisions about when to stop and when to run.</p> <p>To field a ball using a two handed pick up and a short barrier.</p> <p>To develop batting technique and an understanding of where to hit the ball.</p> <p>To apply skills and rules learnt to play rounders.</p> <p>Progressive Assessment criteria: I am able to bowl a ball towards a target. I am beginning to strike a bowled ball. I am developing an understanding of tactics and I am beginning to use them in game situations. I am learning the rules of the game and I am beginning to use them. I can provide feedback using keywords. I can use overarm and underarm throwing and catching skills. I work cooperatively with my group to self-manage games.</p> <p>Key skills: Underarm and overarm throwing, catching, tracking a ball, fielding and retrieving a ball, batting Key vocabulary: fielders, batters, striking, bowling, consecutive</p>	<p>To play different roles in a game and begin to think tactically about each role.</p> <p>To develop the bowling action and learn the rules of bowling.</p> <p>To run around the outside of the bases and make decisions about when to stop and when to run.</p> <p>To field a ball using a two handed pick up and a short barrier.</p> <p>To develop batting technique and an understanding of where to hit the ball.</p> <p>To apply skills and rules learnt to play rounders.</p> <p>Progressive Assessment criteria: I am able to bowl a ball with some accuracy, and consistency. I am learning the rules of the game and I am beginning to use them to play honestly and fairly. I can communicate with my teammates to apply simple tactics. I can explain what happens to my body when I exercise and how this helps to make me healthy. I can provide feedback using key terminology and understand what I need to do to improve. I can strike a bowled ball with adapted equipment (e.g. a tennis racket). I can use overarm and underarm throwing and catching skills with increasing accuracy. I share ideas and work with others to manage our game.</p> <p>Key skills: Underarm and overarm throwing, catching, tracking a ball, fielding and retrieving a ball, batting</p>	<p>To develop the bowling action and understand the role of the bowler.</p> <p>To develop batting technique.</p> <p>To make decisions about where and when to send the ball to stump a batter out.</p> <p>To develop a variety of fielding techniques and when to use them in a game.</p> <p>To develop long and short barriers in fielding and understand when to use them.</p> <p>To apply the rules and skills you have learnt to play in a rounders tournament.</p> <p>Progressive Assessment criteria: I am beginning to strike a ball with a rounders bat. I am developing a wider range of fielding skills and I am beginning to use these under some pressure. I can identify when I was successful and what I need to do to improve. I can work cooperatively with others to manage our game. I understand the need for tactics and can identify when to use them in different situations. I understand the rules of the game and I can apply them honestly most of the time. I understand there are different skills for different situations and I am beginning to use this.</p> <p>Key skills: Throwing & catching, Bowling, Tracking, fielding & retrieving a ball, Batting</p> <p>Key vocabulary: fielders, continuous, striking, tracking, bowling, outwitting</p>	<p>To develop the bowling action and understand the role of the bowler.</p> <p>To develop batting technique.</p> <p>To make decisions about where and when to send the ball to stump a batter out.</p> <p>To develop a variety of fielding techniques and when to use them in a game.</p> <p>To develop long and short barriers in fielding and understand when to use them.</p> <p>To apply the rules and skills you have learnt to play in a rounders tournament.</p> <p>Progressive Assessment criteria: I can strike a bowled ball with increasing consistency. I can use a wider range of skills with increasing control under pressure. I can use the rules of the game consistently to play fairly. I can work collaboratively with others to get batters out. I can work in collaboration with others so that games run smoothly. I recognise my own and others strengths and areas for development and can suggest ways to improve. I understand and can apply some tactics in the game as a batter, bowler and fielder.</p> <p>Key skills: Throwing & catching, Bowling, Tracking, fielding & retrieving a ball, Batting</p> <p>Key vocabulary: fielders, continuous, striking, tracking, bowling, outwitting</p>
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<p style="text-align: center;">Tennis</p> <p><i>Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</i></p> <p><i>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</i></p>	<p>To develop racket and ball control.</p> <p>To develop returning the ball using a forehand groundstroke.</p> <p>To be able to rally using a forehand.</p> <p>To develop the two handed backhand.</p> <p>To learn how to score.</p> <p>To develop playing against an opponent.</p> <p>To work collaboratively with a partner and compete against others.</p> <p>Key skills: Forehand, Backhand, Throwing, Catching, Ready position</p> <p>Key vocabulary: Opponent, consecutive, forehand, backhand, outwit</p>	<p>To develop hitting the ball using a forehand.</p> <p>To develop returning the ball using a forehand.</p> <p>To develop the backhand and understand when to use it.</p> <p>To work cooperatively with a partner to keep a continuous rally going.</p> <p>To use simple tactics in a game to outwit an opponent.</p> <p>To demonstrate honesty and fair play when competing against others.</p> <p>Key skills: Underarm throwing, Catching, Forehand, Backhand, Ready position</p> <p>Key vocabulary: Opponent, consecutive, forehand, backhand, outwit</p>	<p>To develop returning the ball using a forehand groundstroke.</p> <p>To develop returning the ball using a backhand groundstroke.</p> <p>To work cooperatively with a partner to keep a continuous rally.</p> <p>To develop the underarm serve and understand the rules of serving.</p> <p>To develop the volley and understand when to use it.</p> <p>To use a variety of strokes to outwit an opponent.</p> <p>Key skills: Forehand groundstroke, Backhand groundstroke, Forehand volley, Backhand volley, Underarm serve</p> <p>Key vocabulary: Opponent, consecutive, forehand, backhand, technique, accuracy</p>	<p>To develop the forehand groundstroke.</p> <p>To be able to return the ball using a backhand groundstroke.</p> <p>To develop the volley and understand when to use it.</p> <p>To develop the volley and use it in a game situation.</p> <p>To develop accuracy of the underarm serve.</p> <p>To learn to use the official scoring system.</p> <p>To work cooperatively with a partner and employ tactics to outwit an opponent.</p> <p>Key skills: Forehand groundstroke, Backhand groundstroke, Forehand volley, Backhand volley, Underarm serve</p> <p>Key vocabulary: opponent, consecutive, forehand, backhand, technique, accuracy</p>
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<p>Swimming</p> <p><i>Swim competently, confidently and proficiently over a distance of at least 25 metres.</i></p> <p><i>Use a range of strokes effectively.</i></p> <p><i>Perform safe self-rescue in different water-based situations.</i></p> <p><i>Certificates awarded: 5m, 10, 25m, 50m, Sculling, Personal Survival.</i></p>	<p>ASA swimming objectives.</p> <p>Award 1 – to develop confidence in the water.</p> <p>To develop an understanding of buoyancy and balance in the water.</p> <p>To develop independent movement and submersion.</p> <p>To develop gliding and crawl legs.</p> <p>To develop front crawl breathing.</p> <p>To develop gliding and backstroke.</p> <p>Key vocabulary: submersion, gliding, backstroke, front crawl, buoyancy.</p>	<p>To develop rotation, sculling and treading water.</p> <p>To develop a confident front crawl and back crawl technique.</p> <p>To learn how to efficiently push and glide.</p> <p>To learn and develop front to back rotation.</p> <p><i>If not already achieved:</i> To develop independent movement and submersion.</p> <p>To develop gliding and crawl legs.</p> <p>To develop front crawl breathing.</p> <p>To develop gliding and backstroke.</p> <p>Key vocabulary: submersion, gliding, backstroke, front crawl, buoyancy, technique, rotation, sculling, treading water.</p>	<p>To develop gliding, front crawl and backstroke.</p> <p>To develop rotation, sculling and treading water.</p> <p>To develop the front crawl stroke and breathing technique and to achieve 25m award.</p> <p>To develop the technique for backstroke arms and legs and to achieve 25m award.</p> <p>To develop breaststroke technique and to achieve 10m or more award.</p> <p>To begin to practice butterfly leg.</p> <p>Key vocabulary: submersion, gliding, backstroke, front crawl, buoyancy, technique, rotation, sculling, treading water, butterfly.</p>	<p>To learn techniques for personal survival.</p> <p>To develop water safety skills and an understanding of personal survival.</p> <p>To increase endurance in swim challenges.</p> <p>To develop butterfly style, using arms and legs.</p> <p><i>If not already achieved:</i> To develop the front crawl stroke and breathing technique and to achieve 25m award.</p> <p>To develop the technique for backstroke arms and legs and to achieve 25m award.</p> <p>To develop breaststroke technique and to achieve 10m or more award.</p> <p>Key vocabulary: submersion, gliding, backstroke, front crawl, buoyancy, technique, rotation, sculling, treading water, butterfly, lifeguards, help position, huddle, personal survival.</p>
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