PE CURRICULUM MAP
SKILLS, KNOWLEDGE AND UNDERSTANDING PROGRESSION



	Gymnastics	Yoga	Athletics	Dance	Ball skills	OAA	Target games	Invasion games	Net and Wall	Striking and fielding	Swimming
Year 3	✓	✓	✓	✓	✓	✓	Dodgeball	Basketball Rugby Hockey	Tennis	Cricket Rounders	✓
Year 4	✓	✓	✓	✓	✓	✓	Dodgeball	Handball Netball Rugby	Tennis	Cricket Rounders	✓
Year 5	✓	✓	✓	✓		✓	Dodgeball	Basketball Rugby Hockey	Tennis	Cricket Rounders	✓
Year 6	✓	✓	✓	✓		✓	Dodgeball	Handball Netball Rugby	Tennis	Cricket Rounders	✓

	Year 3	Year 4	Year 5	Year 6
Ball skills ***Use running, jumping, throwing and catching in isolation and in combination.*** ***Compare their performances with previous ones and demonstrate improvement to achieve their personal best.*** 	To develop dribbling skills with hands and feet. To develop tracking and catching skills. To develop tracking and throwing skills. To develop tracking and kicking skills. To track a ball that is not sent directly to me. To apply sending and receiving skills in games **Key skills:** **Sending:** send a ball with accuracy and increasing consistency to a target. **Catching:** catch a range of objects with increasing consistency. Tracking: track a ball not sent directly. **Dribbling:** dribble a ball with hands and feet with control. **Key Vocabulary:** accurate, block, opponent, personal best, power, receive, technique, track	To develop tracking and collecting skills. To develop confidence and accuracy when tracking a ball. To develop dribbling skills with hands and feet. To develop catching skills using one and two hands. To explore and develop a variety of throwing techniques. To use tracking and sending skills with feet. **Key skills:** **Sending**: accurately use a range of techniques to send a ball to a target. **Catching**: catch different sized objects with increasing consistency with one and two hands. **Tracking:** consistently track a ball sent directly and indirectly. **Dribbling:** dribble a ball with increasing control and co-ordination. **Key Vocabulary:** accurate, block, collect, control, decision, momentum, opponent, personal best, possession, power, pressure, react, receive, select, technique, track		

Gymnastics ***To develop flexibility, strength, technique, control and balance.*** ***Compare their performances with previous ones and demonstrate improvement to achieve their personal best.*** 	To create interesting point and patch balances. To develop point and patch balances on apparatus. To develop stepping into shape jumps with control. To develop stepping into shape jumps using apparatus. To develop the straight, barrel, and forward roll. To include rolls in sequence work using apparatus. To transition smoothly into and out of balances. To be able to transition smoothly in and out of balances using apparatus. To create a sequence with matching and contrasting actions and shapes. To create a sequence on apparatus using matching and contrasting. To create a partner sequence using equipment. To create a partner sequence using skills learnt and incorporating apparatus **Key skills:** **Shapes:** explore matching and contrasting shapes. **Balances:** explore point and patch balances and transition smoothly into and out of them.	To develop individual and partner balances. To develop individual and partner balances using apparatus. To develop control in performing and landing rotation jumps. To develop rotation jumps and sequence building using apparatus. To develop the straight, barrel, forward and straddle roll. To assess my straight, barrel, forward and straddle roll. To link actions that flow using the rolls I have learnt. To link actions that flow in a partner sequence using the rolls I have learnt. To develop strength in inverted movements. To develop strength in inverted movements. To create a 'great' partner sequence to include the skills I have learnt and apparatus. To create a 'great' partner sequence to include the skills I have learnt and apparatus. **Key skills:** **Shapes:** develop the range of shapes I use in my sequences. **Inverted movements**: develop strength in bridge and shoulder stand.	To perform symmetrical and asymmetrical balances. To perform interesting symmetrical and asymmetrical balances using apparatus. To develop the straight, forward, straddle and backward roll. To develop the straight, forward, straddle and backwards roll into a sequence. To explore different travelling actions using both canon and synchronisation. To explore different methods of travelling, linking actions in both canon and synchronisation. To perform progressions of inverted movements. To perform progressions of inverted movements. To explore matching and mirroring in sequence work. To explore matching and mirroring using actions both on the floor and on apparatus. To create a partner sequence using apparatus. To create a group sequence using apparatus. **Key skills:** **Shapes:** perform shapes consistently and fluently linked with other gymnastic actions.	To develop the straddle, forward and backward roll. To develop rolling into sequence work and on apparatus. To develop counter balance and counter tension. To develop counter balance and counter tension into sequence work with apparatus. To develop jumps and explore the effect of height. To explore jump sequence work with consideration of performance tools. To develop inverted movements with control. To develop inverted movements with control. To use flight from hands to travel over apparatus. To use flight from hands to travel over apparatus. To create a group sequence using formations and apparatus. To create a contrasting group sequence using formations and apparatus. **Key skills:** **Shapes:** combine and perform gymnastic shapes more fluently and effectively. **Inverted movements**: develop control in progressions of a handstand, cartwheel, bridge and

	Rolls: develop the straight, barrel, and forward roll. **Jumps:** develop stepping into shape jumps with control. **Key vocabulary:** body tension, extend, point, landing position, patch, contrast, flow, match, take off	**Balances**: develop control and fluency in individual and partner balances. **Rolls:** develop the straight, barrel, forward and straddle roll and perform them with increased control. **Jumps:** develop control in performing and landing rotation jumps **Key vocabulary:** bridge, inverted, perform, shoulder stand, fluidity, momentum, rotation, stability, wrist grip	**Inverted movements:** develop bridge and shoulder stand, explore progressions of a cartwheel. **Balances:** explore symmetrical and asymmetrical balances. **Rolls**: develop control in the straight, barrel, forward, straddle and backward roll. **Jumps:** select a range of jumps to include in sequence work. **Key vocabulary:** asymmetrical, cannon, cartwheel, extension, identify, mirroring, observe, performance, quality, stable, symmetrical, synchronisation, transition	shoulder stand. B**alances**: explore counter balance and counter tension. **Rolls:** develop fluency and consistency in the straddle, forward and backward roll. J**umps**: combine and perform a range of gymnastic jumps more fluently and effectively **Key vocabulary:** aesthetics, component, contrasting, counter balance, counter tension, flight, formation, engage, execution, progression. Refine, structure, vault

Basketball ***Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.*** ***Compare their performances with previous ones and demonstrate improvement to achieve their personal best.*** 	To understand the role of an attacker when in possession. To use attacking skills to maintain possession. To develop passing and moving to support my team in attack. To understand the role of a defender and explore ways to gain possession. To understand that scoring goals is an attacking skill and demonstrate this. To apply skills and knowledge to compete in a tournament. **Key skills:** **Sending & receiving:** explore s&r abiding by the rules of the game. **Dribbling:** explore dribbling the ball abiding by the rules of the game under some pressure. **Space:** develop using space as a team. **Attacking:** develop movement skills to lose a defender. Explore shooting actions in a range of invasion games. **Defending:** develop tracking opponents to limit their scoring opportunities. **Key vocabulary:** accurate, attack, communicate, control, intercept, invasion, opponent, possession, referee, shoot, tactic, teammate, teamwork, tournament		To develop ways to move the ball and apply them to different situations. To develop movement skills to lose a defender in different situations. To communicate with my team, move into space and take the ball towards the goal. To defend an opponent and know when to try to intercept. To develop shooting and explore when to pass, dribble or shoot. To use and apply skills, principles and tactics to a game situation. **Key skills:** **Sending & receiving:** develop control when s&r under pressure. **Dribbling:** dribble with some control under pressure. **Space:** explore moving to create space for themselves and others in their team. **Attacking:** use a variety of techniques to lose an opponent e.g. change of direction or speed. **Defending:** develop tracking and marking with increased success. Explore intercepting a ball using one and two hands. **Key vocabulary:** ball carrier, close down, communicate, decision, delay, deny, drive, maintain, protect, rebound, receiver, situation, sportsmanship, tactics, technique, tournament	

Hockey ***Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.*** ***Compare their performances with previous ones and demonstrate improvement to achieve their personal best.***	To send and receive with some control. To move safely and with control when in possession. To develop decision making in attack. To understand the role of a defender. To apply tactics to small sided games. To apply rules, skills and tactics to play in a tournament. **Key skills:** **Sending & receiving:** explore s&r abiding by the rules of the game. **Dribbling:** explore dribbling the ball abiding by the rules of the game under some pressure. **Space:** develop using space as a team. **Attacking:** develop movement skills to lose a defender. Explore shooting actions in a range of invasion games. **Defending:** develop tracking opponents to limit their scoring opportunities. **Key Vocabulary:** accurate, attack, attacker, control, decision, defender, defend, dribble, intercept, invasion, opposition, possession, receiver, tactics, teamwork, tournament		To use attacking skills to beat a defender. To apply attacking skills under pressure. To communicate with my team, move into space and take the ball towards goal. To learn defensive techniques to gain possession. To use defending tactics to gain possession. To apply rules, skills and principles to play in a tournament. **Key skills:** **Sending & receiving:** develop control when s&r under pressure. **Dribbling:** dribble with some control under pressure. **Space:** explore moving to create space for themselves and others in their team. **Attacking:** use a variety of techniques to lose an opponent e.g. change of direction or speed. **Defending:** develop tracking and marking with increased success. Explore intercepting a ball using one and two hands. **Key Vocabulary:** ball carrier, barrier, close down, create, maintain, possession, pressure, situation, sporting behaviour, support, tactics, transition, umpire	

Rugby ***Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.*** ***Compare their performances with previous ones and demonstrate improvement to achieve their personal best.***	To develop attacking skills to maintain possession. To develop attacking skills to move towards goal. To develop defensive skills to delay an attacker. To develop an understanding of defending as a team. To develop tactics in attack and defence. To apply rules and skills to small sided games. **Key skills:** **Sending & receiving:** explore s&r abiding by the rules of the game. **Dribbling:** explore dribbling the ball abiding by the rules of the game under some pressure. **Space:** develop using space as a team. **Attacking:** develop movement skills to lose a defender. Explore shooting actions in a range of invasion games. **Defending:** develop tracking opponents to limit their scoring opportunities. **Key Vocabulary:** attack, communicate, defend, dodge, opposition	To develop throwing, catching and running with the ball. To develop an understanding of tagging rules. To begin to use the 'forward pass' and 'off side' rule. To be able to dodge a defender and move into space when running towards the goal. To develop defending skills and use them in a game situation. To be able to apply the rules and tactics you have learnt and play in a tag rugby tournament. **Key skills:** **Sending & receiving**: develop passing techniques appropriate to the game with increasing success. Catch and receive a ball with feet/object with increasing success. **Dribbling:** link dribbling the ball with other actions and change direction whilst dribbling with some control. **Space:** develop moving into space to help my team. Attacking: change direction to lose an opponent with some success. **Defending:** develop defending one on one and begin to intercept. **Key Vocabulary: I**nterception, opponent, defend, attack, consecutive, possession	To apply attacking skills to a game situation. To make decisions and understand when to pass and when to run with the ball. To apply attacking skills effectively within the rules. To work as a team to delay opponents and stop the opposition from scoring. To apply attacking skills to create space and beat a defender. To apply rules and skills to take part in competitive games **Key skills:** **Sending & receiving:** develop control when s&r under pressure. **Dribbling:** dribble with some control under pressure. **Space:** explore moving to create space for themselves and others in their team. **Attacking:** use a variety of techniques to lose an opponent e.g. change of direction or speed. **Defending:** develop tracking and marking with increased success. Explore intercepting a ball using one and two hands. **Key Vocabulary: I**nterception, opponent, defend, attack, consecutive, possession	To develop attacking principles, understanding when to run and when to pass. To be able to use the 'forward pass' and 'offside' rules. To be able to play games using tagging rules. To develop dodging skills to lose a defender. To develop drawing defence and understanding when to pass. To be able to apply the rules and tactics you have learnt to play in a tag rugby tournament. **Key skills:** **Sending & receiving: s**&r consistently using a range of techniques with increasing control under pressure. **Dribbling:** dribble consistently using a range of techniques with increasing control under pressure. **Space:** move to the correct space when transitioning from attack to defence or defence to attack and create and use space for self and others. **Attacking:** confidently change direction to lose an opponent **Defending:** use a variety of defending skills (tracking, interception) in game situations. **Key Vocabulary:** Interception, opponent, press, defend, attack, tracking, hold, possession, maintain

Netball ***Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.*** ***Compare their performances with previous ones and demonstrate improvement to achieve their personal best.***		To develop attacking skills within the rules of the game. To apply attacking skills to move towards a goal. To develop movement skills to lose a defender. To defend an opponent and try to win the ball. To develop attacking skills to score goals. To apply skills and knowledge to play games using netball rules **Key skills:** **Sending & receiving**: develop passing techniques appropriate to the game with increasing success. Catch and receive a ball with feet/object with increasing success. **Dribbling:** link dribbling the ball with other actions and change direction whilst dribbling with some control. **Space:** develop moving into space to help my team. Attacking: change direction to lose an opponent with some success. **Defending:** develop defending one on one and begin to intercept. **Key Vocabulary:** accelerate, accurate, contact, decision, delay, deny, direction, footwork, intercept, invasion, obstruct, option, persevere, pivot, possession, technique, umpire		To develop attacking skills to maintain possession. To use a variety of attacking skills to lose a defender. To move into and create space to support a teammate. To use defending skills to gain possession. To develop accuracy when scoring under pressure. To use and apply skills, principles and tactics to a game situation. **Key skills:** **Sending & receiving: s**&r consistently using a range of techniques with increasing control under pressure. **Dribbling:** dribble consistently using a range of techniques with increasing control under pressure. **Space:** move to the correct space when transitioning from attack to defence or defence to attack and create and use space for self and others. **Attacking:** confidently change direction to lose an opponent **Defending:** use a variety of defending skills (tracking, interception) in game situations. **Key Vocabulary:** abide, angle, assess, ball carrier, ball side, close down, contest, definite, dominant, draw, drive, extend, maintain, possession, rebound, umpire

Handball ***Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.*** ***Compare their performances with previous ones and demonstrate improvement to achieve their personal best.*** 		To develop attacking skills within the rules of the game. To develop movement skills to lose a defender and find space. To use space effectively to create shooting opportunities. To use defensive skills to intercept a pass and gain possession. To develop defending skills to delay an opponent and gain possession. To apply skills and knowledge to compete in a tournament. **Key skills:** **Sending & receiving**: develop passing techniques appropriate to the game with increasing success. Catch and receive a ball with feet/object with increasing success. **Dribbling:** link dribbling the ball with other actions and change direction whilst dribbling with some control. **Space:** develop moving into space to help my team. Attacking: change direction to lose an opponent with some success. **Defending:** develop defending one on one and begin to intercept. **Key vocabulary:** accelerate, accuracy, decision, delay, deny, gain, intercept, invasion, tournament, momentum, opposing, option, referee, supporting, timing		To use attacking skills to maintain possession under pressure. To select the appropriate skill to create space, move towards goal and away from defenders. To select and apply the appropriate skill to score goals. To use defending skills to prevent an opponent from scoring. To use the appropriate defensive technique for the situation. To apply rules, skills and principles to play in a tournament. **Key skills:** **Sending & receiving: s**&r consistently using a range of techniques with increasing control under pressure. **Dribbling:** dribble consistently using a range of techniques with increasing control under pressure. **Space:** move to the correct space when transitioning from attack to defence or defence to attack and create and use space for self and others. **Attacking:** confidently change direction to lose an opponent **Defending:** use a variety of defending skills (tracking, interception) in game situations. **Key vocabulary:** abide, angle, appropriate, close down, consistently, dictate, draw, maintain, possession, react, sportsmanship, tactics, transition

Dance ***Perform dances using a range of movement patterns.***	**THEME: Machines** To create actions in response to a stimulus and move in unison with a partner. To create actions to move in contact with a partner or interact with a partner. To select and link appropriate actions and dynamics to show our dance idea. **THEME: A Trip to...** To remember, repeat and create actions to represent an idea. To share ideas of actions and dynamics to create a dance that shows a location. To use choreographing ideas to develop our dance. **THEME: Country and Western** To use straight pathways and clear changes in direction in a line dance. To use canon and unison to make our line dance look interesting. To use formations, canon and unison to make our line dance look interesting. **THEME: Superpowers** To remember, repeat and create actions around a theme. To understand and use formations. To structure a dance to represent a theme.	**THEME: The Spy** To copy and create actions in response to an idea and be able to adapt this using changes of space. To choose actions which relate to the theme. To develop a dance using matching and mirroring. **THEME: Carnival** To learn and create dance moves in the theme of carnival. To develop a carnival dance using formations, canon and unison. To develop a dance phrase and perform as part of a class performance. **THEME: States of Matter** To understand how dynamics, space and relationships can be used to represent a state of matter. To use actions, dynamics, space and relationships to represent a state of matter. To order and structure phrases to create a dance performance. **THEME: The Twist** To copy and repeat a set phrase in a 1960s style showing energy and rhythm. To learn and perform a partner dance in a 1960s style.	**THEME: Dance by Chance** To create a dance using a random structure and perform the actions showing quality and control. To understand how changing dynamics changes the appearance of the performance. To understand and use relationships and space to change how a performance looks. **THEME: Rock 'n' Roll** To copy and repeat movements in the style of rock 'n' roll. To work with a partner to copy and repeat actions in time with the music. To work collaboratively with a group to choreograph a dance in the style of Rock 'n' Roll. **THEME: Ancient Maya** To develop set choreography inspired by a Mayan god. To choose actions to create a motif in a given character with consideration of dynamics, space and relationships. To use structure to choreograph a dance performance. **THEME: Chinese Dance** To use matching, canon and unison in the style of the lion dance. To use space and relationships to create a dragon dance.	**THEME: Stamp, Clap** To copy and repeat a dance phrase showing confidence in movements. To work with others to explore and develop the dance idea. To use changes in dynamics in response to the stimulus. **LESSON 4THEME: Bhangra** To demonstrate a sense of rhythm and energy when performing bhangra style motifs. To perform a bhangra dance, showing an awareness of timing, formations and direction. To select, order, structure and perform movements in a bhangra style, showing various group formations. **THEME: Waiting for...** To develop a dance phrase using actions, dynamics, space and relationships. To copy and create actions with consideration to stimulus. To use choreographic devices to improve the aesthetics of a performance. **THEME: 70s Disco** To copy and repeat a phrase of movement in the 1970s disco style. To choreograph a freeze frame montage in the 1970s style. To use feedback to develop and refine a 1970s dance performance.

	Key skills: **Actions:** create actions in response to a stimulus individually and in groups. **Dynamics**: use dynamics effectively to express an idea. Space: use direction to transition between formations. **Relationships:** develop an understanding of formations. **Performance:** perform short, self-choreographed phrases showing an awareness of timing **Key Vocabulary:** action, canon, create, dynamics, explore, expression, extend, feedback, formation, interact, pathway, perform, pose, timing, unison	To develop my own 1960s inspired dance using changes in relationships. **Key skills:** **Actions:** respond imaginatively to a range of stimuli related to character and narrative. **Dynamics:** change dynamics confidently within a performance to express changes in character. **Space:** confidently use changes in level, direction and pathway. **Relationships**: use action and reaction to represent an idea. **Performance**: perform complex dances that communicate narrative and character well, performing clearly and fluently **Key Vocabulary:** action, reaction, canon, dynamics, expression, flow, formation, match, mirror, order, performance, phrase, relationship, rhythm, structure, represent, space, unison	To select and combine dance tools to choreograph and perform a Chinese dance. **Key skills:** **Actions:** choreograph dances by using, adapting and developing actions and steps from different dance styles. **Dynamics:** confidently use dynamics to express different dance styles. **Space:** confidently use direction and patterning to express different dance styles. **Relationships:** confidently use formations, canon and unison to express a dance idea. **Performance:** perform dances expressively, using a range of performance skills, showing accuracy and fluency **Key Vocabulary:** actions, canon, genre, choreograph, collaborate, motif, dynamics, formation, pathway, performance, phrase, posture, quality, relationship, space, structure, timing, transition, unison	**Key skills:** **Actions:** show controlled movements which express emotion and feeling. **Dynamics:** explore, improvise and combine dynamics to express ideas fluently and effectively on my own, with a partner or in a small group. **Space and relationships**: use a variety of compositional principles when creating my own dances. **Performance:** demonstrate a clear understanding of timing in relation to the music and other dancers throughout my performance. **Key Vocabulary:** action, aesthetics, choreography, dynamics, express, formation, freeze frame, inspiration, mood, motif, phrase, pose, refine, rehearse, stimulus, transition

Yoga ***To develop flexibility, strength, technique, control and balance.*** 	To explore poses that challenge my balance. To create a flow using poses that challenge my balance. To explore poses that challenge my flexibility. To create a flow using poses that challenge my flexibility. To explore poses that challenge my strength. To create a flow using poses that challenge my strength **Key skills:** **Balance**: demonstrate increased control when in poses. **Flexibility:** explore poses and movement in relation to my breath. **Strength:** explore balances showing some stability. **Strategy:** develop my ability to stay still and keep my focus. **Key Vocabulary:** base, breath, contact, control, extend, flexibility, flow, hinge, link, mindfulness, pose, strength, stretch, tilt	To explore connecting breath and movement. To explore poses and begin to connect them. To explore gratitude through a yoga flow. To develop flexibility and strength in a flow. To develop flexibility and wellbeing in a yoga flow. To develop confidence and strength through arm balances. **Key skills**: **Balance:** explore using my breath to maintain balance within a pose. **Flexibility:** demonstrate increased extension in poses. **Strength:** demonstrate increased control and strength when in a pose. **Strategy:** engage with mindfulness activities with increased focus. **Key Vocabulary:** breath, control, extend, flexibility, flow, gratitude, lengthen, mindfulness, pose, stable, wellbeing	To understand how breath can help me to hold and move from pose to pose. To identify and use balance when exploring poses and creating a flow. To identify and use flexibility when exploring poses and creating a flow. To identify and use strength when exploring poses and creating a flow. To create and refine a flow with a partner. To lead others through our flow **Key skills:** **Balance:** use my breath to maintain balance within a pose and when transitioning from one pose to another. **Flexibility:** develop flexibility by connecting movement with breath. **Strength:** demonstrate increased control and strength when holding and transitioning between poses. **Strategy:** explore methods I can use to control how I feel. **Key Vocabulary**: connect, contact, exhale, fluidity, stability, transition, maintain	To develop flexibility through the sun salutation flow. To develop strength through yoga flows. To create your own flow showing quality in control, balance and technique. To develop balance through yoga flows. To work collaboratively to create a controlled paired yoga flow. To create your own yoga flow that challenges technique, balance and control **Key skills**: **Balance:** link combinations of poses for balance with increased control in transition. **Flexibility:** confidently transition from one pose to another showing extension connected to breath. **Strength:** explore poses that challenge my strength and work to maintain increased control and strength when in and transitioning between poses. **Strategy:** explore methods to control how I feel with some success **Key Vocabulary**: Collaborate, concentrate, engage Exhale, expand, fluidly, inhale, Lengthen, mindfulness, Muscles, practice, Salutation, transition

OAA ***Take part in outdoor and adventurous activity challenges both individually and within a team.*** 	To develop co-operation and teamwork skills. To develop trust and teamwork. To involve all team members to work towards a shared goal. To develop trust whilst listening to others and following instructions. To identify objects, draw and follow a simple map. To draw a route using directions, orientate a map and navigate around a grid. **Key skills:** **Problem solving**: discuss how to follow trails and solve problems. Work with others to select appropriate equipment for the task. **Navigational skills:** identify where I am on a simple map. Use and begin to create simple maps and diagrams and follow a trail. **Communication:** follow and give instructions and accept other peoples' ideas. **Key vocabulary:** Communication, compass, course, honest, map, route, support, symbol, tactics, teamwork, trust	To develop teamwork and co-operation skills. To orientate a map and navigate a grid. To develop observation, listening and following instructions. To use map skills and teamwork to navigate and solve problems. To identify, draw and follow a simple map. To orientate and navigate a map and draw a route using directions. **Key skills:** **Problem solving:** plan independently and in small groups, implementing a strategy with increased success. **Navigational skills**: identify key symbols on a map and follow a route. **Communication:** confidently communicate ideas and listen to others **Key vocabulary:** collaborate, communicate, effectively, instructions, key, leader, navigate, orientate, reflect, role, solve, symbol, teamwork	To develop communication and negotiation skills. To develop communication and negotiation skills to solve challenges. To develop planning and problem-solving skills. To share ideas and work as a team to solve problems. To develop navigation skills and map reading. To create and follow a key and route on a map. **Key skills:** **Problem solving**: explore tactical planning within a team to overcome increasingly challenging tasks. **Navigational skills:** develop navigational skills and map reading in increasingly challenging tasks. **Communication:** explore a variety of communication methods with increasing success. **Key vocabulary:** **c**ardinal points, compromise, concise, critical thinking, landmark, navigation, orientate, solve, strategy, verbal, visual	To build communication and trust whilst showing an awareness of safety. To collaborate as a team to solve problems. To develop tactical planning and problem solving. To work as a team and use critical thinking to determine the best approach. To develop navigational skills and map reading. To use a key to identify objects and locations. **Key skills:** **Problem solving:** pool ideas within a group, selecting and applying the best method to solve a problem. **Navigational skills:** orientate a map efficiently to navigate around a course with multiple points. **Communication:** inclusively communicate with others, share job roles and lead when necessary **Key vocabulary:** adhere, approach, cardinal points, communication, contribute, critical thinking, determine, evaluate, inclusive, leadership, location, navigate, orientate, trust

Dodgeball ***Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.*** ***Compare their performances with previous ones and demonstrate improvement to achieve their personal best.*** 	To develop throwing towards a moving target. To develop throwing to get players out. To identify and develop the skills needed to avoid being hit. To develop and apply dodging skills within a game. To develop catching skills. To develop catching skills and be confident to attempt this within a game. **Key skills:** **Throwing:** explore throwing at a moving target. **Catching:** begin to catch whilst on the move. **Key Vocabulary: a**gility, caught out, communicate, hit out, opposition, power, tactic, teammate, technique, tournament	To develop throwing and apply this to a target game. To develop dodging skills to avoid being hit. To develop catching and learn the rules of the skill within this game. To further develop catching and use the rules of the skill within this game. To begin to think tactically and apply this to a game. To apply skills and knowledge to compete in a tournament. **Key skills:** **Throwing:** throw with increasing accuracy at a target. **Catching:** catch with increasing consistency. **Key Vocabulary:** accuracy, agility, caught out, cushion, hit out, opposition, release, tactic, tournament	To develop throwing skills and apply them appropriately to the situation. To develop dodging skills and apply them appropriately to the situation. To develop catching skills and apply them appropriately to the situation. To develop blocking skills and apply them appropriately to the situation. To understand the need for tactics and identify how to create and use them. To apply rules, skills and tactics when playing in a tournament. **Key skills:** **Throwing:** demonstrate clear technique and accuracy when throwing at a target. **Catching:** demonstrate good technique and consistency in catching skills. **Key Vocabulary:** avoid, cushion, communication, fake, force, officiate, opponent, situation, tactic	To throw under pressure and apply this to a target game. To select the appropriate dodging skill for the situation. To develop catching with increasing consistency under pressure. To develop defensive techniques and select the appropriate action for the situation. To understand and apply tactics in a game. To develop officiating skills and referee a game **Key skills:** **Throwing:** throw with increasing control under pressure. **Catching:** catch with increasing control under pressure **Key Vocabulary:** abide, anticipate, appropriate, assess, collaborate, cushion, fake, officiate, stance, tactic, trajectory

Athletics ***To develop flexibility, strength, technique, control and balance.*** 	To develop the sprinting technique and improve on your personal best. To develop changeover in relay events. To develop jumping technique in a range of approaches and take off positions. To develop throwing for distance and accuracy. To develop throwing for distance in a pull throw. To develop officiating and performing skills. **Key skills:** **Running:** develop the sprinting technique and apply it to relay events. **Jumping:** develop technique when jumping for distance in a range of approaches and take off positions. **Throwing:** explore the technique for a pull throw. **Key Vocabulary:** accurate, baton, event, personal best, power, relay, speed, strength, technique	To develop stamina and an understanding of speed and pace in relation to distance. To develop power and speed in the sprinting technique. To develop technique when jumping for distance. To develop power and technique when throwing for distance. To develop a pull throw for distance and accuracy. To develop officiating and performing skills. **Key skills:** **Running:** develop an understanding of speed and pace in relation to distance. Develop power and speed in the sprinting technique. **Jumping:** develop technique when jumping for distance. **Throwing:** explore power and technique when throwing for distance in a pull and heave throw. **Key Vocabulary:** heave, launch, measure, official, officiate, pace, record, stamina, stride, transfer of weight	To understand pace and apply different speeds over varying distances. To develop fluency and co-ordination when running for speed. To develop technique in relay changeovers. To build momentum and power in the triple jump. To develop throwing with force for longer distances. To develop throwing with greater control and technique. **Key skills:** **Running:** apply fluency and co-ordination when running for speed in relay changeovers. Effectively apply speeds appropriate for the event. **Jumping:** explore technique and rhythm in the triple jump. **Throwing:** Develop technique and power in javelin and shot put. **Key Vocabulary:** approach, changeover, consistent, dominant, drive, field, force, javelin, momentum, shot put, track	To develop my own and others sprinting technique. To identify a suitable pace for the event. To develop power, control and technique for the triple jump. To develop power, control and technique when throwing for distance. To develop throwing with force and accuracy for longer distances. To work collaboratively in a team to develop the officiating skills of measuring, timing and recording. **Key skills:** **Running:** demonstrate a clear understanding of pace and use it to develop their own and others sprinting technique. **Jumping:** develop power, control and technique in the triple jump. **Throwing:** develop power, control and technique when throwing discus and shot put. **Key Vocabulary:** fling, grip, maximum, meet, pattern, phase, release, rhythm, stance, strategy

Cricket ***Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.*** ***Compare their performances with previous ones and demonstrate improvement to achieve their personal best.*** 	To learn how to score in a striking and fielding game. To develop batting to score points. To develop fielding skills to limit the batter's score. To understand the role of a bowler. To develop my understanding of tactics and begin to use them. To apply skills and knowledge to play games using cricket rules. **Key skills:** **Striking:** begin to strike a bowled ball after a bounce with different equipment. **Fielding:** explore bowling to a target and fielding skills to include a two-handed pick up. **Throwing:** use overarm and underarm throwing in game situations. **Catching:** catch with some consistency in game situations. **Key vocabulary:** accuracy, strike, caught out, no ball, runs, tactics, technique, wicket, fielder, batter, umpire, wicket	To develop overarm and underarm throwing and apply these to a striking and fielding game. To develop bowling technique and learn the rules of the skill within this game. To develop batting technique and understand where to hit the ball. To develop fielding techniques and apply them to game situations. To play different roles in a game and begin to think tactically about each role. To apply skills and knowledge to compete in a tournament. **Key skills:** **Striking:** develop batting technique with a range of equipment. **Fielding:** develop bowling with some consistency, abiding by the rules of the game. **Throwing:** use overarm and underarm throwing with increased consistency in game situations. **Catching:** begin to catch with one and two hands with some consistency in game situations **Key vocabulary:** Fielders, batters, striking, tracking, bowling, bowled out, caught out, cushion, decision, grip, no ball, short barrier, two-handed pick up, wicket	To develop throwing and catching skills and apply them relevantly to the situation. To develop bowling accuracy and perform the skill within the rules of the game. To develop batting skills, identify when I am successful and what I need to do to improve. To develop fielding techniques and begin to use these under some pressure. To understand the need for tactics and identify when to use them. To apply skills and knowledge to compete in a tournament, using tactics identified throughout the unit. **Key skills:** **Striking:** explore defensive and driving hitting techniques and directional batting. **Fielding:** develop over and underarm bowling technique. Develop long and short barrier and two-handed pick up. **Throwing:** demonstrate good technique when using a variety of throws under pressure. **Catching:** explore catching skills (close/deep and wicket keeping) and apply these with some consistency in game situations **Key vocabulary:** backing up, close catch, compete, deep catch, grip, long barrier, short barrier, run out, stance, tactic	To develop throwing and catching under pressure and apply these to a striking and fielding game. To develop bowling under pressure whilst abiding by the rules of the game. To strike a bowled ball with increasing consistency. To develop fielding techniques and select the appropriate action for the situation. To understand and apply tactics in a game. To apply skills and knowledge to compete in a tournament. **Key skills**: **Striking:** strike a bowled ball with increasing accuracy and consistency. **Fielding:** use a wider range of fielding skills with increasing control under pressure. **Throwing:** consistently demonstrate good technique in throwing skills under pressure. **Catching:** consistently demonstrate good technique in catching skills under pressure. **Key vocabulary:** abide, assess, collaborate, close catch, consistently, deep catch, long barrier, momentum, short barrier, situation, stance, tactic, tournament, track

Rounders ***Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.*** ***Compare their performances with previous ones and demonstrate improvement to achieve their personal best.*** 	To learn how to score points in a striking and fielding game. To develop batting to score points. To develop fielding skills to limit the batter's score. To understand the role of a bowler in the fielding team. To develop an understanding of tactics and begin to use them in game situations. To apply skills and knowledge to play games using rounders rules. **Key skills:** **Striking:** begin to strike a bowled ball after a bounce with different equipment. **Fielding:** explore bowling to a target and fielding skills to include a two-handed pick up. **Throwing:** use overarm and underarm throwing in game situations. **Catching:** catch with some consistency in game situations. **Key vocabulary:** accuracy, bowler, caught out, collect, no ball, score, short barrier, strike, stumped out, stump, tactics, tournament, umpire	To develop throwing and catching with accuracy and use these skills in games. To develop bowling and learn the rules of the skill within this game. To develop batting technique and understand where to hit. To develop fielding skills and use them in games. To play different roles and use simple tactics in games. To use skills and knowledge to compete in a tournament. **Key skills:** **Striking:** develop batting technique with a range of equipment. **Fielding:** develop bowling with some consistency, abiding by the rules of the game. **Throwing:** use overarm and underarm throwing with increased consistency in game situations. **Catching:** begin to catch with one and two hands with some consistency in game situations **Key vocabulary:** accuracy, batter, compete, cushion, decision, limit, no ball, pressure, retrieve, short barrier, strike, stumped out, tactics, two-handed pick up, technique, tournament	To develop throwing and catching and apply them relevantly to the situation. To develop bowling accuracy and perform the skill within the rules of the game. To develop batting skills, identify when I am successful and what I need to do to improve. To develop fielding techniques and begin to use these under pressure. To understand the need for tactics and identify when to use them. To apply skills and knowledge to compete in a tournament. Using tactics identified **Key skills:** **Striking:** explore defensive and driving hitting techniques and directional batting. **Fielding:** develop over and underarm bowling technique. Develop long and short barrier and two-handed pick up. **Throwing:** demonstrate good technique when using a variety of throws under pressure. **Catching:** explore catching skills (close/deep and wicket keeping) and apply these with some consistency in game situations **Key vocabulary:** backing up, close catch, compete, decision, deep catch, limit, long barrier, no ball, retrieve, short barrier, stance	To develop throwing and catching under pressure and apply these to a striking and fielding game. To develop bowling under pressure whilst abiding by the rules of the game. To strike a bowled ball with increasing consistency. To develop fielding techniques and select the appropriate action for the situation. To understand and apply tactics in a game. To apply skills and knowledge to compete in a tournament. **Key skills**: **Striking:** strike a bowled ball with increasing accuracy and consistency. **Fielding:** use a wider range of fielding skills with increasing control under pressure. **Throwing:** consistently demonstrate good technique in throwing skills under pressure. **Catching:** consistently demonstrate good technique in catching skills under pressure. **Key vocabulary:** abide, appropriate, backing up, close catch, collaborate, consecutive, consistently, deep catch, long barrier, momentum, short barrier, situation, stance, tactic, tournament, track, umpire

Tennis ***Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.*** ***Compare their performances with previous ones and demonstrate improvement to achieve their personal best.*** 	To develop racket and ball control. To explore rallying using a forehand. To explore returning the ball using a forehand. To explore returning the ball using a backhand. To learn how to score and use simple rules. To work co-operatively with others to begin to manage a game. **Key skills:** **Shots:** explore returning a ball using shots such as the forehand and backhand. **Rallying:** explore rallying using a forehand. **Footwork:** consistently use and return to the ready position in between shots. **Key vocabulary:** backhand, competition, control, court, face, feeder, forehand, opponent, opposition, rally, react, return, tactics, track	To develop racket and ball control. To develop returning the ball using a forehand and understand when to use it. To develop the backhand and understand when to use it. To keep a rally showing increased technique. To use rules and apply simple tactics. To understand and use rules to manage a game. **Key skills:** **Shots:** demonstrate technique when using shots playing co-operatively and beginning to execute this competitively. **Rallying:** develop rallying using both forehand and backhand with increased technique. **Footwork:** begin to use appropriate footwork patterns to move around the court. **Key vocabulary:** alternate, co-operative, compete, contact, continuous, control, court, deny, extend, rally, receiver, reflect, swing	To return the ball using a forehand groundstroke under pressure. To return the ball using a backhand groundstroke under pressure. To use a variety of shots to keep a continuous rally going. To develop the underarm serve and understand the rules of serving. To develop the volley and understand when to use it. To apply rules, skills and principles to play against an opponent. **Key skills:** **Shots**: develop the range of shots used in a variety of games. **Serving**: develop the range of serving techniques appropriate to the game. **Rallying:** use a variety of shots to keep a continuous rally. **Footwork:** demonstrate effective footwork patterns to move around the court **Key vocabulary:** adjust, baseline, consecutive, continuous, dominant, groundstroke, non-dominant, option, pressure, release, readjust, serve, volley	To develop placement of the ball using a forehand. To develop placement using a backhand. To develop the volley and understand when to use it. To employ tactics when playing with a partner. To develop accuracy and consistency using the underarm serve. To apply rules, skills and principles to play against an opponent. **Key skills:** **Shots**: demonstrate increased success and technique in a variety of shots. **Serving:** serve accurately and consistently. **Rallying:** successfully apply a variety of shots to keep a continuous rally. **Footwork:** demonstrate a variety of footwork patterns relevant to the game I am playing **Key vocabulary:** abide, appropriate, doubles, limit, official, placement, prepare, pressure, recover, serve, stance, volley