

Frogwell Primary School

PE curriculum progression document 2023/2024

Early Years Foundation Stage

Early Learning Goals

Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others
- Demonstrate strength, balance and coordination when playing
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing

Core procedural knowledge: what should pupils be able to do? (Development Matters 2021)

- Revise and refine the fundamental movement skills they have already acquired (climbing, crawling, hopping, jumping, rolling, running, skipping, jumping)
- Children in reception will be learning to progress towards a more fluent style of moving, with developing control and grace.
- Children in reception will be learning to develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming
- Children in reception will be learning to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Children in reception will be learning to combine different movements with ease and fluency.
- Children in reception will be learning to confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Children in reception will be learning to develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
- Children in reception will be learning to further develop and refine a range of ball skills, for example, throwing, catching, kicking, passing, batting, aiming, etc.

Key Stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending

Key Stage 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate (for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis), and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns

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<ul style="list-style-type: none"> perform dances using simple movement patterns. 	<ul style="list-style-type: none"> take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best.
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Reception lesson units

<p>Gymnastics</p> <ul style="list-style-type: none"> To move safely To take off and land on two feet To balance and move balls and beanbags To travel on mats and benches To copy and repeat actions To perform simple shapes and balances To link different shapes and ways of moving To egg roll and log roll To follow different pathways To balance on points and patches To perform our story to music To use a start and finish position 	<p>Cooperate and Solve Problems</p> <ul style="list-style-type: none"> To match colours and symbols To work as a team to complete a task To use our bodies to make number shapes To follow a trail To work with others to make patterns To work with a partner to complete challenges To follow a trail with a partner To play parachute games To make jumping patterns To create movement patterns To lead a partner in tapping patterns To navigate obstacles
<p>Dance</p> <ul style="list-style-type: none"> To use colours and feelings in dance To perform as animals using different levels and directions To work with a partner To show expression in our sequence To perform transport movements in our dance To use leading and following movements To move to the count of 8 To perform with a partner to the count of 8 To work with a partner to perform To perform a dance using 4 actions To link new actions to ones we already know To practice and perform a dance about Africa 	<p>Manipulation and Co-ordination</p> <ul style="list-style-type: none"> To handle a balloon To handle a ball To kick a ball To hop, jump and step To send a ball or beanbag To send and stop in a game To play parachute games To use equipment to perform actions To use a baton to push beanbags and balls To use a baton to dribble To perform different jumps To handle a hoop
<p>Body Management</p> <ul style="list-style-type: none"> To balance beanbags To move through hoops in different ways To reach and stretch to get equipment To make bridges and tunnels with our bodies To travel over and under apparatus 	<p>Speed Agility Travel</p> <ul style="list-style-type: none"> To move in different directions To keep our bodies safe in running games To jump in different directions To stop safely To move at slow and fast speeds

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- To make shapes with our bodies
- To perform rolls
- To show some body control
- To perform different jumps
- To jump using apparatus
- To travel across apparatus
- To work as part of a team

- To stop safely in different ways
- To move beanbags and balls
- To move in different ways
- To jump on, off and over
- To perform circle dances
- To use strength to hold shapes
- To work in a team

Key Stage One Years 1- 2

Attack Defend and Shoot

Hit Catch Run

Send and Return

Run Jump Throw

Dance

Gymnastics

Year 1

Core declarative knowledge: what should pupils know?

- Know different ways to send a ball/object to a target.
- Know what a defensive stance or position is.
- Know what it means to send a ball/object accurately.
- Know the key steps to send a ball accurately.
- Know what the principle of attacking and defending in a game refers to.
- Know some of the reasons why games have rules.
- Know why heart rate increases during exercise.
- Know how to move sideways to defend a goal.
- Know techniques to bounce a ball both to yourself and to a partner.
- Know techniques to send a ball accurately to a target.
- Know how to adapt to rule changes in a game.
- Know how to work with a partner in both attack and defence.

Core procedural knowledge: what should pupils be able to do?

- Be able to hit a target.
- Be able to defend a target.
- Be able to roll and slide balls and beanbags.
- Be able to shoot in a game to get points.
- Be able to work with a partner to score points.
- Be able to use our attacking and defending skills in a game.
- Be able to find our pulse on our wrist.
- Be able to move side to side to defend a goal.
- Be able to bounce a ball with control to ourselves.
- Be able to aim at different targets.
- Be able to adapt to a game with changing rules.
- Be able to play in the best defensive position in a game.
- Be able to select a space to throw or roll a ball into.
- Be able to track and collect a rolling ball.

Year 2

Core procedural knowledge: what should pupils be able to do?

- Know how to kick a ball using the inside of the foot.
- Know sports that use feet to control the ball.
- Know what it means to dribble with control and a range of sports in which dribbling is used.
- Know how to use a bounce throw to send a ball.
- Know techniques to dribble the ball with their hands.
- Know why sending the ball forward to a teammate increases the team's chances of scoring.
- Know techniques to throw an object and knock over a target.
- Knowing why a player moving into space is important in a game.
- Know ways to collaborate with a teammate to move the ball forward.
- Know how to position their body when goalkeeping.

Core procedural knowledge: what should pupils be able to do?

- Be able to kick the ball over long and short distances.
- Be able to stop a ball with control using the foot.
- Be able to work as a team to keep the ball.
- Be able to bounce a ball with a partner.
- Be able to bounce the ball while moving (dribbling).
- Be able to pass the ball forward in a game
- Be able to kick the ball over long and short distances.
- Be able to stop a ball with control using the foot.
- Be able to work as a team to keep the ball.
- Be able to bounce a ball with a partner.
- be able to bounce the ball while moving (dribbling).
- Be able to pass the ball forward in a game.
- Be able to throw different types of equipment.

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<ul style="list-style-type: none"> • Know what tracking a ball is and how to stop the ball. • Know and use a range of different throws for different situations. • Know the principles of catching a ball. • Know how to score points in a striking and fielding game. • Understand the role of teamwork when fielding. • Understand the importance of collaboration and teamwork when fielding. • Know how to play a game with basic rules. • Know how to hit a ball accurately in different ways. • Know how to track, stop and return a beanbag or ball. • Know how to work with a partner to collect a ball. • Know techniques to send a ball or object accurately to a partner. • Be able to slide a beanbag to a target. • Know what it means to feed a ball. • Know what it means to track a moving object. • Know why different muscles are important when playing games • Know and name some net/wall games. • Know that people with disabilities have their own 	<ul style="list-style-type: none"> • Be able to catch a ball to stop an opponent from scoring. • Be able to use their hands to hit a ball. • Be able to run between bases to score points. • Be able to work as a team to score points. • Be able to catch a ball over a short distance. • Be able to begin to hit a ball with power. • Be able to position themselves in the path of the ball. • Be able to field a ball to a base. • Be able to catch a high ball. • Be able to stop other teams from scoring points. • Be able to slide a beanbag to a target. • Be able to hit a ball in different ways with their hands. • Be able to move towards a ball to return it. • Be able to work with a partner to stop and return a beanbag. • Be able to rally with a partner. • Be able to send a ball into space to make it harder for our opponent. • Be able to send the ball over a net to our partner. • Be able to track and stop a moving object using both hands. 	<ul style="list-style-type: none"> • Know how to intercept a pass. • Know how to play a game using rules. • Make choices about where to hit the ball to maximise the chances of scoring. • Know the reason to defend a target when batting. • Know how to hit the ball to different areas when batting. • Know how to work as a team to score points in a striking and fielding game. • Know which bat they would choose when playing. • Know how to send a ball using different parts of the foot. • Know how to judge your pace to score a run. • Know the main role of a wicketkeeper/backstop. • Know different hitting techniques to increase scoring opportunities. • Know how to play a game using some basic rules. • Know which is their dominant and non-dominant side. • Know why and when you would need to change direction quickly in a game. • Know the basic principle of court boundaries. • Know why improving your agility would improve your game. 	<ul style="list-style-type: none"> • Be able to move to space after passing the ball. • Be able to pass and move forward to a target with a partner. • Be able to position themselves as a goalkeeper. • Be able to intercept a ball from a person on the other team. • Be able to use the skills in a competition. • Be able to hit a ball and score points running to cones. • Be able to defend a target by kicking. • Be able to bowl underarm with control. • Be able to hit a ball using different bats and techniques. • Be able to throw accurately to a base. • Be able to hit a ball into space, away from fielders. • Be able to time their run around the bases to stay safe. • Be able to kick a ball into space using different parts of the foot. • Be able to respond to how a ball is being bowled when hitting. • Be able to play the role of the wicketkeeper. • Be able to bowl underarm in a game with accuracy.
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<p>class of sports e.g. goalball, sitting volleyball.</p> <ul style="list-style-type: none"> • Know the quickest way to move an object from one place to another. • Know how to change speed when running. • Know how the arms can increase the speed of running. • Know how to perform a two-footed jump. • Know how to overarm throw for distance. • Know the importance of balance, agility and coordination in athletics. • Know why agility is important when changing direction at speed. • Know and recognise different ways of starting and stopping. • Know what a lap is. • Know the importance of stamina when running. • Know how to bound or stride to improve jumping height. • Know the best position to start a running activity. • Know why it is important to stay in your lane. • Know how to match actions to a given setting. • Know how to use still poses to tell a story. • Know how to create and perform movements to show friendship. 	<ul style="list-style-type: none"> • Be able to send balls accurately from different positions, e.g. kneeling or sitting. • Be able to spot space in the playing area and hit the ball there. • Be able to play a game with a partner. • Be able to start and stop when moving at speed. • Be able to use arms when running at different speeds. • Be able to take off on two feet to jump for distance. • Be able to use the correct technique to throw different objects for distance. • Be able to show improvement in throwing. • Be able to take part in a competition using running, jumping and throwing skills. • Be able to show moods and feelings we would experience in the jungle. • Be able to move as if we were living in the jungle. • Be able to create and perform movements which show friendship. • Be able to perform leading and following movements. • Be able to perform a short dance with a clear start, middle and end. • Be able to use repeated actions in dance. 	<ul style="list-style-type: none"> • Know where a long, high ball might go on a court. • Know where a short, low ball might go on a court. • Know what an attacking shot is in net/wall games. • Know some key personal skills to manage themselves in a competition (listening, self-control, play to whistle). • Know what a 'zone' on a court is • Know why it is important to be aware of other people when running at speed. • Know how to generate power to start a running or jumping action. • Know a range of techniques to negotiate obstacles. • Know when to use different types of throws. • Knowing how quick feet help sprinting speed. • Know the difference between static and dynamic balances. • Know why we need to be able to run for sustained periods. • Know some exercises to improve strength. • Know the breathing technique for running longer distances • Know how to work with a partner to improve performance. 	<ul style="list-style-type: none"> • Be able to stay on their toes to move quickly to the ball. • Be able to identify which hand is dominant in a game. • Be able to use basic rules of serving to a partner. • Be able to develop agility and use it in a game. • Be able to use the correct grip to hit a self-fed ball. • Be able to use the ready position in a rally. • Be able to feed a ball to a partner with consistency. • Be able to send the ball to different parts of the court. • Be able to throw and catch in a seated position. • Be able to accurately serve the ball to different parts of the court. • Be able to use overarm attacking shots in a game. • Be able to organise and manage themselves within a competition. • Be able to move quickly whilst being aware of others around. • Be able to create power with their legs to turn at speed. • Be able to move through an obstacle course with speed and control. • Be able to choose the best throw for different situations. • Be able to use quick feet whilst sprinting.
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<ul style="list-style-type: none"> • Know how to perform to beats of 8. • Know what it means to perform in 'mirror'. • Know how to create a dance using a clear start, middle and end. • Know why repetition is used in dance • Know how to match actions to a character in a story. • Know how to march and turn in time to beats of 8. • Know how to march in formation with others. • Know how to perform to beats of 8. • Know what it means to perform in canon. • Know how to create a short dance in canon. • Know how rounds and canon are similar in dance. • Know some of the fundamental gymnastic shapes. • Know the risks of working on low apparatus. • Know the difference between large and small body parts. • Know how to take off, jump and land with a run-up. • Know a variety of ways to travel on their feet. • Know actions that can be performed at different levels. • Know how to create a short gymnastics sequence. 	<ul style="list-style-type: none"> • Be able to perform actions to well-known nursery rhymes. • Be able to march in time to the beat and turn while marching. • Be able to march in time as a group. • Be able to perform actions in canon. • Be able to perform a short dance using canon. • Be able to perform in rounds in different groups. • Be able to perform 'like' actions in a sequence. • Be able to carry and set up apparatus safely. • Be able to perform shapes on large and small body parts. • Be able to take off and land and use shape in our jumps. • Be able to travel on our feet, showing good body tension. • Be able to create different levels in their performance. • Be able to move on, off and over apparatus and use the 'Magic Chair' landing. • Be able to rock on different parts of the body and rock using shape. • Be able to perform specific point balances such as 'h' and 'y' balance. • Be able to perform actions at the same time as others (unison). 	<ul style="list-style-type: none"> • Know how and why we compete in running, throwing and jumping activities. • Know how athletics skills can be used in other sports. • Know how to portray actions and feelings from a picture. • Know how to show the feeling of abandonment in a dance. • Know how to perform a dance that shows friendship between two performers. • Know how to work solo to create a dance with changes of speed and direction. • Know why a particular formation was chosen for a dance. • Know how to portray a range of emotions in a dance. • Know what a clockface pattern is in dance. • Know how to watch and then copy a dance. • Know why a formation was chosen for a dance. • Know what a motif is. • Know how to change positions in formations when dancing. • Know and can name several point and patch balances/shapes. • Know how to inject power into a range of jumps. • Know why taking weight on hands is a fundamental skill for gymnastics. 	<ul style="list-style-type: none"> • Be able to perform static and dynamic balances. • Be able to work individually to run over a longer distance. • Be able to improve strength to increase jumping distance. • Be able to create power when throwing for distance. • Be able to use breathing techniques to be able to run more. • Be able to cooperate with partners to complete a task well. • Be able to listen to others and work as a team to achieve the highest score possible. • Be able to use penguin images to inspire their dance. • Be able to show feelings of abandonment through dance. • Be able to create movements that show friendship between two characters. • Be able to create a solo dance with changes of direction and speed. • Be able to match movements to music. • Be able to choose a formation and explain why they chose it. • Be able to develop a dance that shows different emotions. • Be able to dance with rhythm following a clockwork pattern.
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<ul style="list-style-type: none"> • Know when to use the magic chair. • Know the difference between a rock and a roll. • Know a range of recognised point balances (e.g. front support). • Know the key differences between unison and canon. • Know what a quarter and half turn is and what actions they can use to show these (twist/spin). 	<ul style="list-style-type: none"> • Be able to perform actions one person after the other (canon). • Be able to turn and jump and quarter and half turn. 	<ul style="list-style-type: none"> • Know that they can do 'scaled' versions of a skill e.g. glute bridge instead of full bridge. • Know what to straddle means. • Know when a relevé walk might be used. • Know simple techniques to aid smooth transition from one action to the next. • Know the areas of the body that make up the core. • Know why some actions require more strength than others. • Know what is meant by explosive power in a jump. • Know the key elements for a good long-sit technique. • Know how rhythm and flow improve a performance 	<ul style="list-style-type: none"> • Be able to work on their own to create a short movement phrase. • Be able to watch, copy and repeat actions to create a 'motif'. • Be able to perform our motif in different formations. • Be able to use different movement pathways in their dance. • Be able to combine 4 elements into a floor sequence. • Be able to create power in a variety of different jumps. • Be able to take weight on our hands and move in different ways. • Be able to use our flexibility in a bridge and japana gymnastic shape. • Be able to perform the point balance arabesque. • Be able to perform a teddy/dolly roll. • Be able to use a relevé walk in a sequence. • Be able to perform a dish and arch shape moving smoothly from one to the other. • Be able to show strength in back support and crab. • Be able to frog jump and leap frog. • Be able to hold an L-sit with a straight back. • Be able to bring rhythm and flow to their sequence.
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Key Stage Two Years 3 -6			
Athletics			
Cricket			
Dance			
Gymnastics			
Hockey			
Netball			
OAA			
TAG Rugby			
Tennis			
Football (Year 3/4 only to add breadth and to develop key gross motor development)			
Year 3		Year 4	
<p>Core declarative knowledge: what should pupils know?</p> <ul style="list-style-type: none"> Know what a good approach and taking off for a jump is. Know the importance of changing pace when running. Know key techniques to hurdle obstacles while maintaining pace. Know how to use the pull-throw technique in javelin. Know links between athletics and real-life skills (javelin/hunting). Know different skipping techniques. Know how to compete in athletic activities. Know how to hit a straight drive that travels along the floor. 	<p>Core procedural knowledge: what should pupils be able to do?</p> <ul style="list-style-type: none"> Be able to perform jumping and hopping sequences. Be able to run at different speeds. Be able to approach and jump hurdles. Be able to throw a javelin using the pull-throw technique. Be able to perform a variety of skipping techniques Be able to keep score accurately over a range of events Be able to hit a stationary ball into space using the straight drive Be able to bowl underarm to a batter with some consistency 	<p>Core declarative knowledge: what should pupils know?</p> <ul style="list-style-type: none"> Know how to select the most appropriate technique for the best performance when running, jumping or throwing. Know how to use a run-up to increase the distance. Know what a sling throw is used for. Know how to measure a throw accurately. Know when and how to perform a relay baton exchange. Know how to measure and track scores in competitive running, throwing and jumping events. Know how to score single runs. Know where the crease is and its purpose in a game. 	<p>Core procedural knowledge: what should pupils be able to do?</p> <ul style="list-style-type: none"> Be able to challenge ourselves in running, jumping and throwing tasks Be able to accelerate over short distances. Be able to run and jump using one-footed take-off. Be able to use a sling action to throw a discus. Be able to run on a curve and exchange a baton in a team Be able to apply the skills developed in a competitive way Be able to hit the ball in different directions Be able to anticipate when to run to score singles Be able to intercept a moving ball with one hand

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<ul style="list-style-type: none"> • Know how to bowl accurately underarm. • Know how to move towards a delivered ball to hit it consistently. • Know when to use a long barrier to stop a moving ball. • Know when to use an overarm throw. • Know how the wicketkeeper supports the fielding team. • Know an example of a four-step dance style. • Know what contrast means in the context of dance. • Know what improvisation means in a dance context. • Know what a prop is and why it would be used. • Know the importance of facial expression. • Know the role of a director. • Know what inspiration means in the context of dance. • Know how improvisation can be extended using stimuli. • Know what opposing dynamics are. • Know how to use formations effectively to tell a story. • Know how to work as a group to create a longer sequence. • Know why having a structure to your dance is important. • Know what contrast means in a gymnastics context. • Know what it means to show extension in a shape. 	<ul style="list-style-type: none"> • Be able to use the correct footwork to strike a bowled ball • Be able to stop a moving ball using the long barrier technique • Be able to throw longer distances overarm • Be able to perform as a wicketkeeper • Be able to perform a jazz square and use it in our dance. • Be able to perform a dance showing two contrasting characters. • Be able to develop movements using improvisation. • Be able to use props in our dance sequence. • Be able to use facial expressions to bring life and emotion to our dance. • Be able to take on the role of director to help others improve their dance. • Be able to perform a dance phrase inspired by the ocean's depths. • Be able to use improvisation to create a longer movement phrase. • Be able to use dynamics in a short group dance to show travelling. Be able to perform as a class to show the damage that can be caused to the ocean. 	<ul style="list-style-type: none"> • Know how to deliver an overarm bowl. • Know when to play a pull shot when batting. • Know how to stop a bouncing ball when fielding. • Know how to set up a game of French cricket independently. • Know what a freeze frame is in the context of dance. • Know why certain types of actions suit particular dance genres. • Know which formations are effective and why. • Know how to build on their understanding of canon to create independent ideas. • Know what flow means in a dance context. • Know what stage entry is. • Know what is referred to by professional dance. • Know and apply knowledge of dynamics to a specific scenario. • Know what battement is. • Know what simple devices are. • Know what contact means in a dance context. • Know the steps to undertake effective peer evaluation. • Know what the word composition means in relation to gymnastics. • Know what the STEP principle is. 	<ul style="list-style-type: none"> • Be able to attempt to bowl overarm • Be able to play a pull shot and attempt it in a game • Be able to field a bouncing ball effectively • Be able to use freeze frame in our dances. • Be able to perform a slide and roll confidently. • Be able to use a variety of formations when performing. • Be able to extend our 'mission dance' phrases using canon. • Be able to sequence our dance actions to show good flow. • Be able to create a 5-action dance routine showing a good 'stage' entry. • Be able to communicate the theme of a snake through our dance actions. • Be able to use dynamics and formations in our dance to help us tell a story. • Be able to use space, travel and floor patterns to enhance the dance. • Be able to develop our choreography skills. • Be able to work in a small group to create contact movements. • Be able to use peer evaluation to improve each other's work. • Be able to perform a 6-element sequence that uses
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<ul style="list-style-type: none"> • Know ways to move in and out of shapes with fluency. • Know how to use rolls effectively in a sequence. • Know how to exert power in a jump. • Know how to use unison effectively with a partner and group. • Know what a japana is. • Know how to define what a bounce is. • Know what a half lever is and why it is a pike-shape. • Know why body tension improves as we get stronger. • Know what box splits are. • Know what static stretching means. • Know the anatomy of the hockey stick • Know how to dribble the ball. • Know other invasion games where you would pass to space. • Know how to perform the defensive body position. • Know how to stop a moving ball. • Know what sport-specific agility means. • Know what happens if the ball hits a foot. • Know when to use a chest pass. • Know dodging can be used in netball and other invasion games. 	<ul style="list-style-type: none"> • Be able to work as a group to develop a dance about the ocean. • Be able to prepare our group dance for final performance. • Be able to show full extension during a balance. • Be able to move in and out of contrasting shapes with fluency. • Be able to perform a sequence using different types of rolls. • Be able to perform powerful jumps from low apparatus. • Be able to perform in unison with a partner. • Be able to create a group performance using contrasting actions. • Be able to perform Japana. • Be able to use bounces and broad jumps in a sequence. • Be able to attempt a half-lever. • Be able to transition from a Japana to another shape with control. • Be able to use stretching to increase flexibility. • Be able to show strength, flexibility and control in our sequence. • Be able to keep close control of the ball using the flat side of the stick. • Be able to control the ball and pass it into space. 	<ul style="list-style-type: none"> • Know several actions that require gymnasts to take their weight on their hands. • Know 5 compositional ideas. • Know what cooperation is in a PE context. • Know how to judge a basic gymnastic sequence. • Know the key steps to a weighted bunny hop. • Know how to perform an over-the-shoulder roll safely. • Know the muscles of the core. • Know why strength is a key component of fitness for gymnastics. • Know how to bear weight on their shoulders and upper back safely. • Know key aspects of gymnastics that specifically require strength to perform well. • Know how to perform a push pass. • Know why players use a straight dribble. • Know the benefits of using reverse stick. • Know why a slap pass is used in hockey. • Know how to turn with the ball. • Know why playing with rules is important. • Know why you bring the ball to your chest to protect it 	<ul style="list-style-type: none"> changes in speed and direction. • Be able to use the STEP principle to create a partner sequence. • Be able to take weight on hands, showing control. • Be able to develop a sequence using compositional ideas, e.g. changing speed. • Be able to cooperate as a group to refine a short sequence. • Be able to compare and judge sequences. • Be able to perform a weighted bunny hop, showing control and balance. • Be able to arabesque balance and over-the-shoulder roll. • Be able to identify and engage core muscles for stability. • Be able to transition from a front support to side support smoothly. • Be able to perform a shoulder stand with control. • Be able to combine all elements of this unit, showing smooth transitions. • Be able to perform a 7-metre throw with power and accuracy. • Be able to use a throw-off to restart a game.
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Physical Education Progression 2023 - 2024

<ul style="list-style-type: none"> • Know how to show that you are ready to catch the ball. • Know when to use a bounce pass. • Know the role of the goal shooter. • Know when to use a shoulder pass. • Know ways to communicate clearly to complete a task. • Know why it is important to recognise symbols on a map key. • Know why accuracy is vital in different tasks, including when drawing a map. • Know the importance of analysing a performance after a task. • Know how to explain a task to others in a group. • Know why trust is important in completing tasks with others. • Know how to use speed to run past defenders. • Know why we use a short pass. • Know techniques to evade defenders. • Know the tag protocol. • Know how and when to close down an attacker's space. • Knows the similarities and differences between tag rugby and other invasion games. • Know how to keep score in a game of tennis. 	<ul style="list-style-type: none"> • Be able to use defensive body position. • Be able to consistently stop a moving ball ready to pass or shoot • Be able to improve agility and apply it in a game situation. • Be able to avoid feet contacting the ball and apply basic rules to the game. • Be able to catch a netball • Be able to perform quick, accurate chest passes • Be able to use dodging to get free from our opponent • Be able to use a bounce pass to feed the goal shooter • Be able to throw for distance using a shoulder pass. • Be able to collect a loose ball. • Be able to use clear communication. • Be able to work with others to complete map-reading tasks • Be able to draw and create a clear route on a map for others to follow. • Be able to work with others and identify what went well and what we could do to improve • Be able to take part in trust-based activities safely. • Be able to use speed to run past defenders. • Be able to use a short pass in a game 	<ul style="list-style-type: none"> • Know where you are allowed to go on the court • Know the footwork rule • Know some simple high-five rules. • Know why good marking is essential. • Know some preliminary moves. • Know how to listen and suggest ideas when working as a team. • Know how to talk to teammates to help complete a task. • Know how to include all teammates to complete a task. • Know the cardinal points of a compass • Know what orienteering is. • Know how to use a map to plot a route. • Recognise and recall common map symbols. • Know why consistency in passing is needed to build an attack • Know when you would pick up a ball from the floor • Know why it is important to keep possession as a team • Know how to evade defenders when running at speed • Know how to identify space in a game • Know some elements of fitness needed for tag rugby 	<ul style="list-style-type: none"> • Be able to perform a push pass with accuracy. • Be able to perform a straight dribble to maintain possession. • Be able to use reverse-stick to control a ball. • Be able to use a slap pass to send the ball over longer distances. • Be able to turn to keep the ball under control and move into space. • Be able to develop new skills in competitive situations and look to improve. • Be able to protect the ball once we have caught it. • Be able to use basic shooting techniques in a game. • Be able to perform one-to-one marking. • Be able to pivot once we have caught the ball. • Be able to use quick feet. • Be able to use preliminary moves • Be able to work collaboratively to complete a problem-solving task. • Be able to work collaboratively to create shapes whilst blindfolded. • Be able to name and recognise the cardinal points of the compass. • Be able to complete orienteering tasks calmly under time pressure.
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<ul style="list-style-type: none"> • Know how to describe different styles of shots in tennis. • Know what the Ready Position is in tennis. • Know how to play over a net. • Know how to start a point in tennis. • Know when to send the ball with the inside of the foot. • Know when you would use the trap to stop a ball. • Know why ball possession is essential in a game. • Know why players move into space to receive a pass. • Know how to dribble a football using the outside of the foot. • Know the key steps to cushioning a ball when receiving a pass. 	<ul style="list-style-type: none"> • Be able to use agility to evade being tagged. • Be able to understand and apply the tag protocol in game situations. • Be able to close down an attacker's space as a defender. • Be able to perform a backward pass to continue an attack. • Be able to use the ready position to return a ball. • Be able to hit the ball to different parts of the court using a forehand hit. • Be able to perform an underarm serve to start a rally. • Be able to move towards a ball to return it over the net. • Be able to play cooperatively with a partner to keep the ball moving over the net. • Be able to perform forehand hits to score points in a competition. To use the inside of the foot to pass the ball. • To trap a ball that is moving along the ground with control. • To pass the ball accurately into space over short distances. • To identify and move into space to receive the ball. • To use the outside of the foot to control the ball and dribble. 	<ul style="list-style-type: none"> • Know where the middle of the court is. • Know how to play a backhand shot. • Know how to force an opponent to make a mistake. • Know some differences between singles and doubles court markings. • Know two ways of positioning yourself in doubles play. • Know what it means to 'run onto the ball'. • Know how to use both front-side and goal-side marking. • Know how to use the standing tackle technique. • Know why close control is essential for forward dribbling. • Know how to pass accurately over a longer distance. • Know why passing on the move is important in football. 	<ul style="list-style-type: none"> • Be able to work with a partner to use a map to follow a course. • Be able to recognise and recall common map symbols from a key. • Be able to use accurate passes to create an attack as a team. • Be able to pick the ball up from the floor & run with it to attack. • Be able to keep possession of the ball and build and attack. • Be able to avoid being tagged. • Be able to use changes in speed to create gaps to run into teammates • Be able to create attacking opportunities in competitive games. • Be able to return to the middle of the court after playing a shot. • Be able to use the forehand in game situations accurately. • Be able to play a backhand shot with some control. • Be able to combine ready position and court movement to return the serve consistently. • Be able to work with a partner to score points in a game. • Be able to use forehand and backhand shots to score
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	<ul style="list-style-type: none"> To cushion the ball when receiving 		<p>points in a competitive situation.</p> <ul style="list-style-type: none"> Be able to run onto the ball to receive it. Be able to explore front and goal-side marking techniques. Be able to perform a standing tackle to dispossess an attacker. Be able to dribble, showing good control to progress forward Be able to pass and receive the ball over longer distances. Be able to perform passing and moving with a teammate.
Year 5		Year 6	
<p>Core declarative knowledge: what should pupils know?</p> <ul style="list-style-type: none"> Know what a leg of a relay race is. Know how to pace a run over longer distances. Know how to mark out a run-up for the long jump. Know which event(s) a push throw is used in. Know where to perform a baton exchange in a relay race. Know how to use the STEP principle to adapt a task. Know what a run-out is. 	<p>Core procedural knowledge: what should pupils be able to do?</p> <ul style="list-style-type: none"> Be able to run for speed & distance individually & as part of a team. Be able to pace a run over longer distances. Be able to perform different jumping styles and explore which ones they can jump further with. Be able to use the push-throw technique. Be able to exchange a baton within a restricted area. 	<p>Core declarative knowledge: what should pupils know?</p> <ul style="list-style-type: none"> Know why a crouch start to a sprint creates power. Know how to combine the phases correctly for a triple jump. Know when you would use a heave throw. Know what a parlauff is. Know which throwing event they perform best at. Know why being active for a sustained period improves fitness. 	<p>Core procedural knowledge: what should pupils be able to do?</p> <ul style="list-style-type: none"> Be able to use the sprint start technique to increase running speed. Be able to perform the three phases of the triple jump. Be able to perform the heave throw technique Be able to assess their own ability to play their role in parlauff. Be able to perform the scissor jump technique Be able to record and relay results over a range of track and field events.

<ul style="list-style-type: none"> • Know how to judge and call for a run when batting with a partner. • Know which is the off-stump when keeping wicket. • Know how to grip the ball correctly to bowl overarm. • Know how to play a forward defensive shot when batting. • Know what non-locomotor means in a dance context. • Know what makes Bollywood dance famous. • Know the reasons you would use floor patterns. • Know what line dancing is and its origins. • Know the names of some of the steps in line dancing. • Know what a wall pattern is. • Know how to relay a theme through actions. • Know what it means to manipulate an action. • Know a range of ways to change action levels. • Know what a villain is. • Know how to show contrast in heroes and villains. • Know what performance qualities are. • Know why a round-off is a more complex skill to perform. • Know a range of ways to bring symmetry to partner work. 	<ul style="list-style-type: none"> • Be able to design an activity for others using the STEP principle. • Be able to work with a partner to score runs • Be able to throw accurately over short distances to get batters out • Be able to follow the path of the ball to catch as a wicketkeeper • Be able to overarm bowl with accuracy whilst using a run-up • Be able to play a forward defensive shot • Be able to set a field in a game to limit the runs scored by a batter • Be able to perform a non-locomotor movement. • Be able to combine both non-locomotor and locomotor actions. • Be able to create new and exciting group patterns. • Be able to do a simple Line Dance routine. • Be able to create our own 3-step line dance with a partner. • Be able to work collaboratively within our group to improve our performance. • Be able to communicate the theme of heroes through dance. 	<ul style="list-style-type: none"> • Know some of the fielding positions in a ring field, e.g. midoff • Know when the on and off side of the field changes • Know when to bowl a short-pitched ball • Know how to work together to field a long ball. • Know how to set an attacking field. • Know how to consistently apply the rules of cricket as both a player and umpire. • Know what a stag leap and rebound jumps are. • Know what a lift is and how it shows relationships. • Know the origins of the Haka dance. • Know what it means to face/dance off against your opposition. • Know how to replicate freeze frame images. • Know the names of some street dance steps. • Know how to use action to portray the theme of gangs. • Know what a group device is. • Know what tension is in a dance context. • Know what an aural setting is. • Know how to work with a partner to create a sequence. • Know how to apply performance qualities from 	<ul style="list-style-type: none"> • Be able to create pressure on a batter by using a ring field • Be able to track and catch a high ball consistently • Be able to perform a short-pitched bowl to get a batter to hit the ball in the air • Be able to work in a pair to restrict runs scored when fielding • Be able to play an on-drive • Be able to set an attacking field • Be able to show the technique of the stag leap and rebound jump. • Be able to explore relationships and perform partner lifts. • Be able to compose a dance phrase based on the Haka. • Be able to choose and use suitable dynamics for the Haka. • Be able to link freeze frames to street dance style to create a short movement phrase. • Be able to perform a Top Rock and Slide Step and perform confidently with a partner. • Be able to portray the theme of 'gangs' through movements and gestures. • Be able to use devices such as contrast and variation as a group. • Be able to use formations to demonstrate tension in relationships.
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<ul style="list-style-type: none"> • Know a range of ways to bring asymmetry to individual work. • Know what counterbalance means in the context of gymnastics • Know how to use existing knowledge of compositional ideas with balance work. • Know how to give thoughtful and constructive feedback. • Know what a pathway is in a gymnastics context. • Know what refining a skill means and be able to give examples. • Know why progressions are necessary in gymnastics. • Know the key steps to link two cartwheels together. • Know why strength and flexibility are essential to perform a bridge. • Know how to select and apply skills for the best performance • Know why you would use a block tackle. • Know what type of pass you would make into the D. • Know where you should position yourself when marking. • Know what it means to contact the ball 'first time'. • Know what a drag is and a situation in which it can be used. 	<ul style="list-style-type: none"> • Be able to manipulate & develop actions using a range of devices. • Be able to create interesting and varied dance actions as a group using levels. • Be able to use jumps to bring power and energy to a dance phrase. • Be able to show the theme of an attack, performing at a low level. • Be able to work effectively with others to improve movement quality and performance. • Be able to perform a version a round-off. • Be able to create and perform a partner sequence using symmetry • Be able to create and perform a partner sequence using asymmetry • Be able to perform a counterbalance with a partner • Be able to perform smooth transitions between counterbalances using different levels • Be able to evaluate each other's work and suggest improvements • Be able to use space creatively along an L-shaped pathway. • Be able to refine round-off technique. 	<p>an individual to a group setting.</p> <ul style="list-style-type: none"> • Know real-life scenarios where they can use their jumping skills • Know what the word dismount means in a gymnastics context. • Know how to adapt knowledge and understanding of canon to a more complex flight sequence. • Know the equipment types used in rhythmic gymnastics. • Know how to identify better work and use this knowledge to improve. • Know how to confidently select and apply their strongest skills for the best performance. • Know how to perform a complex sequence. • Know what percussion means. • Know the main concepts of judging criteria. • Know how to use compositional ideas in a group context. • Know the difference between a male and female performance entrance. • Know how to adapt a sequence to criteria such as time limits. • Know how to shoot from close range. 	<ul style="list-style-type: none"> • Be able to use claps, stamps & slaps to perform a live aural setting • Be able to dance as opposing gangs attacking each other • Be able to show performance qualities in gang dance and evaluate their work. • Be able to dismount from high apparatus. • Be able to develop a sequence using flight in canon formation. • Be able to use equipment such as hoops and balls in a group sequence. • Be able to create a paired flight sequence using both canon and unison. • Be able to create and perform a 6-element sequence to music. • Be able to perform a 10-element sequence using floor & apparatus • Be able to perform with equipment & respond creatively to music. • Be able to create judging criteria & assess performances against it. • Be able to create and perform interesting patterns as part of a group • Be able to show the appropriate walk & presentation to start sequence.
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<ul style="list-style-type: none"> • Know how to dribble with one hand. • Know some recognised netball passes. • Know why it is important to find space in a game. • Know how to get free of a defender in a game. • Know why dodging is a crucial skill in netball. • Know why quick turns/pivots help to build an attack. • Know why reaction time is important in netball. • Know some different forms of communication. • Know how to quickly and safely collect control points. • Know the importance of remembering and recalling locations. • Know how to communicate with a group when leading them in a task. • Know how to think creatively when building marshmallow towers. • Know how to decipher simple Morse Code • Know what a defensive line is. • Know how accurate passing is important in invasion games and give examples. • Know when you would use a pop pass. • Know what a formation is in invasion games. 	<ul style="list-style-type: none"> • Be able to refine over-the-shoulder roll and attempt a handstand finish. • Be able to link two cartwheels smoothly. • Be able to transition into a bridge with control. • Be able to develop a 6-element partner sequence incorporating asymmetry • Be able to perform a block tackle to dispossess an attacker. • Be able to use fast, accurate passes into the D to create scoring opportunities. • Be able to mark an attacker closely to stop them receiving the ball. • Be able to perform a sweep hit to send the ball 'first time' • Be able to move the ball quickly from left to right to outwit a defender. • Be able to use a variety of techniques to keep possession in a game. • Be able to choose the appropriate pass for different scenarios. • Be able to find space to receive in a game. • Be able to choose the appropriate pass for different scenarios. • Be able to find space to receive in a game. 	<ul style="list-style-type: none"> • Know where to play a long corner from. • Know what the benefits of goal side marking are and in what other sports it's used. • Know how to perform a banana run to force the attacker wide. • Know when a hit-out should be awarded. • Know when you would use an Indian dribble • Know why coordination is important in netball. • Know how to mark a ball when defending. • Know why positioning is important when attacking around the semi-circle. • Know how to rebound a missed shot. • Know how to be active as a defender to intercept a pass • Know what it means to be onside. • Know how to make decisions under pressure to benefit the team. • Know how to orient a map • Know the difference between a scavenger hunt and orienteering. • Know how to perform group balances using a range of techniques safely. • Know the steps to tie a reef knot. • Know what the key features of a game are. 	<ul style="list-style-type: none"> • Be able to perform a 10-element sequence with a 1-min time limit. • Be able to shoot under pressure from close range • Be able to perform long corner routines as part of a team. • Be able to use goal-side marking to prevent an attacker from getting closer to the goal. • Be able to use a banana run to force an oncoming attacker wide • Be able to use a hit-out to successfully restart a game. • Be able to attempt an Indian dribble and play competitively using new skills. • Be able to improve our coordination. • Be able to mark the pass or the shot. • Be able to organise themselves in and around the semi-circle. • Be able to compete to win the rebounding ball. • Be able to stay active to intercept a pass. • Be able to stay onside in games depending on the position being played. • Be able to work with partner to successfully orient and follow map. • Be able to identify objects quickly from a written description.
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<ul style="list-style-type: none"> • Know how the magic diamond formation works. • Know why you hit the ball before the second bounce. • Know when you might play an overhead shot. • Know what a volley is and when you would use it. • Know different doubles formations and when to use them. • Know some of the service rules of tennis. • Know how to umpire using some basic rules of the game. 	<ul style="list-style-type: none"> • Be able to use different dodging techniques to outwit a defender and get free • Be able to practice and perform pivoting and quick turns. • Be able to get into closer shooting positions. • Be able to react and move quickly in isolation and games. • Be able to explore different ways of communicating with a blindfolded partner. • Be able to follow a designated route at maximum speed safely. • Be able to use memory methods to recall different objects whilst navigating. • Be able to use clear communication to recreate a shape from memory. • Be able to use creative thinking to create the tallest tower. • Be able to send and interpret messages using Morse Code. • Be able to use defensive positions to mark and tag an attacker. • Be able to pass a ball accurately and consistently while on the move. • Be able to defend as part of a team to deny space to attackers 	<ul style="list-style-type: none"> • Know the importance of trial and error when problem-solving. • Know how to support a ball carrier to create continuity. • Know some set plays and how they benefit the attacking team. • Explain why taking the distance, not the time, is best once tagged. • Know what it means to attack 'spaces not faces'. • Know how to transition quickly from attack to defence. • Know what it means to transition from attack to defence and vice versa. • Know what is meant by a powerful shot. • Know how to work collaboratively with a doubles partner. • Know what a lob shot is. • Know what it means to cover space as a doubles partner. • Know how to score a game. 	<ul style="list-style-type: none"> • Be able to safely perform a pyramid balance in a small group. • Be able to work as part of a team to complete a range of tasks. • Be able to create a fun and challenging game for others to complete. • Be able to listen to others to refine and adapt ideas to complete a complex task. • Be able to create attacking continuity by supporting the player with the ball • Be able to use set plays in attack to create space for the ball carrier • Be able to develop the 3-step rule • Be able to attack the space as a ball carrier to create scoring opportunities. • Be able to change from an attacking to a defensive formation when your team loses possession • Be able to observe and analyse our classmate's performance. • Know what is meant by a powerful shot. • Know how to work collaboratively with a doubles partner. • Know what a lob shot is • Be able to perform a lob shot. • Know what it means to cover space as a doubles partner. • Know how to score a game.
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	<ul style="list-style-type: none"> • Be able to use a pop pass over short distances to create an explosive run. • Be able to move the ball quickly using the 'magic diamond' formation. • Be able to perform a range of different shots with control. • Be able to move quickly to the ball to perform a volley. • Be able to play an overhead shot. • Be able to use different court formations during doubles play. • Be able to refine movement to hit the ball before the second bounce. • Be able to perform a diagonal serve to begin a game 		<ul style="list-style-type: none"> • Be able to communicate clearly with a partner to score points. • Be able to attempt a two-handed backhand shot with control. • Be able to apply the correct rules and scoring system in games. • Be able to play in different doubles formations and work with our partner to improve. • Be able to successfully apply a range of tactics in doubles play.
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Year at a Glance

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Potter	Manipulation and Coordination Cooperate and Solve Problems	Body Management Dance	Gymnastics Speed Agility Travel	Dance Swimming	Speed Agility Travel Swimming	Gymnastics Swimming
McKee	Dance Gymnastics	Send and Return Dance	Bath Rugby (1-hour sessions) Hit Catch Run	Bath Rugby (1 Hour sessions) Swimming	Swimming Gymnastics	Swimming Attack Defend Shoot
Reception	Manipulation and Coordination Cooperate and Solve Problems	Body Management Dance	Gymnastics Speed Agility Travel	Dance Manipulation and Coordination	Body Management Speed Agility Travel	Cooperate and Solve Problems Gymnastics
Year 1	Attack Defend Shoot Gymnastics	Run Jump Throw Send and Return	Dance Hit Catch Run	Gymnastics Send and Return	Dance Run Jump Throw	Attack Defend Shoot Hit Catch Run
Year 2	Cricket Send and Return	Attack Defend Shoot Hit Catch Run	Gymnastics Send and Return	Dance Hit Catch Run	Attack Defend Shoot Gymnastics	Run Jump Throw Dance
Year 3	Cricket Football	Gymnastics OAA	Tag Rugby Dance	Netball Football	Tennis Athletics	Gymnastics Hockey
Year 4	Cricket Dance	Hockey Gymnastics	Dance Athletics	Tag Rugby Gymnastics	Netball Tennis	Football OAA
Year 5	Cricket Gymnastics	Tag Rugby Dance	Netball Gymnastics	Swimming Athletics	Swimming Netball	Tag Rugby (Bath Rugby) Dance
Year 6	Hockey OAA	Netball Dance	Tennis Gymnastics	Dance Athletics	Cricket Gymnastics	Tag Rugby (Bath Rugby) Swimming

Up and Under Curriculum Dave Peters (C) Friday 13:00/13:30 – 15:10 and After-School Club (ASC) Friday 15:15 – 16:00

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Potter	C - Manipulation and Coordination				ASC – SEND multi-skills (limited number of EHCP pupils)	
McKee			13:00 – 14:00 C - Hit Catch Run		ASC – SEND multi-skills (limited number of EHCP pupils)	
Reception		C - Body Management			ASC – SEND multi-skills	
Year 1		C - Run Jump Throw ASC – Multi-skills			ASC – SEND multi-skills	
Year 2		ASC – Multi-skills	14:10 – 15.10 C – Send and Return		ASC – SEND multi-skills	ASC - Athletics
Year 3	ASC - Hockey		ASC – Girls football	13:00 – 14:00 C – Football ASC – Cricket	ASC – SEND multi-skills	13:00 – 14:00 C – Hockey ASC – Athletics
Year 4	ASC - Hockey		ASC – Girls football	14.10 – 15.10 C – Tag Rugby ASC - Cricket	ASC – SEND multi-skills	14.10 – 15.10 C – Football
Year 5			ASC – Girls football		13:00 – 14:00 C - Netball ASC – SEND multi-skills	
Year 6	C - Hockey		ASC – Girls football		14:10 – 15:10 C - Cricket ASC – SEND multi-skills	

Sports Partnership Events 2023 - 2024

Term 1

Date	Time	School	Activity
Friday 22 nd September	9am – 12pm	Abbeyfield	PLT Meeting, Health & Wellbeing CPD
Friday 29 th September	10.45 – 12.00pm	Huish	Wellbeing Champion Event – Year 6
Friday 6 th October	1pm – 3pm	Sheldon	Quick Sticks Hockey Festival – Year 6
Friday 13 th October	10.45am – 12.00pm	Huish	Multi Skills – Year 2

Term 2

Date	Time	School	Activity
Friday 3 rd November	10.45am – 12.00pm	Hardenhuish	Multi Skills – Year 3 & 4
Friday 17 th November	10.45am – 12.00pm	Hardenhuish	New Age Curling SEND event – McKee
Tuesday 28 th November	All day	South Cerney	Fortuis Pe Conference *fee paid

Term 3

Date	Time	School	Activity
Friday 5 th January	9.00am – 12.00pm	Abbeyfield	PLT Meeting
Friday 5 th January	9.00am – 12.00pm	Abbeyfield	Compere / Young Speaker Training
Friday 26 th January	10.45am – 12.00pm	Huish	Multi Skills – Year 1
Monday 5 th February	3.00pm – 8.30pm	The Neeld	Dance Festival – Year 1
Tuesday 6 th February	3.00pm – 8.30pm	The Neeld	Dance Festival – Year 1

Term 4

Date	Time	School	Activity
Friday 23 rd February	9.30am – 11.30am	Abbeyfield	All Active Academy – Year 5 (4 pupils)
Friday 22 nd March	10.30am – 12.00pm	Hardenhuish	Easter Egg Hunt – EYFS & Year 1
Monday 25 th March	9.30am – 11.00am	Abbeyfield	YR 3/4 Multi Skills (checking as Year 1/2 on website)

Term 5

Date	Time	School	Activity
Friday 19 th April	ALL DAY	TBC	Mini London Marathon – whole school
Friday 26 th April	9.00am – 12.00pm	Abbeyfield	PLT Meeting
Friday 3 rd May	9.30am – 11.30am	Abbeyfield	Olympic Games

Term 6

Date	Time	School	Activity
Monday 3 rd June	9.30am – 11.00am	Sheldon	SG Level 2 Orienteering – Year 4
Monday 10 th June	9.30am – 11.30am	The Arc	All Active Academy – Year 5 (4 pupils)
Tuesday 18 th June	All day	Stanley Park	Chippenham Games
Wednesday 19 th June	All day	Stanley Park	Chippenham Games
Monday 1 st July	AM only	Hardenhuish	Para Games – McKee and Potter

“Schools have a responsibility to provide a broad and balanced curriculum for all pupils.” National Curriculum, QCA, 2008

Strategies to improve engagement and increase opportunities for success for vulnerable learners

STEP stands for		How can I change...?
S	Space	Where the activity is happening?
T	Task	What is happening?
E	Equipment	What is being used?
P	People	Who is involved?

People		How can we change the groupings/interaction/way the pupils play together?
Who with?	<ul style="list-style-type: none"> Independently, in groups, in pairs, in teams, with friends Change groupings between activities, and monitor groupings to make sure they vary (especially when involving a learning support assistant) In their own space: big or small Restricted space or open space Different mediums – eg on poolside or in water Different or the same roles Different or the same ability Mixed ability Using a zoned playing area to create safe playing areas or areas where pupils can be matched on ability Using a buddy system where one pupil helps to facilitate an activity for another – eg as a guide for a visually impaired runner 	

Task		How can we change the way we take part/complexity/role/rules/speed/progressions?
What?	<ul style="list-style-type: none"> Simplify the activity by changing an aspect of it – eg long jump to standing jump Make the activity harder – eg long jump to triple jump Give pupils specific roles – eg timer, measurer Change rules to increase inclusion – eg allow different starting places or rules to ensure everyone is involved Be flexible Vary the speed of the activity – eg everyone walks Vary the speed of the ball – eg slow underarm delivery Try different forms of involvement – eg seated, standing, lying down Use different targets for some pupils More able pupils use their non-dominant hand Everyone closes their eyes in balance activities 	

Equipment		What is being used?
Can be varied by type:	balls, mats, flags, scarves, feet, cones, bean bags, floats, hurdles, plastic markers, ropes, canes, soft equipment, bats, racquets, etc	
These can vary in:	size, shape, colour, texture, weight, environment, play surface, indoor/outdoor, length of handle, etc	
<p>A change of equipment can change the activity in a variety of ways:</p> <ul style="list-style-type: none"> lighter balls travel more slowly in the air and give more reaction time larger balls are easier to see and catch softer/slightly deflated balls are easier to catch noise (ie jingle trainer) gives audio as well as visual stimulus different coloured balls are easier to distinguish from the background colour 		

Potter and Reception	Potter / Reception Term 1 Lesson Overview and Progression					
	1	2	3	4	5	6
	Manipulation Coordination 1. Copy, repeat and practice a variety of balloon handling activities 2. Coordinate limbs to carry out defined movements and actions Cooperate and Solve Problems 1. Work as an individual and part of a group to match various markings and colours 2. Identify relationships between self and others through group activity	Manipulation and Coordination 1. Translate balloon control skills to managing ball with hands 2. Reproduce movements with a ball bilaterally 3. Rolling a ball with accuracy Cooperate and Solve Problems 1. Follow instructions to perform individual coordination skills 2. Cooperate with a partner to move across defined areas	Manipulation and Coordination 1. Reproduce movements with a ball bilaterally with feet 2. Practice making contact with a ball using feet and legs Cooperate and Solve Problems 1. Work for a sustained period to raise heart rate 2. Replicate with some accuracy body shapes to represent numbers 3. Work as a pair to demonstrate larger numbers	Manipulation and Coordination 1. Respond to cues to change between hopping, jumping and stepping 2. Coordinate feet to practice hop, jump and step sequences Cooperate and Solve Problems 1. Name and perform actions, including jumps, rolls, and travel 2. Associate an action with a colour 3. Some – define their own trail	Manipulation and Coordination 1. Watch, copy and repeat ways of sending, receiving and carrying 2. Find new ways, makes choices of ways to send, receive and carry objects by self and with a partner Cooperate and Solve Problems 1. Individually create a shape story using mime 2. Recognise and retrieve coloured items assigned to their group 3. Work cooperatively to construct shapes and patterns on the floor	Manipulation and Coordination 1. Listen, respond and coordinate hands and feet to touch a target 2. Send and stop objects using hands and feet Cooperate and Solve Problems 1. Work cooperatively as part of a pair to move objects 2. Persevere through challenges 3. Listen and make decisions as part of a partnership
Potter / Reception Term 2 Lesson Overview and Progression						
1	2	3	4	5	6	
Body Management 1. Balance beanbags on different body parts 2. Carry beanbags over obstacles and attempt to balance 3. Change direction whilst carrying beanbags	Body Management 1. Move through hoops using a variety of movements 2. Work with others and practice moving through hoops 3. Follow pathways with hoops	Body Management 1. Reach and stretch to retrieve and place objects 2. Move equipment from one place to another 3. Play within the context of a relay	Body Management 1. Can step and stride across different distances and change direction 2. Can create bridges and tunnels 3. Work with others to travel through tunnels	Body Management 1. Negotiate high and low apparatus travelling over and under 2. Use a variety of ways to travel over apparatus 3. Lay out objects for their partner to retrieve	Body Management 1. Create shapes with our bodies 2. Work with a partner to create shapes 3. Link more than one shape together	

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<p>Dance</p> <ol style="list-style-type: none"> 1. Explore colour stimulus using a range of actions 2. Choreograph a short sequence using a range of actions 3. Describe how the actions relate to the stimulus 	<p>Dance</p> <ol style="list-style-type: none"> 1. Explore animal stimuli using a range of levels and direction 2. Choreograph a short sequence using a range of levels and directions 3. 3. Demonstrate ability to work with others to develop a sequence 	<p>Dance</p> <ol style="list-style-type: none"> 1. Explore Theme Park stimulus using unison and canon 2. Choreograph a short sequence using unison and canon 3. Demonstrate the ability to perform a short sequence in a group or with a partner using unison and canon 	<p>Dance</p> <ol style="list-style-type: none"> 1. Explore Seasons theme using expression and creativity 2. Choreograph a short sequence with awareness of expression 3. Demonstrate awareness of how to compose a sequence 	<p>Dance</p> <ol style="list-style-type: none"> 1. Explore the Transport theme using dynamics 2. Choreograph a short sequence combining a range of dynamics 3. Demonstrate some knowledge of dance competition 	<p>Dance</p> <ol style="list-style-type: none"> 1. Explore the People theme using mirroring and follow the leader 2. Work in a small group to create a dance sequence based on People 3. Understand the difference between mirroring and follow the leader
<p>Potter / Reception Term 3 Lesson Overview and Progression</p>					
<p>1</p>	<p>2</p>	<p>3</p>	<p>4</p>	<p>5</p>	<p>6</p>
<p>Gymnastics</p> <ol style="list-style-type: none"> 1. Listen and respond appropriately to instructions 2. Move in a variety of ways, changing speed and direction 3. Apply a simple understanding of shape and space <p>Speed Agility Travel</p> <ol style="list-style-type: none"> 1. Move forwards, backwards and sideways at speed 2. Improve speed through practice 3. Demonstrate agility in a variety of games 	<p>Gymnastics</p> <ol style="list-style-type: none"> 1. Jump and rebound off of low apparatus 2. Work with a partner to jump in unison 3. Create a simple jumping sequence <p>Speed Agility Travel</p> <ol style="list-style-type: none"> 1. Participate in chasing games safely and with control 2. Perform as part of a team in running games 3. Recognise and follow instructions to participate in 	<p>Gymnastics</p> <ol style="list-style-type: none"> 1. Balance beanbag on body in as many different ways as possible 2. Move and roll a ball around the body with control 3. Work as part of a team of transfer beanbags, balls and hoops <p>Speed Agility Travel</p> <ol style="list-style-type: none"> 1. Respond to cues to change direction 2. Make choices about changing direction in games 	<p>Gymnastics</p> <ol style="list-style-type: none"> 1. Work on apparatus stations to develop travelling skills using various body parts 2. Move under, around, through, on and off apparatus and incorporate balances <p>Speed Agility Travel</p> <ol style="list-style-type: none"> 1. Explore a variety of ways to start movement 2. Explore different ways of stopping showing control 	<p>Gymnastics</p> <ol style="list-style-type: none"> 1. Develop body awareness, moving limbs together and in isolation 2. Show ability to copy and repeat simple patterns 3. Use basic equipment to demonstrate coordinated movement <p>Speed Agility Travel</p> <ol style="list-style-type: none"> 1. Recognise fast and slow movements 2. Perform two animals moving quickly and two animals moving slowly 	<p>Gymnastics</p> <ol style="list-style-type: none"> 1. Discover and perform simple shapes 2. Explore balancing in a variety of ways <p>Speed Agility Travel</p> <ol style="list-style-type: none"> 1. Show control to stop and perform actions 2. Move and stop appropriately on cue

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		running and chasing games				
Potter / Reception Term 4 Lesson Overview and Progression						
1	2	3	4	5	6	
Dance <ol style="list-style-type: none"> 1. Discover how to move and keep time to beats of 8 2. Work with others to move to beats of 8 3. Follow a movement pattern with a partner in time to the music Swimming <ol style="list-style-type: none"> 1. See Swimming knowledge Organisers (delivered by external teacher) 	Dance <ol style="list-style-type: none"> 1. Work in a pair and perform to counts of 8 2. Use proper handhold for promenade 3. Recognise and perform different roles within the dance Swimming <ol style="list-style-type: none"> 1. See Swimming knowledge Organisers (delivered by external teacher) 	Dance <ol style="list-style-type: none"> 1. Perform as part of a group in a Circassian Circle dance 2. Perform confidently with a partner 3. Recall, repeat and remember a phrase of dance Swimming <ol style="list-style-type: none"> 1. See Swimming knowledge Organisers (delivered by external teacher) 	Dance <ol style="list-style-type: none"> 1. Recap and remind of how to keep time to beats of 8 2. Copy and repeat 4 actions 3. Perform actions to music Swimming <ol style="list-style-type: none"> 1. See Swimming knowledge Organisers (delivered by external teacher) 	Dance <ol style="list-style-type: none"> 1. Remember and recall 4 dance actions from the previous week 2. Explore 2 new dance actions (Some) Begin to form in a circle formation 3. Use gestures to signify the start of your dance Swimming <ol style="list-style-type: none"> 1. See Swimming knowledge Organisers (delivered by external teacher) 	Dance <ol style="list-style-type: none"> 1. Perform 6 animal actions as a group 2. Incorporate a change of direction and pathway 3. Use gestures to signify the start of your dance Swimming <ol style="list-style-type: none"> 1. See Swimming knowledge Organisers (delivered by external teacher) 	
Potter / Reception Term 5 Lesson Overview and Progression						
1	2	3	4	5	6	
Body Management <ol style="list-style-type: none"> 1. Experiment with twisting and turning and beginning to roll 2. Perform roll demonstrating some body control 3. Transition from roll to crawl to slither Speed Agility Travel <ol style="list-style-type: none"> 1. Move objects at speed 2. Play games in an organised 	Body Management <ol style="list-style-type: none"> 1. Follow simple instructions to coordinate limbs 2. Show control to hold body shape Speed Agility Travel <ol style="list-style-type: none"> 1. Move by inching, crawling and jumping 	Body Management <ol style="list-style-type: none"> 1. Explore working with a stimulus of music 2. Follow jumping patterns 3. Jump in combinations Speed Agility Travel <ol style="list-style-type: none"> 1. Use different types of jumps 	Body Management <ol style="list-style-type: none"> 1. Jump for height onto apparatus with confidence 2. Jump accurately and with control 3. Land with control Speed Agility Travel <ol style="list-style-type: none"> 1. Perform circle dances as part of a group 	Body Management <ol style="list-style-type: none"> 1. Travel along a variety of equipment using different modes of locomotion 2. Incorporate stretches, shapes and rolls Speed Agility Travel <ol style="list-style-type: none"> 1. Perform with agility and strength a variety of runs 	Body Management <ol style="list-style-type: none"> 1. Work as part of a team to perform 2. Perform basic actions learned together with others 3. Perform tuck position on back and rock back and forth Speed Agility Travel <ol style="list-style-type: none"> 1. Work as a team to complete an obstacle course in 	

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	<p>manner, taking turns</p> <p>3. Send and receive a ball</p> <p>Potter Swimming See Swimming knowledge Organisers (delivered by external teacher)</p>	<p>2. Follow, copy and repeat fast and slow actions</p> <p>3. Link fast and slow travel movements</p> <p>Potter Swimming See Swimming knowledge Organisers (delivered by external teacher)</p>	<p>2. Jump on, off and over with speed and control</p> <p>3. Recognise which jumps are easier and which are challenging</p> <p>Potter Swimming See Swimming knowledge Organisers (delivered by external teacher)</p>	<p>2. Recognise cues in lyrics to change actions</p> <p>Potter Swimming See Swimming knowledge Organisers (delivered by external teacher)</p>	<p>2. Use strength to maintain a body shape</p> <p>Potter Swimming See Swimming knowledge Organisers (delivered by external teacher)</p>	<p>the quickest time possible</p> <p>2. Identify appropriate actions to complete tasks quickly and efficiently</p> <p>3. Demonstrate agility in an obstacle course</p> <p>Potter Swimming See Swimming knowledge Organisers (delivered by external teacher)</p>
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Potter / Reception Term 6

Lesson Overview and Progression

1	2	3	4	5	6
<p>Cooperate and Solve Problems</p> <p>1. Work with a partner to move along a pathway/trail</p> <p>2. Keep track of objects on a checklist</p> <p>3. Make a straight line in a variety of ways</p> <p>Gymnastics</p> <p>1. Discover shapes and ways to travel</p> <p>2. Choose shapes and different ways of travelling</p> <p>3. Link 2 shapes and 2 ways of travelling to make a short movement pattern</p>	<p>Cooperate and Solve Problems</p> <p>1. Apply teamwork to play cooperative parachute games</p> <p>2. Use communication skills to resolve simple tasks</p> <p>Gymnastics</p> <p>1. To demonstrate previous lessons, shapes and movements</p> <p>2. To be able to perform and egg roll and log roll</p> <p>3. To add 2 rolls to previous movement pattern</p>	<p>Cooperate and Solve Problems</p> <p>1. Respond, copy and repeat repetitive actions</p> <p>2. Work with a partner to form jumping patterns</p> <p>3. Work as a team to coordinate and cooperate in movement actions</p> <p>Gymnastics</p> <p>1. To travel in different directions and pathways</p> <p>2. To follow a partner through different pathways</p> <p>3. To show increased body control when rolling</p>	<p>Cooperate and Solve Problems</p> <p>1. Reproduce patterns from images</p> <p>2. Respond to visual clues</p> <p>Gymnastics</p> <p>1. Identify different parts of the body to balance on</p> <p>2. Discuss what it means to balance</p> <p>3. Discover points and patches</p>	<p>Cooperate and Solve Problems</p> <p>1. Create and follow tapping patterns</p> <p>2. Relate previous learning to solve problems</p> <p>Gymnastics</p> <p>1. Include points and patches in the Giants story</p> <p>2. Perform their story to music</p> <p>3. Say what they like about other people's stories</p>	<p>Cooperate and Solve Problems</p> <p>1. Compete as part of a team to participate in an obstacle relay</p> <p>2. Recall and remember actions linked to colours</p> <p>3. Navigate obstacles and remember actions from cues</p> <p>Gymnastics</p> <p>1. Choose 3 points or patches from their Giants story</p> <p>2. Link balances by travelling along pathways</p> <p>3. To use a start and finish shape</p>

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	Potter Swimming See Swimming knowledge Organisers (delivered by external teacher)	Potter Swimming See Swimming knowledge Organisers (delivered by external teacher)	Potter Swimming See Swimming knowledge Organisers (delivered by external teacher)	Potter Swimming See Swimming knowledge Organisers (delivered by external teacher)	Potter Swimming See Swimming knowledge Organisers (delivered by external teacher)	Potter Swimming See Swimming knowledge Organisers (delivered by external teacher)
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<p>McKee And Year 1 (T1 & 2 Bath Rugby to deliver SEN TAG Rugby programme to McKee) Opportunities for competition in bold</p>	Year 1 / McKee Term 1 Lesson Overview and Progression					
	1	2	3	4	5	6
	<p>Attack Defend Shoot</p> <ol style="list-style-type: none"> Practice throwing at targets accurately Pass a beanbag between pairs with some control Explain/show ways you can pass a beanbag/ball to a partner 	<p>Attack Defend Shoot</p> <ol style="list-style-type: none"> Experiment catching a variety of beanbags and different sized balls Recognise how you can intercept a beanbag or ball Use basic defensive technique 	<p>Attack Defend Shoot</p> <ol style="list-style-type: none"> Experiment with different ways you can send a ball or beanbag Roll/slide a ball or beanbag to a partner/target 	<p>Attack Defend Shoot</p> <ol style="list-style-type: none"> Score points by throwing a beanbag/ball into an opponent's hoop Demonstrate simple defending to stop a ball/beanbag going into hoop Describe how they threw the beanbag/ball and how they defended their hoop 	<p>Attack Defend Shoot</p> <ol style="list-style-type: none"> Work with a partner to attack and defend a target against an opposition Describe simple ways that you can work with a partner to score and defend points Play AFL task 2V2 	<p>Attack Defend Shoot</p> <ol style="list-style-type: none"> Participate in competitive games against an opponent using attacking and defending skills Comment on how you have used different attacking and defending skills you have already learned to help you in your games
	<p>Gymnastics</p> <ol style="list-style-type: none"> Can link two actions Can explain that 'like' actions are the same type of actions Perform two jumps or rolls and link them together and repeat 	<p>Gymnastics</p> <ol style="list-style-type: none"> Able to move benches and mats safely Can identify key points for moving apparatus Transfer like sequence to low apparatus 	<p>Gymnastics</p> <ol style="list-style-type: none"> Identify that shapes can be performed on large or small body parts Transfer body shapes from small body parts to large ones Use body tension to hold shape 	<p>Gymnastics</p> <ol style="list-style-type: none"> Take off and land with (some) control Jump for height and distance Perform shapes in jumps 	<p>Gymnastics</p> <ol style="list-style-type: none"> Explore ways of traveling on feet using good body tension Link types of travel to make a sequence Use knowledge of shapes and implement them within a sequence 	<p>Gymnastics</p> <ol style="list-style-type: none"> Choose two like actions rolls, travel on feet or jumps that show different levels Choose a shape to start and finish Create and perform a 6-element sequence
	Year 1 / McKee Term 2 Lesson Overview and Progression					
	1	2	3	4	5	6
	<p>Run Jump Throw</p> <ol style="list-style-type: none"> Discover ways to move objects quickly 	<p>Run Jump Throw</p> <ol style="list-style-type: none"> Run in a straight line at different speeds 	<p>Run Jump Throw</p> <ol style="list-style-type: none"> Experience a variety of jumps Perform a standing long jump 	<p>Run Jump Throw</p> <ol style="list-style-type: none"> Throw a range of objects over a distance 	<p>Run Jump Throw</p> <ol style="list-style-type: none"> To refine and explore basic agility, balance 	<p>Run Jump Throw</p> <ol style="list-style-type: none"> Use running, throwing and jumping skills

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	<p>2. Identifying which ways to move objects is quickest</p> <p>3. Experience competition against themselves</p> <p>Send and Return</p> <p>1. Slide a beanbag/ball over an opponent's goal line</p> <p>2. Move to defend (stop) the ball/beanbag from going over your goal line</p> <p>3. Explore which objects are easier to side and defend</p> <p><i>Tag Rugby (Bath Rugby) exact content TBC McKee only</i></p>	<p>2. Show power at the start of the run</p> <p>3. Perform runs as part of a team</p> <p>Send and Return</p> <p>1. Explore different ways of sending a ball</p> <p>2. Practice sending a ball in a variety of ways to a partner</p> <p>3. Attempt to hit the ball</p> <p><i>Tag Rugby (Bath Rugby) exact content TBC McKee only</i></p>	<p>3. Work in partnership, supporting each other to do well</p> <p>Send and Return</p> <p>1. Move position to get in line with a ball</p> <p>2. Get in positions to return balls to partners</p> <p>3. Use a variety of return responses</p> <p><i>Tag Rugby (Bath Rugby) exact content TBC McKee only</i></p>	<p>2. Adapt throwing styles to different objects</p> <p>3. Use a leading arm to throw an object over a longer distance</p> <p>Send and Return</p> <p>1. Work with a partner to receive and return objects to score points against the opposition</p> <p>2. Describe how you work with a partner to receive and return successfully</p> <p>3. Work as part of a team to score points</p> <p><i>Tag Rugby (Bath Rugby) exact content TBC McKee only</i></p>	<p>and coordination skills</p> <p>2. Perform and show improvement</p> <p>Send and Return</p> <p>1. Play in a rally with a partner</p> <p>2. Use skills previously learnt to move towards and return a ball in a rally game</p> <p>3. Describe the necessary skills to play in a rally</p> <p><i>Tag Rugby (Bath Rugby) exact content TBC McKee only</i></p>	<p>2. Compete with others</p> <p>3. Say how you could have improved</p> <p>Send and Return</p> <p>1. I can hit over a bench to my partner</p> <p>2. I can play with my partner over a bench</p> <p>3. I can send my ball to make it hard for my partner to catch/return</p> <p><i>Tag Rugby (Bath Rugby) exact content TBC McKee only</i></p>
<p>Year 1 / McKee Term 3</p> <p>Lesson Overview and Progression</p>						
1	2	3	4	5	6	
<p>Dance</p> <p>1. Compose travelling sequence using variety of body parts</p> <p>2. Explore ideas, moods, feelings</p> <p>3. Show control, coordination and spatial awareness</p>	<p>Dance</p> <p>1. Perform with an awareness of body shape with a partner</p> <p>2. Show control, coordination and spatial awareness</p> <p>3. Demonstrate some musicality throughout the performance</p>	<p>Dance</p> <p>1. Compose a movement pattern to demonstrate unison</p> <p>2. Develop partner work</p> <p>3. Explore ideas and movements showing a friendship theme</p>	<p>Dance</p> <p>1. Compose a sequence demonstrating mirroring and following</p> <p>2. Watch what others do and suggest improvements to their work</p> <p>3. Create a short dance based</p>	<p>Dance</p> <p>1. Compose a short dance sequence that shows sensitivity to the theme</p> <p>2. Show greater control, coordination and spatial awareness in their movement patterns</p>	<p>Dance</p> <p>1. Choose and link short dance phrases that reflect rhythmic qualities</p> <p>2. Explore repetition through a dance sequence</p> <p>3. Perform short dances and dance phrases that express ideas and feelings</p>	

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	<p>Hit Catch Run</p> <ol style="list-style-type: none"> To use a range of rolling and throwing skills to put a ball in space To be able to move quickly with agility to score points To be able to keep count of the score <p>Tag Rugby (Bath Rugby) exact content TBC McKee only</p> <ol style="list-style-type: none"> Grasp the principle of moving forward to score over a line Judge when to move to evade taggers Select when to use speed to secure points 	<p>Hit Catch Run</p> <ol style="list-style-type: none"> Able to collect a moving ball from along the ground Return the ball back to base/zone using rolls and throws <p>Tag Rugby (Bath Rugby) exact content TBC McKee only</p> <ol style="list-style-type: none"> Perform an effective short pass Explore ways of passing within a team Apply passing skills in a game 	<p>Hit Catch Run</p> <ol style="list-style-type: none"> Catch over a short distance to stop players from scoring points Work with other fielders to stop players from scoring <p>Tag Rugby (Bath Rugby) exact content TBC McKee only</p> <ol style="list-style-type: none"> Explore a range of techniques to avoid being tagged Evade players to score points Communicate with others to score points 	<p>on visual stimulus</p> <p>Hit Catch Run</p> <ol style="list-style-type: none"> Attempt to hit an object with the hand Self-feed ball to hit Describe the movements needed to hit successfully <p>Tag Rugby (Bath Rugby) exact content TBC McKee only</p> <ol style="list-style-type: none"> Improve passing skills on cue Except when you've been tagged Play in a sportsman like way in attack and defence 	<ol style="list-style-type: none"> Demonstrate an ability to create a dance with a clear start, middle and end <p>Hit Catch Run</p> <ol style="list-style-type: none"> Running between bases to score points Work with others to retrieve balls Make decisions to make it difficult for hitters <p>Tag Rugby (Bath Rugby) exact content TBC McKee only</p> <ol style="list-style-type: none"> When defending get close to the ball carrier Work together as defenders Explain what is meant by closing down space 	<p>Hit Catch Run</p> <ol style="list-style-type: none"> Show collaboration work as a team to score points Show awareness of team mates when fielding Throw and retrieve the ball <p>Tag Rugby (Bath Rugby) exact content TBC McKee only</p> <ol style="list-style-type: none"> Implement new skills in AFL game Experienced passing back in an unopposed situation Listen to others to work as a team
Year 1 / McKee Term 4						
Lesson Overview and Progression						
1	2	3	4	5	6	
<p>Gymnastics</p> <ol style="list-style-type: none"> Recap 'like' actions from the previous unit Show creative ways to move on, off and over apparatus 	<p>Gymnastics</p> <ol style="list-style-type: none"> Experiment with rocking on different parts of the body Link rocking into simple sequences with a start, 	<p>Gymnastics</p> <ol style="list-style-type: none"> Perform a one-foot h and y balances Perform a front and back support Use creativity to create their own balances 	<p>Gymnastics</p> <ol style="list-style-type: none"> Introduce the concept of unison Count to keep time with others Practice and perform a 	<p>Gymnastics</p> <ol style="list-style-type: none"> Introduce the concept of canon Transfer counting skills from unison to canon Practice and perform a single jump, balance 	<p>Gymnastics</p> <ol style="list-style-type: none"> To turn and jump a quarter and to turn and jump a half To work with a partner to create a short sequence using turning, 	

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	<p>3. Use magic chair landing and say why it is necessary</p> <p>Send and Return</p> <ol style="list-style-type: none"> 1. Attempt to send a ball that can be returned by others consistently 2. Feed a beanbag/ball into space to make it difficult for your opponent to return 3. Work with a partner to track balls and return them over the net <p>McKee Swimming See Swimming knowledge Organisers (delivered by external teacher)</p> <p>Tag Rugby (Bath Rugby) <i>exact content TBC</i> <i>McKee only</i></p>	<p>balance, rock and jump</p> <p>3. Develop flexibility through various ranges of motion</p> <p>Send and Return</p> <ol style="list-style-type: none"> 1. Use a variety of movements to track balls in different ways 2. Chase, stop and control balls and objects 3. Work collaboratively with a pattern to complete skill-based challenges <p>McKee Swimming See Swimming knowledge Organisers (delivered by external teacher)</p> <p>Tag Rugby (Bath Rugby) <i>exact content TBC</i> <i>McKee only</i></p>	<p>Send and Return</p> <ol style="list-style-type: none"> 1. Hit a moving ball from a sitting position 2. Maintain a tucked position for an extended period 3. Control body and limbs to move efficiently on the floor <p>McKee Swimming See Swimming knowledge Organisers (delivered by external teacher)</p> <p>Tag Rugby (Bath Rugby) <i>exact content TBC</i> <i>McKee only</i></p>	<p>single jump, balance and rock movement pattern in unison</p> <p>Send and Return</p> <ol style="list-style-type: none"> 1. Send objects from a variety of positions such as sitting, kneeling and standing 2. Play cooperatively in a competitive game situation 3. Identify that there is a class of sport for people with disabilities <p>McKee Swimming See Swimming knowledge Organisers (delivered by external teacher)</p> <p>Tag Rugby (Bath Rugby) <i>exact content TBC</i> <i>McKee only</i></p>	<p>and rock movement pattern using canon</p> <p>Send and Return</p> <ol style="list-style-type: none"> 1. Identify tactics to outwit an opponent 2. Identify and exploit the space available on a court 3. Work as part of a team to score points <p>McKee Swimming See Swimming knowledge Organisers (delivered by external teacher)</p> <p>Tag Rugby (Bath Rugby) <i>exact content TBC</i> <i>McKee only- last one</i></p>	<p>rocking, jumping and balance</p> <p>3. Choose to perform using unison or canon</p> <p>Send and Return</p> <ol style="list-style-type: none"> 1. Use skills learnt in more challenging situations against others 2. Describe and show how to get into the correct body position to send the ball <p>McKee Swimming See Swimming knowledge Organisers (delivered by external teacher)</p> <p>No Rugby session</p>
<p>Year 1 / McKee Term 5</p> <p>Lesson Overview and Progression</p>						
	1	2	3	4	5	6

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	<p>Dance</p> <ol style="list-style-type: none"> 1. Read the nursery rhyme and discuss its content and theme 2. Children identify characters within the nursery rhyme 3. Perform a series of character movements to the nursery rhyme <p>Run Jump Throw</p> <ol style="list-style-type: none"> 1. Perform running challenges in set times 2. Support partner to improve their performance 3. Recognise agile movements <p>McKee Swimming See Swimming knowledge Organisers (delivered by external teacher)</p>	<p>Dance</p> <ol style="list-style-type: none"> 1. March as an individual 2. Incorporate turns into marches 3. Work as an individual to create a marching pattern <p>Run Jump Throw</p> <ol style="list-style-type: none"> 1. Repeat repetitive actions for sustained periods of time 2. Recognise improvements in performance 3. Suggest how the lesson's objectives relate to daily life <p>McKee Swimming See Swimming knowledge Organisers (delivered by external teacher)</p>	<p>Dance</p> <ol style="list-style-type: none"> 1. Collaborate as a group to form a marching sequence 2. Perform a group marching sequence 3. Remember, recall and perform one sequence <p>Run Jump Throw</p> <ol style="list-style-type: none"> 1. Develop stamina through a range of running activities 2. Negotiate obstacles whilst maintaining running position 3. Recognise changes in their bodies such as red cheeks and heavy breathing <p>McKee Swimming See Swimming knowledge Organisers (delivered by external teacher)</p>	<p>Dance</p> <ol style="list-style-type: none"> 1. Dance in canon to the lyrics of Wheels on the Bus 2. Copy and repeat actions in time with others <p>Run Jump Throw</p> <ol style="list-style-type: none"> 1. Practice & perform a wide variety of core strength movements 2. Suggest where exercises are relevant to other physical activities 3. Improve throwing accuracy <p>McKee Swimming See Swimming knowledge Organisers (delivered by external teacher)</p>	<p>Dance</p> <ol style="list-style-type: none"> 1. Perform as a class 2. Perform canon in a small group 3. Some groups will change positions to create different formations as a class <p>Run Jump Throw</p> <ol style="list-style-type: none"> 1. Throw with accuracy and use footwork to dodge 2. Develop stamina through a range of jumping and agility activities 3. Play fairly admitting when they are out of a game <p>McKee Swimming See Swimming knowledge Organisers (delivered by external teacher)</p>	<p>Dance</p> <ol style="list-style-type: none"> 1. Read the nursery rhyme and discuss its content and theme 2. Children identify characters within the nursery rhyme and create actions 3. Perform actions in rounds <p>Run Jump Throw</p> <ol style="list-style-type: none"> 1. Explore and practice a variety of start positions for running 2. Choose the quickest position for starting a run 3. Work with others to judge different running speeds <p>McKee Swimming See Swimming knowledge Organisers (delivered by external teacher)</p>
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**Year 1 / McKee Term 6
Lesson Overview and Progression**

	1	2	3	4	5	6
	<p>Attack Defend Shoot</p> <ol style="list-style-type: none"> 1. Recognise the reasons why heart rate increases during exercise 	<p>Attack Defend Shoot</p> <ol style="list-style-type: none"> 1. Play in a game with defined areas 	<p>Attack Defend Shoot</p> <ol style="list-style-type: none"> 1. Bounce the ball with some control to self 	<p>Attack Defend Shoot</p> <ol style="list-style-type: none"> 1. Play with a partner to use bouncing, throwing and 	<p>Attack Defend Shoot</p> <ol style="list-style-type: none"> 1. Play in a game where rules apply 	<p>Attack Defend Shoot</p>

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	<p>2. Discuss what makes exercise fun</p> <p>3. Play a range of pulse raising activities</p> <p>Hit Catch Run</p> <p>1. Perform quick runs</p> <p>2. Work as a team to send and receive</p> <p>3. To send and receive the ball to score points</p> <p>McKee Swimming See Swimming knowledge Organisers (delivered by external teacher)</p>	<p>2. Play as part of a team to attack and defend</p> <p>3. Anticipate the direction of an attack</p> <p>Hit Catch Run</p> <p>1. To hit balls off cones</p> <p>2. To decide where to hit</p> <p>3. Attempt to hit with power</p> <p>McKee Swimming See Swimming knowledge Organisers (delivered by external teacher)</p>	<p>2. Begin to bounce a ball to partner</p> <p>3. Play 2 on 1 using bouncing skills to score</p> <p>Hit Catch Run</p> <p>1. Identify where batters are hitting the ball</p> <p>2. Work together to attempt to intercept balls</p> <p>3. Attempt to position themselves in the path of the ball</p> <p>McKee Swimming See Swimming knowledge Organisers (delivered by external teacher)</p>	<p>catching skills to score points</p> <p>2. Work under pressure to hit targets</p> <p>3. Transfer target skills into a competitive game</p> <p>Hit Catch Run</p> <p>1. Introduce the concept of fielding to 'bases'</p> <p>2. Work together to place on bases to stop runners</p> <p>3. Describe the reasons why runners have to stop when balls are returned to bases</p> <p>McKee Swimming See Swimming knowledge Organisers (delivered by external teacher)</p>	<p>2. Adapt to play to the rules</p> <p>3. Recognise when rules have changed</p> <p>Hit Catch Run</p> <p>1. Attempt to catch a ball that has been hit in the air</p> <p>2. Restrict runs by fielding efficiently</p> <p>3. Identify how to position to cover more space</p> <p>McKee Swimming See Swimming knowledge Organisers (delivered by external teacher)</p>	<p>1. Identify where to stand to defend goals (hoops) best</p> <p>2. Play in a competitive game</p> <p>3. Play using defined rules in a game</p> <p>Hit Catch Run</p> <p>1. Work collaboratively to restrict runs</p> <p>2. To hit into space to score runs</p> <p>3. Describe key differences in the role of the striker and the fielder</p> <p>McKee Swimming See Swimming knowledge Organisers (delivered by external teacher)</p>
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Year 2 Opportunities for competition in bold	Year 2 Term 1 Lesson Overview and Progression					
	1	2	3	4	5	6
	Cricket (Dynamo Cricket enrichment) <i>See additional planning</i> Send and Return <ol style="list-style-type: none"> Anticipate the flight of the ball fed from your partner On toes, move towards the line of the ball and return Keep track of the score with your partner 	Cricket (Dynamo Cricket enrichment) <i>See additional planning</i> Send and Return <ol style="list-style-type: none"> Players to identify their dominant and non-dominant side for sending a ball Play a modified game to send and return using dominant and non-dominant sides 	Cricket (Dynamo Cricket enrichment) <i>See additional planning</i> Send and Return <ol style="list-style-type: none"> Play a modified game introducing boundaries Use throwing and catching skills to play with a team to score points 	Cricket (Dynamo Cricket enrichment) <i>See additional planning</i> Send and Return <ol style="list-style-type: none"> Develop agility in isolated challenges Play with increased agility in a conditioned game 	Cricket (Dynamo Cricket enrichment) <i>See additional planning</i> Send and Return <ol style="list-style-type: none"> Use correct grip to hold a tennis racquet Send, receive and stop a ball using a racquet along the ground Use self-feed to hit a ball to partner 	Cricket (Dynamo Cricket enrichment) <i>See additional planning</i> Send and Return <ol style="list-style-type: none"> Able to self-feed to send a ball to a partner using a racquet Attempt to combine skill to perform a rally
	Year 2 Term 2 Lesson Overview and Progression					
1	2	3	4	5	6	
Attack Defend Shoot <ol style="list-style-type: none"> Send the ball with feet by kicking Send the ball varying distances using harder and softer kicks Hit Catch Run <ol style="list-style-type: none"> Work as a team to return a ball back to base Run and touch cones to score points Make choices where to hit a ball 	Attack Defend Shoot <ol style="list-style-type: none"> Receive and stop the ball with feet Pass the ball to another player Hit Catch Run <ol style="list-style-type: none"> Sprint to correct areas to score points Work to better runs scored Use kicking to send a ball to score points 	Attack Defend Shoot <ol style="list-style-type: none"> Working as a team to keep the ball in a defined area Pass the ball for accuracy Demonstrate receiving and passing Hit Catch Run <ol style="list-style-type: none"> Use underarm throwing skills to bowl/feed a ball to a player Position body to perform stepping action for bowling Use bowling/feeding 	Attack Defend Shoot <ol style="list-style-type: none"> Play in a game with defined areas Play as part of a team to attack and defend Move the ball independently by bouncing Hit Catch Run <ol style="list-style-type: none"> Experiment with different bats to see which are easier/harder to hit with Make choices about where 	Attack Defend Shoot <ol style="list-style-type: none"> To move the ball using basketball-style dribbling Link bouncing and passing Play collaboratively to attack a goal Hit Catch Run <ol style="list-style-type: none"> Stand in positions ready to catch a ball Throw quickly and accurately under pressure Field to catch and throw to teammates to stop 	Attack Defend Shoot <ol style="list-style-type: none"> Play with and against others Make some attempt at attacking collaboratively Make choices on where to stand when defending as a team Hit Catch Run <ol style="list-style-type: none"> Play as apart of a team to field and hit to score Apply simple tactics to gameplay Play in different roles and positions 	

			skills in a game situation	3. you are going to hit the ball Work collaboratively to improve hitting skills	opponents from scoring points	
Year 2 Term 3 Lesson Overview and Progression						
1	2	3	4	5	6	
Gymnastics 1. Use prior learning to create a 4-element sequence 2. Combine balance, rolling, rocking and spinning 3. Perform using a recognised large body part balance as a start and finish shape Send and Return 1. Play a variety of roles in games 2. Accurately send a ball to specified areas (Some) respond to partner and play a simple rally	Gymnastics 1. Recognise how to create power in jumps 2. Attempt a variety of different jumps 3. Show ways to jump with power and control Send and Return 1. Use a long high ball to reach the backcourt 2. Send a low short ball to the front court	Gymnastics 1. Explore taking weight on hands 2. Develop skills to transition from belly button up to belly button down 3. Create a short sequence with elements of taking weight on hands Send and Return 1. Throw into space to make it difficult for your opponent (sitting) 2. Develop catching and throwing skills while seated 3. Develop collaborative team skills	Gymnastics 1. Able to recognise what it means to be flexible 2. Explore their own flexibility with a japana and bridge shape 3. Use a variation of japana and bridge in a sequence Send and Return 1. Serving to a specified area 2. Use a range of sending skills to serve 3. Play out point from serve	Gymnastics 1. Develop point balance skills to combine with flexibility 2. Travel at different speeds in creative ways 3. Combine changes in speed and point balances in a sequence Send and Return 1. Develop volleyball skills further to standing 2. Develop throwing into hitting 3. Play using attacking shots	Gymnastics 1. Explore and experiment with the teddy roll 2. Choose and apply to a simple sequence of elements from unit 1 3. Attempt a teddy roll in sequence Send and Return 1. Play in a volleyball style game 2. Play as an individual 3. Develop greater control of the ball	
Year 2 Term 4 Lesson Overview and Progression						
1	2	3	4	5	6	
Dance 1. Explore whole body actions to create movements as a group or pair	Dance 1. Create a sequence of movements for performance with start/finish positions	Dance 1. Create a duet based upon the relationship between the penguin and the snowman	Dance 1. Explore the theme of Penguin Small's adventure	Dance 1. Explore footwork creatively, based on a visual stimulus 2. Use movement, imaginatively responding to the	Dance 1. Select actions as part of a group to create a short dance phrase which reflects rhythmic qualities	

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	<ol style="list-style-type: none"> Apply the idea of a theme to a dance Compose a dance phrase which responds to the visual stimulus <p>Hit Catch Run</p> <ol style="list-style-type: none"> Work as a team to return a ball back to base Work individually to score runs Increase running speed to score runs and stay 'safe' 	<ol style="list-style-type: none"> Demonstrate comprehension of the story through dance Work cooperatively to improve and adapt the sequence <p>Hit Catch Run</p> <ol style="list-style-type: none"> Make decision about directions to send the ball Use a variety of kicking techniques to send the ball Experience the role of the backstop 	<ol style="list-style-type: none"> Explore unison, levels and canon within the choreography Discuss how others could develop their performances <p>Hit Catch Run</p> <ol style="list-style-type: none"> Outwit bowler to kick in different directions Use both feet to kick the ball Kick a ball bowled in a variety of ways 	<ol style="list-style-type: none"> Create a short dance solo which demonstrates change of direction and speed <p>Hit Catch Run</p> <ol style="list-style-type: none"> Recognise the role of a wicketkeeper Position yourself to stop balls Practise the role of the wicketkeeper attempt to stump players out 	<ol style="list-style-type: none"> music with some attempt at musicality Change the speed, level and direction of movements <p>Hit Catch Run</p> <ol style="list-style-type: none"> Recognise the role of a backstop Attempt to track and stop balls as the backstop 	<ol style="list-style-type: none"> Explore formations through the dance sequence Perform dance phrases that express ideas and feelings <p>Hit Catch Run</p> <ol style="list-style-type: none"> Work as a team to score points as the batters Work as a team to restrict runs Demonstrate skills learnt in wicket keeping or back stop
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**Year 2 Term 5
Lesson Overview and Progression**

	1	2	3	4	5	6
	<p>Attack Defend Shoot</p> <ol style="list-style-type: none"> Pass and receive the ball around the playing area showing some control Work collaboratively to keep possession by passing accurately <p>Gymnastics</p> <ol style="list-style-type: none"> Introduce releve walk and front support Recall actions from previous learning 	<p>Attack Defend Shoot</p> <ol style="list-style-type: none"> To send and receive moving into space Play with a variety of balls Move into space in a game situation <p>Gymnastics</p> <ol style="list-style-type: none"> Identify where the muscles of their core at that control movement Transition from a dish to an arch shape smoothly 	<p>Attack Defend Shoot</p> <ol style="list-style-type: none"> To work with a partner to progress towards a target Co-ordinate hands and feet to progress forwards Attempt to use simple attacking play in a game <p>Gymnastics</p> <ol style="list-style-type: none"> Develop strength by using arm and shoulder muscles in a crab action Recap and implement back 	<p>Attack Defend Shoot</p> <ol style="list-style-type: none"> Examine the role of a goalkeeper Perform defensively as an individual in a game Recognise quality of goalkeeping <p>Gymnastics</p> <ol style="list-style-type: none"> To frog jump individually and with a partner To work with others to 	<p>Attack Defend Shoot</p> <ol style="list-style-type: none"> Show awareness of opponents and teammates in a game Explore the concept of intercepting in invasion games Choose when to attempt to intercept the ball <p>Gymnastics</p> <ol style="list-style-type: none"> Demonstrate control in a straight jump Hold an L sit and use it effectively in a sequence 	<p>Attack Defend Shoot</p> <ol style="list-style-type: none"> Implement basic goalkeeping, attacking play and intercepting in games Make early decisions in games Practice to improve existing skills <p>Gymnastics</p> <ol style="list-style-type: none"> Refine and develop a routine to ensure its aesthetically pleasing Perform with rhythm and control

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	3. Transfer movement pattern to floor, mat and apparatus	3. Create a short sequence demonstrating flow	support in a sequence 3. Combine learnt actions in a short body management sequence	complete a set of jumps 3. To link a frog jump with previous actions in the best way	3. Link frog jump, L sit and straight jump in a smooth sequence	3. (Some) combine all of the 9 elements of the unit 2 body management in order
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Year 2 Term 6
Lesson Overview and Progression

1	2	3	4	5	6
<p>Run Jump Throw</p> <ol style="list-style-type: none"> 1. Work individually to run for a sustained period 2. Discuss thoughts and feelings surrounding the physical challenges 3. Work cooperatively to complete a jumping and throwing task <p>Dance</p> <ol style="list-style-type: none"> 1. Pupils can perform short dances reflecting different emotions and moods 2. Able to say what actions define contrasting emotions 3. Able to identify in others and themselves 	<p>Run Jump Throw</p> <ol style="list-style-type: none"> 1. Play games to improve jumping skills 2. Develop strength through isolated strength building exercises 3. Participate in a jumping game <p>Dance</p> <ol style="list-style-type: none"> 1. Follow a clock face to develop dance steps 2. Work with rhythm 3. Combine dance steps to create a movement pattern 	<p>Run Jump Throw</p> <ol style="list-style-type: none"> 1. Throw demonstrating power 2. Attempt to throw demonstrating accuracy 3. Explain how resistance can affect the flight of an object, e.g. ball/shuttlecock <p>Dance</p> <ol style="list-style-type: none"> 1. Remember and recall dance steps 2. Work independently to perform a movement pattern 3. (Some) create dance steps to add to a movement pattern 	<p>Run Jump Throw</p> <ol style="list-style-type: none"> 1. Run as a team 2. Develop stamina through consistent running activity 3. Attempt a new breathing technique <p>Dance</p> <ol style="list-style-type: none"> 1. Perform 'freestyle' moves 2. Watch, copy and repeat 'learnt' moves to create a motif 3. Perform Motifs to music 	<p>Run Jump Throw</p> <ol style="list-style-type: none"> 1. Performing under pressure 2. Work cooperatively to develop a skill 3. Throw and catch through a moving target <p>Dance</p> <ol style="list-style-type: none"> 1. Remember and perform moves from lesson 4 2. Perform the 'steps' (motifs) in given formations 3. Work as a group to enter formations using 'On and Off Stage' 	<p>Run Jump Throw</p> <ol style="list-style-type: none"> 1. Perform a range of skills in competition 2. Compete as part of a team 3. Persevere to complete a task <p>Dance</p> <ol style="list-style-type: none"> 1. Explore movement pathways in given formations 2. Practice switching from a group formation to a whole class performance 3. Practice performing and improve timing as a class

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	dynamics within the dance					
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Year 3 Opportunities for competition in bold	Year 3 Term 1 Lesson Overview and Progression					
	1	2	3	4	5	6
	Cricket (delivered through Dynamo cricket enrichment) <ol style="list-style-type: none"> Hit a stationary ball into space Retrieve and throw a ball as a fielder Explain how fielders work together to restrict batter runs Football <ol style="list-style-type: none"> Pass and receive the ball around the playing area showing some control Work collaboratively to keep possession by passing accurately 	Cricket (delivered through Dynamo cricket enrichment) <ol style="list-style-type: none"> Bowl an underarm throw at a target Bowl with some consistency in a game situation Work collaboratively to send the ball back to the bowler Football <ol style="list-style-type: none"> Control the ball and pass unchallenged Move into space to receive the ball unchallenged Work together as a team to score points 	Cricket (delivered through Dynamo cricket enrichment) <ol style="list-style-type: none"> Strike a bowled ball Apply simple tactics to choose where to hit the ball To score runs Football <ol style="list-style-type: none"> Use short passes to keep possession Work as a team to move towards the goal Look to 1 pass, 2 shoot, 3 dribbles 	Cricket (delivered through Dynamo cricket enrichment) <ol style="list-style-type: none"> Stop a moving ball with consistency Collect and return a moving ball Work as a team to stop and pass the ball to the field Football <ol style="list-style-type: none"> Recognise where there is space in a game Move into space to receive the ball Send the ball and move into a new space 	Cricket (delivered through Dynamo cricket enrichment) <ol style="list-style-type: none"> Throw over longer distances using an overarm throw Recognise when to throw over longer distances Recognise the rules of the modified game and use them fairly Football <ol style="list-style-type: none"> Control the ball and dribble unchallenged Receive the ball and dribble into space Use control of the ball to keep possession in a game 	Cricket (delivered through Dynamo cricket enrichment) <ol style="list-style-type: none"> Use accurate throws to return a ball to the field Strike a bowled ball to score runs for your team Suggesting ways to improve own and others game Football <ol style="list-style-type: none"> Use short passes and dribbling to build an attack Determine where to run into space to receive the ball Suggest ways to improve the skills they have learnt
Year 3 Term 2 Lesson Overview and Progression						
1	2	3	4	5	6	
Gymnastics <ol style="list-style-type: none"> Create a sequence of 2 contrasting elements Demonstrate extension in shapes Produce flow in sequence 	Gymnastics <ol style="list-style-type: none"> Explore a greater range of contrasting actions Smoothly transition in and out of a shoulder stand Define what contrast is and how it applies to sequences 	Gymnastics <ol style="list-style-type: none"> Consolidate and improve the quality of basic rolls Explain how strength and flexibility apply to rolls Work with a partner to perform a roll sequence 	Gymnastics <ol style="list-style-type: none"> Consolidate and improve the quality of basic jumps Jump high and far off low apparatus Work in groups of 3-4 to create a rolling and jumping sequence 	Gymnastics <ol style="list-style-type: none"> Work collaboratively to mount apparatus Work in unison across a variety of actions Identify when strength is used within movement 	Gymnastics <ol style="list-style-type: none"> Choose and apply contrasting shapes in a sequence Work in a group of 3-4 to produce a contrasting sequence Include unison in sequence 	

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<p>OAA</p> <ol style="list-style-type: none"> 1. Show working as part of a team 2. Communicate to solve problems 3. To use strength and flexibility to complete a task 	<p>OAA</p> <ol style="list-style-type: none"> 1. To identify basic symbols on a map 2. To complete tasks using symbols and maps 3. To work with others to complete simple map reading tasks 	<p>OAA</p> <ol style="list-style-type: none"> 1. Confidently read and follow a basic map 2. Create a route on a map for others to use 3. Work independently and as part of a team 	<p>OAA</p> <ol style="list-style-type: none"> 1. Respond to problems in a group situation 2. Identify what worked well and what they need to improve when working as a group 3. Play competitively and fairly 	<p>OAA</p> <ol style="list-style-type: none"> 1. Identify what they need to do to complete a challenge 2. Participate safely, considering others 3. Confidently work closely with others 	<p>OAA</p> <ol style="list-style-type: none"> 1. Lead and be led by others 2. Take part in trust-based activities 3. Know what they must do to participate safely
<p>Year 3 Term 3 Lesson Overview and Progression</p>					
<p>1</p>	<p>2</p>	<p>3</p>	<p>4</p>	<p>5</p>	<p>6</p>
<p>Tag Rugby</p> <ol style="list-style-type: none"> 1. Grasp the principle of moving forward to score over a line 2. Judge when to move to evade taggers 3. Select when to use speed to score points <p>Dance (Theme: Roald Dahl's Matilda)</p> <ol style="list-style-type: none"> 1. Explore creating characters and narratives 2. Select and apply actions to a dance phrase 3. Discuss your own and others' work with some awareness of 	<p>Tag Rugby</p> <ol style="list-style-type: none"> 1. Perform an effective short pass 2. Explore ways of passing within a team 3. Apply passing skills in the game <p>Dance (Theme: Roald Dahl's Matilda)</p> <ol style="list-style-type: none"> 1. Explore characters using descriptive keywords 2. Use performance skills to communicate character 3. Perform to the count of 8 	<p>Tag Rugby</p> <ol style="list-style-type: none"> 1. Explore a range of techniques to avoid being tagged 2. Evade players to score points 3. Communicate with others to score points <p>Dance (Theme: Roald Dahl's Matilda)</p> <ol style="list-style-type: none"> 1. Perform and communicate ideas as part of a group 2. Development movements using improvisation 3. Use and arabesque balance 	<p>Tag Rugby</p> <ol style="list-style-type: none"> 1. Improve passing skills on cue 2. Except when you've been tagged 3. Play in sportsmanlike way in both defence and attack <p>Dance (Theme: Roald Dahl's Matilda)</p> <ol style="list-style-type: none"> 1. Introduce the use of a prop 2. Work with others to improve a four-action routine 3. Linking sections of dance together 	<p>Tag Rugby</p> <ol style="list-style-type: none"> 1. When defending, get close to the ball carrier 2. Work together as defenders 3. Explain what is meant by closing down space <p>Dance (Theme: Roald Dahl's Matilda)</p> <ol style="list-style-type: none"> 1. Incorporate facial expressions into a dance phrase 2. Build a dance with multiple phrases 3. Describe ways to improve self and others' performances 	<p>Tag Rugby</p> <ol style="list-style-type: none"> 1. Implement new skills in the AFL game 2. Experienced passing back in an unopposed situation 3. Listen to others to work as a team <p>Dance (Theme: Roald Dahl's Matilda)</p> <ol style="list-style-type: none"> 1. Perform to an audience 2. Describe and evaluate features in a dance 3. Watch and make decisions on how to improve own performance

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	dance choreography					
Year 3 Term 4						
Lesson Overview and Progression						
1	2	3	4	5	6	
<p>Netball</p> <ol style="list-style-type: none"> 1. Pass and receive the ball using a chest pass 2. Work collaboratively to keep possession and score points by passing accurately 3. Explain how accurate passes help when attacking <p>Tennis</p> <ol style="list-style-type: none"> 1. Play in a game against an opponent 2. Throw if hit a ball over a bench to score points 3. Get in the ready position to catch or return a ball before it bounces twice 	<p>Netball</p> <ol style="list-style-type: none"> 1. Recognise the need to get 'free' from opposition players 2. Demonstrate dodging techniques to get 'free' 3. Discuss and explain why you need to be free from a player when receiving the ball <p>Tennis</p> <ol style="list-style-type: none"> 1. Recognise the types of hitting needed for different areas of the court 2. Throw/hit to targets on a court 3. Use long high throws/hits for far targets and short low throws/hits for closer targets 	<p>Netball</p> <ol style="list-style-type: none"> 1. Demonstrate catching in isolation 2. Demonstrate catching under pressure 3. Show awareness of footwork rules <p>Tennis</p> <ol style="list-style-type: none"> 1. Demonstrate an underarm serve (over cones or benches) 2. Explain when a service is used 3. Serve with some accuracy to targets 	<p>Netball</p> <ol style="list-style-type: none"> 1. Introduction to the role of Goal Shooter 2. Work to get the ball to the Goal Shooter 3. Use a bounce pass to feed the ball to the Goal Shooter <p style="text-align: center;">T</p> <p>Tennis</p> <ol style="list-style-type: none"> 1. Move towards a ball to return (hand or racquet) 2. Perform a forehand shot on a moving ball 	<p>Netball</p> <ol style="list-style-type: none"> 1. Throw over longer distances using shoulder pass 2. Recognise which throw is needed over shorter and longer distances 3. Use shoulder pass in a game to build attacking play <p>Tennis</p> <ol style="list-style-type: none"> 1. Perform in a rally with a partner 2. Keep track of the score and aim to beat the previous score during a rally 3. Describe the skills needed to keep a rally going 	<p>Netball</p> <ol style="list-style-type: none"> 1. Use a range of passes to build an attack 2. Collect a loose ball that is rolling or bouncing 3. Play in a game attacking and defending <p>Tennis</p> <ol style="list-style-type: none"> 1. Play games against other children 2. Use forehand hitting skills to score points 3. Move towards the ball to return to the other side 	
Year 3 Term 5						
Lesson Overview and Progression						
1	2	3	4	5	6	
<p>Dance</p> <ol style="list-style-type: none"> 1. Create a short dance inspired by the Ocean's depths 	<p>Dance</p> <ol style="list-style-type: none"> 1. Improvise movement of water in different states; storm waves, gentle 	<p>Dance</p> <ol style="list-style-type: none"> 1. Explore travelling on the Ocean 2. Apply opposing dynamics and 	<p>Dance</p> <ol style="list-style-type: none"> 1. Work cohesively as a class to produce class dance 	<p>Dance</p> <ol style="list-style-type: none"> 1. Create a new dance inspired by their understanding of the ocean 	<p>Dance</p> <ol style="list-style-type: none"> 1. Refine dance for the final performance 2. Use start and finish positions and link 	

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	<ol style="list-style-type: none"> 2. Work independently to create movement phrases 3. Work with a partner to extend a movement phrase <p>Athletics</p> <ol style="list-style-type: none"> 1. Challenge yourself to jump in a variety of ways 2. Beat previous distances when jumping 3. Copy and describe what others have done 	<ol style="list-style-type: none"> 2. Create short movement phrases reflecting the ocean's state 3. Extend movement phrase to increase its duration <p>Athletics</p> <ol style="list-style-type: none"> 1. Run at different speeds 2. Start-stop and change pace with control 3. Demonstrate agility in running 	<ol style="list-style-type: none"> 3. Work as a group to show three ways to travel on the ocean <p>Athletics</p> <ol style="list-style-type: none"> 1. Combine running and jumping 2. Jump over apparatus with control and balance 3. Judge speed to jump safely 	<ol style="list-style-type: none"> 2. Developing relationships through dance, playing a role as an individual, a pair and a group 3. Become aware of some of the ways the ocean can be harmed <p>Athletics</p> <ol style="list-style-type: none"> 1. Throw for accuracy 2. Throw for distance 3. Experiment with a variety of throws 	<ol style="list-style-type: none"> 2. Use relationship and group dynamics in their dance 3. Create a longer dance sequence in preparation for the performance <p>Athletics</p> <ol style="list-style-type: none"> 1. Practice a variety of skipping techniques 2. Participate in skipping challenges against self and others 3. Discover ways to skip with a partner 	<ol style="list-style-type: none"> 3. Use key vocabulary to explain the narrative of their dance <p>Athletics</p> <ol style="list-style-type: none"> 1. Participate in running, throwing and jumping activities 2. Work as a team to try and score points in running, throwing and jumping activities 3. Identify ways to improve your own, and others' work
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Year 3 Term 6

Lesson Overview and Progression

	1	2	3	4	5	6
	<p>Gymnastics</p> <ol style="list-style-type: none"> 1. Recap front support and rolling from dish to arch 2. Introduce leaning towards 'Japana' 3. Link smoothly Japana-arch-front support-lower to ground <p>Hockey</p> <ol style="list-style-type: none"> 1. Recognising key features of 	<p>Gymnastics</p> <ol style="list-style-type: none"> 1. Identify the primary muscles used for jumping 2. Engage muscles to jump high, straight and far 3. Bouncing and broad jumping in sequence <p>Hockey</p> <ol style="list-style-type: none"> 1. Control the ball and pass into space 	<p>Gymnastics</p> <ol style="list-style-type: none"> 1. Mirror and match actions with a partner 2. Move in unison with a partner 3. Perform a leg raise dish and half leaver with a partner <p>Hockey</p> <ol style="list-style-type: none"> 1. Use defensive body position in 	<p>Gymnastics</p> <ol style="list-style-type: none"> 1. Revisit previous learning on front support and arch 2. Introduce Japana and its progressions 3. Link smoothly from Japana-front support-lower to ground <p>Hockey</p>	<p>Gymnastics</p> <ol style="list-style-type: none"> 1. Introduce box splits, full, right and left 2. Introduce shoulder flexibility shape 3. Perform some dynamic and static stretches to improve range of movement <p>Hockey</p> <ol style="list-style-type: none"> 1. Practice agility skills 	<p>Gymnastics</p> <ol style="list-style-type: none"> 1. Combine all elements of unit 2 body management in the order taught: Bounce – the dish with an alternating leg out – half lever – Japana – arch – front support – lower to ground – right split – box split – left split – shoulder shape – broad jump <p>Hockey</p>

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	<p>a hockey stick, including how to hold it</p> <ol style="list-style-type: none"> 2. Play and control the ball using the flat part of the stick 3. Attempt to dribble and score 	<ol style="list-style-type: none"> 2. Work collaboratively to move the ball 3. Play in a 2 v 3 game 	<p>preparation for tackling</p> <ol style="list-style-type: none"> 2. Use defensive position to force a mistake and knock balls away from the ball carrier 3. Attempt defensive body positioning in a game to force a mistake 	<ol style="list-style-type: none"> 1. Control the ball and pass unchallenged 2. Move into space to receive the ball 3. Use control to work together as a team to score points 	<ol style="list-style-type: none"> 2. Identify when you would need to use agility in hockey 3. Use agility in a small sided game 	<ol style="list-style-type: none"> 2. Grasp and use some of the basic rules of the game 3. Play avoiding the ball touching your feet 4. Implement some skills learned throughout the unit in the game
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Year 4 Opportunities for competition in bold	Year 4 Term 1 Lesson Overview and Progression					
	1	2	3	4	5	6
	Cricket 1. Begin to direct shots with some accuracy 2. Use the basic battling stance 3. Implement Skills from year 3 into ALF task Dance (Theme: Action Hero) 1. Develop dance 'freeze frames' based on a visual stimulus 2. Work in small groups to create freeze frames positions	Cricket 1. Anticipate when to run to score singles 2. Work with a partner to score runs 3. Run at speed to avoid being run out Dance (Theme: Action Hero) 1. Develop freeze frame positions to include transitions 2. Demonstrate how to link positions in a variety of ways 3. Practice and perform a slide to roll	Cricket 1. Intercepting a moving ball over varying distances 2. Intercept balls to stop runs in game situations 3. Work with the team to return balls in the field Dance (Theme: Action Hero) 1. Learn and replicate a set phrase 2. Develop a short dance using unison and formations 3. Describe different formations	Cricket 1. Bowl overarm from a stationary position at a target 2. Attempt to bowl overarm in a game 3. Bowl from both ends of the wicket (over or underarm) Dance (Theme: Action Hero) 1. To perform in cannon routines and cannon lines 2. Improve and extend mission set phrase	Cricket 1. Use the pull shot in isolation 2. Attempt a pull shot in a game situation 3. Decide where to field against someone who can hit a pull shot Dance (Theme: Superheros) 1. Sequence movements in a logical order 2. Work collaboratively in small groups to refine movements 3. Evaluate my work	Cricket 1. Use overarm bowling in a game situation with some consistency 2. Effectively stop a bouncing ground ball 3. Identify and describe successful play Dance (Theme: Superheros) 1. Create a 5-action routine following the theme 2. Practice and perform a routine which included an 'entering' start position
Year 4 Term 2 Lesson Overview and Progression						
1	2	3	4	5	6	
Hockey 1. Pass and receive the ball with accuracy 2. Work collaboratively to attack a goal 3. Explain how accurate passes help with attacking	Hockey 1. Control ball when moving around players unchallenged 2. Move into space at speed to receive and send the ball 3. Use control of the ball to keep possession within a game	Hockey 1. Keep possession of the ball in small groups unchallenged 2. Use reverse stick to stop the ball on the far side of the body 3. Keep possession of the ball and progress consistently	Hockey 1. Increase distance on passes 2. Be able to use the slap pass with some accuracy 3. To be able to use the rules of the game to monitor play	Hockey 1. Turn with the ball unchallenged 2. Received the ball and turn in to space 3. Receive the ball in a game and move into space by turning	Hockey 1. Use a range of passes to build an attack 2. Use tactics and teamwork to score goals 3. Suggest ways to improve own and others game	

Physical Education Progression 2023 - 2024

	<p>Gymnastics</p> <ol style="list-style-type: none"> 1. Compose and perform a sequence of 6 elements 2. Use compositional ideas including changes in speed and direction 3. Teach your sequence to a partner 	<p>Gymnastics</p> <ol style="list-style-type: none"> 1. Work with a partner to create a sequence in unison 2. The sequence should be taught to and combined with another pair to make a four-person sequence 	<p>Gymnastics</p> <ol style="list-style-type: none"> 1. Compose a sequence of actions including some element of weight on hands 2. Demonstrate control and body tension when taking weight on hands 	<p>Gymnastics</p> <ol style="list-style-type: none"> 1. Work in groups of 4 to compose a 6-element sequence 2. Each member of the group selects and plan a compositional component to change the sequence, e.g. levels, matching, speed 	<p>Gymnastics</p> <ol style="list-style-type: none"> 1. Each member of the group implements a compositional component to change the sequence e.g. levels, matching, speed 2. Refine and perform as a group a 6-element sequence 	<p>Gymnastics</p> <ol style="list-style-type: none"> 1. Perform existing sequence to be judged 2. Act as judges to evaluate a group sequence 3. Compare and contrast group performances
<p>Year 4 Term 3 Lesson Overview and Progression</p>						
1	2	3	4	5	6	
<p>Dance</p> <ol style="list-style-type: none"> 1. Compose and perform a sequence of 6 elements 2. Use compositional ideas including changes in speed and direction 3. Teach you sequence to a partner <p>Athletics</p> <ol style="list-style-type: none"> 1. Challenge yourself to jump in a variety of ways for distance and height 2. Show different ways of running and moving 3. Compare different throws 	<p>Dance</p> <ol style="list-style-type: none"> 1. Work with a partner to create a sequence in unison 2. The sequence should be taught to and combined with another pair to make a four-person sequence <p>Athletics</p> <ol style="list-style-type: none"> 1. Assess what fast running feels like 2. Practice and perform running at speed 3. Compete over short distances against self and others 	<p>Dance</p> <ol style="list-style-type: none"> 1. Compose a sequence of actions including some elements of weight on hands 2. Demonstrate control and body tension when taking weight on hands <p>Athletics</p> <ol style="list-style-type: none"> 1. Use running to increase the distance of jumps 2. Judge speed to take off from a specified point 3. Demonstrate control upon take off 	<p>Dance</p> <ol style="list-style-type: none"> 1. Work in groups of 4 to compose a 6-element sequence 2. Each member of the group selects and plan a compositional component to change the sequence e.g. level, matching, speed <p>Athletics</p> <ol style="list-style-type: none"> 1. Introduce sling techniques for discus throws 2. Practice the wind-up technique 3. Practice with different equipment 	<p>Dance</p> <ol style="list-style-type: none"> 1. Each member of the group implements a compositional component to change the sequence e.g. levels, matching, speed 2. Refine and perform as a group a 6-element sequence <p>Athletics</p> <ol style="list-style-type: none"> 1. Perform running on a curve 2. Perform a baton exchange 3. Analyse as a team how to improve the baton exchange 	<p>Dance</p> <ol style="list-style-type: none"> 1. Perform existing sequence to be judged 2. Act as judges to evaluate a group sequence 3. Compare and contrast group performances <p>Athletics</p> <ol style="list-style-type: none"> 1. Work together in small teams to score points on running, jumping and throwing activities 2. Challenge self to improve scores using appropriate techniques 3. Evaluate to aim to enhance 	

	with different equipment					performance a second time
Year 4 Term 4						
Lesson Overview and Progression						
1	2	3	4	5	6	
Tag Rugby <ol style="list-style-type: none"> 1. Pass an receive the ball with accuracy 2. Work as a team to attack 3. Explain the importance of accurate passing Gymnastics <ol style="list-style-type: none"> 1. Link balance and travel with given actions 2. Introduce weighted bunny hop 3. Show control and tension 	Tag Rugby <ol style="list-style-type: none"> 1. Run with the ball using the correct technique 2. Receive the ball in a game and use changes of speed to create space 3. Able to successfully pick up the ball when running Gymnastics <ol style="list-style-type: none"> 1. Experiment with one-footed balances 2. Introduce roll over the shoulder to knees 3. Combine start, weighted bunny hops, three travelling steps, arabesque, roll over the shoulder to knees 	Tag Rugby <ol style="list-style-type: none"> 1. Keep possession of the ball in small groups unchallenged 2. Keep possession of the ball and progress up the pitch consistently Gymnastics <ol style="list-style-type: none"> 1. Identifying muscle groups to support front and side support 2. Take part in a series of mini Tabata 	Tag Rugby <ol style="list-style-type: none"> 1. Run with the ball and evade being tagged 2. Able to identify when to run or pass 3. Change speed when running with the ball Gymnastics <ol style="list-style-type: none"> 1. Recap core muscles needed to support transitions 2. Work with a partner to practice, and refine transitions between movements with control 3. Practice front support, press up, to side support and pike using increased control of core from the last session 	Tag Rugby <ol style="list-style-type: none"> 1. Receive ball and run into space 2. Receive the ball in a game and use a change of speed to create space Gymnastics <ol style="list-style-type: none"> 1. Develop balances for taking weight on shoulders 2. Progress shoulder balance to shoulder stand 3. Recapping cartwheel 	Tag Rugby <ol style="list-style-type: none"> 1. Use different length passes to attack 2. Use tactics and teamwork to score tries 3. Suggest ways to improve own and others game Gymnastics <ol style="list-style-type: none"> 1. Combine all elements of Unit 2 sequences in the order taught 2. Perform demonstrating smooth transitions 	
Year 4 Term 5						
Lesson Overview and Progression						
1	2	3	4	5	6	
Netball	Netball	Netball	Netball	Netball	Netball	

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	<ol style="list-style-type: none"> Catch the ball and bring it to the chest to protect Play in competitive games scoring goals in a scoring area <p>Tennis</p> <ol style="list-style-type: none"> Be in the correct position to move and receive/return balls Be alert to your opposing player Identify types of throws to different targets 	<ol style="list-style-type: none"> Attempt to shoot using the correct technique Recognise shots can only be taken within the semi-circle Work as part of a team to get the ball to the shooter in the semi-circle <p>Tennis</p> <ol style="list-style-type: none"> Explore techniques used in forehand shot Play in small groups against opposition using forehand shots to score points 	<ol style="list-style-type: none"> Play in a game using one to one marking Recognise the need to stay with a player when marking <p>Tennis</p> <ol style="list-style-type: none"> Introduce backhand shots Attempt to self-feed for backhand shots Identify the difference between backhand and forehand shots 	<ol style="list-style-type: none"> Catch the ball and obey footwork rules Use pivot action once the ball is caught <p>Tennis</p> <ol style="list-style-type: none"> Demonstrate ready position to return serve Move towards and return a moving ball Return balls to different places on the court 	<ol style="list-style-type: none"> Demonstrate quick feet movements to move around the court Use quick feet in a conditioned game to get away from your opposition Show quick feet and readiness to catch the ball <p>Tennis</p> <ol style="list-style-type: none"> Use tennis skills to play in doubles games Work together to score points Work together to stop the opposition scoring points <p>1.</p>	<ol style="list-style-type: none"> Show an understanding of preliminary moves Find space to get free in a game Play in a high five game <p>Tennis</p> <ol style="list-style-type: none"> Play in a game keeping score Describe how to score in a variety of different sceneries in tennis Play competitively and cooperatively with others and against others <p>1.</p>
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**Year 4 Term 6
Lesson Overview and Progression**

1	2	3	4	5	6
<p>Football</p> <ol style="list-style-type: none"> Work collaboratively to work towards and score goals Move towards the ball and receive it under control Recap and use passing and trapping skills to play in a game 	<p>Football</p> <ol style="list-style-type: none"> Move to stay with an attacking player Demonstrate two types of marking and attacking the player (front marking and goal side marking) Discuss and debate the benefits and 	<p>Football</p> <ol style="list-style-type: none"> Practice defensive tackling Apply defensive tackling to game scenarios Describe important aspects of tackling 	<p>Football</p> <ol style="list-style-type: none"> Use dribbling to progress forward Combine dribbling and passing to benefit the team Show dribbling in a game 	<p>Football</p> <ol style="list-style-type: none"> Pass the ball to players over distance Work collaboratively to select when is best time to use a long pass Attempt distance passes in games to work towards a goal 	<p>Football</p> <ol style="list-style-type: none"> Implement skills learnt over the 6 lessons into games Use passing on the move skills with a teammate where appropriate (moving towards the goal) Evaluate what areas you have been applying well

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	<p>OAA</p> <ol style="list-style-type: none"> 1. Perform AFL task as part of a group 2. Suggest ways to solve the problem 3. Support others to participate in the task 	<p>weaknesses of each type of marking</p> <p>OAA</p> <ol style="list-style-type: none"> 1. Recognise compass points 2. Operate as part of a team to solve a problem 3. Listen and be directed by others 	<p>OAA</p> <ol style="list-style-type: none"> 1. Explain what a compass is 2. Describe how a compass can be used 3. Use compass points to complete the task successfully 	<p>OAA</p> <ol style="list-style-type: none"> 1. Perform under time pressures 2. Refine answers from clues 3. Work independently from the teacher 	<p>OAA</p> <ol style="list-style-type: none"> 1. Use a map to follow a course 2. Work cooperatively with a partner 3. Evaluate their success 	<p>and which require improvement</p> <p>OAA</p> <ol style="list-style-type: none"> 1. Recognise common map symbols 2. Remember and recall map symbols 3. Determine when they need help and use prompt cards
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Physical Education Progression 2023 - 2024

Year 5 Opportunities for competition in bold	Year 5 Term 1 Lesson Overview and Progression					
	1	2	3	4	5	6
	Cricket 1. Work with a partner to score runs 2. Start sprints with power to run between wickets 3. Select a shot to direct the ball Gymnastics 1. Complete a four-element sequence containing actions at different heights and speeds 2. Take weight on hands to move forward 3. Include symmetrical and asymmetrical shapes	Cricket 1. Throwing a ball for accuracy 2. Using the short throw to run players out 3. Positioning to catch the ball for a run-out in a game scenario Gymnastics 1. Explore symmetry as applied to both balance and travel 2. Compose an individual symmetrical sequence 3. Attempt to combine sequences with a partner to create paired symmetrical sequences	Cricket 1. Keeping wicket to stump and run out batters 2. Anticipating the path of the bowled ball 3. Keeping wicket in a game situation Gymnastics 1. Explore asymmetrical balances and travels 2. Compose an individual asymmetrical sequence 3. Attempt to combine sequence with a partner to create a paired asymmetrical sequence	Cricket 1. Increase the accuracy of overarm bowling using the correct grip ball 2. Apply overarm bowling consistently in a game 3. (some) overarm bowl with a run-up Gymnastics 1. Introduce partner counter balances 2. Work together to complete trust exercise 3. Create a short sequence that contains counter balances	Cricket 1. Recognise when to play a defensive shot 2. Play forward defensive shot in isolation 3. Know the purpose of a defensive shot Gymnastics 1. Apply compositional ideas to counter balances 2. Move smoothly from one balance to another with a partner 3. Show clear individual movements	Cricket 1. Field the ball from different positions on the field 2. Know where the mid-on and mid-off fielding positions are 3. Play competitively using fielding placement to restrict runs Gymnastics 1. Redo AFL task in pairs, including symmetrical and asymmetrical balances, travel, partner and counter partner balances 2. Show sequence to another couple, evaluate others sequence to select a component for improvement 3. Practice and refine an area for improvement
Year 5 Term 2 Lesson Overview and Progression						
1	2	3	4	5	6	
Tag Rugby 1. Explain the role of a defender in a complete game 2. Tag opposition players in isolation	Tag Rugby 1. Running and passing accurately and consistently 2. Identifying when to run into space and when to pass into space	Tag Rugby 1. Identify the basic principles of defence 2. Developing tactics to deny space to the opposition	Tag Rugby 1. Maintaining possession, having intercepted the ball 2. Moving the ball over short distances	Tag Rugby 1. Keep possession as a team with pressure from defenders 2. Recognise when to pass to maintain possession	Tag Rugby 1. To work cooperatively as a team to defend and attack 2. Use simple skills to keep possession 3. Attempt to select the 3-step then	

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	<p>3. Apply basic defensive positions in a game</p> <p>Dance (Bollywood)</p> <ol style="list-style-type: none"> To be able to perform a non-locomotor movement To apply some basic Bollywood actions to dance phrase To perform solo 	<p>3. Work as a team to score tries</p> <p>Dance (Bollywood)</p> <ol style="list-style-type: none"> To be able to perform non-locomotor movements together To link movements into a short dance phrase To work with a partner to develop and remember dance phrases 	<p>3. Apply basic defensive principles to a game situation</p> <p>Dance (Bollywood)</p> <ol style="list-style-type: none"> Work as part of a group to move collaboratively Create pathways and patterns as a group Use performance skills in their dance 	<p>3. Receiving the ball over a short distance</p> <p>Dance (Line Dancing)</p> <ol style="list-style-type: none"> Describe what line dancing is and some of the key features Perform in isolation some line dancing steps Perform a basic 1,2 and 4 wall line dance as a class 	<p>3. Use the 'magic diamond' in a game situation</p> <p>Dance (Line Dancing)</p> <ol style="list-style-type: none"> Perform 3 line dance steps in isolation With a partner, combine 3 steps to make a short movement phrase Use knowledge of basic line dance steps to create their own 	<p>pass tactic to gain attacking momentum</p> <p>Dance (Line Dancing)</p> <ol style="list-style-type: none"> Combine 3 new dance steps with previously learnt steps Work collaboratively with a group of 4 Practice and improve dance to perform for others
<p>Year 5 Term 3</p> <p>Lesson Overview and Progression</p>						
1	2	3	4	5	6	
<p>Netball</p> <ol style="list-style-type: none"> Practice / recap passes learnt in previous lessons Choose appropriate pass in different scenarios Use a variety of passes in a game <p>Gymnastics</p> <ol style="list-style-type: none"> Work with a partner to create a 6-element sequence Perform a variety of actions 	<p>Netball</p> <ol style="list-style-type: none"> Attempt to find a space in activity/game Communicate with teammates when moving into space Find space and receive the ball in a game <p>Gymnastics</p> <ol style="list-style-type: none"> Refine round-off technique with a focus on the extension of limbs Create three asymmetrical balances with partner 	<p>Netball</p> <ol style="list-style-type: none"> Use different dodging techniques, both opposed and in isolation Apply a range of speeds to movement skills to get free from your defender (Some) – use dodging effectively to get away from opponents <p>Gymnastics</p> <ol style="list-style-type: none"> Practice, refine and perform over shoulder roll into a headstand Attempt full turn and half term jump with control Link elements together with 	<p>Netball</p> <ol style="list-style-type: none"> Recap and use pivoting in a game to make more successful passes Attempt some quick turns to move the ball quickly <p>Gymnastics</p> <ol style="list-style-type: none"> Perform sequence of actions learned in unit 2 Give / receive feedback for sequence and work to improve 	<p>Netball</p> <ol style="list-style-type: none"> Recap shooting technique Work to get into a better shooting position Apply a strategy to get into a better shooting position <p>Gymnastics</p> <ol style="list-style-type: none"> Devise warm up for stretching core Choose transition from feet to bridge Choose an appropriate finishing position for the sequence 	<p>Netball</p> <ol style="list-style-type: none"> Work to improve reaction time Use quick thinking and agility to react to what is happening around is Play in high-five netball games implementing some rules <p>Gymnastics</p> <ol style="list-style-type: none"> Combine all actions; Round off, an asymmetrical balance of choice, over the shoulder roll to handstand, half/full turn, two linked cartwheels/weight 	

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	3. Work within/on set pathway	3. Select one asymmetrical balance to link with a round off and perform with a partner	elements from lessons 2	3. Link taking weight on hands in preparation for next part of sequence		on hands, two bridge/crab to finish of own choice
Year 5 Term 4 Lesson Overview and Progression						
1	2	3	4	5	6	
Athletics 1. Run as part of a relay team for speed and distance 2. Run for as long as possible as an individual 3. Identify and use appropriate encouragement for teammates Swimming See Swimming knowledge Organisers (delivered by external teacher)	Athletics 1. Measure the distance of a run in a given time 2. Recognise the importance of setting a pace for longer runs 3. Work to improve distance covered in set times Swimming See Swimming knowledge Organisers (delivered by external teacher)	Athletics 1. Identify and recognise the most effective jumping style for distance 2. Explore combining jumping sequences e.g. hop, step, jump Use run-up to jump further Swimming See Swimming knowledge Organisers (delivered by external teacher)	Athletics 1. Develop push technique using a variety of objects 2. Use one- and two-handed push throw 3. Use push throw accurately and aim for targets Swimming See Swimming knowledge Organisers (delivered by external teacher)	Athletics 1. Perform baton exchange as part of relay team 2. Anticipate when to start moving on the exchange 3. Perform baton exchange in given area Swimming See Swimming knowledge Organisers (delivered by external teacher)	Athletics 1. Develop as a small group with either a run, jump or throwing event 2. Choose appropriate distance, equipment, time and space 3. Teach the event to another group Swimming See Swimming knowledge Organisers (delivered by external teacher)	
Year 5 Term 5 Lesson Overview and Progression						
1	2	3	4	5	6	
Swimming See Swimming knowledge Organisers (delivered by external teacher) Dance 1. Watch professional work and	Swimming See Swimming knowledge Organisers (delivered by external teacher) Dance 1. Copy and perform actions which	Swimming See Swimming knowledge Organisers (delivered by external teacher) Dance 1. Perform clear shapes and build patterns as part of	Swimming See Swimming knowledge Organisers (delivered by external teacher) Dance 1. Copy and execute a high	Swimming See Swimming knowledge Organisers (delivered by external teacher) Dance 1. Copy and execute movement to	Swimming See Swimming knowledge Organisers (delivered by external teacher) Dance 1. Use facial expressions, dynamics and	

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	<p>describe how the action communicates the theme</p> <ol style="list-style-type: none"> 2. Watch and copy/perform specific dance actions to communicate the theme 3. Create dance actions which communicate the theme using prompts 	<p>communicate the idea of a hero</p> <ol style="list-style-type: none"> 2. Manipulate and develop given action using devices 3. Manipulate and develop own action using devices 	<p>a team using formations</p> <ol style="list-style-type: none"> 2. Use a variety of levels within one group shape 3. Create varied dance movements in a group using level and formations 	<p>energy jump sequence</p> <ol style="list-style-type: none"> 2. Create a short elevation sequence communicating the idea of villains 3. Perform an elevation with control 	<p>communicate narrative</p> <ol style="list-style-type: none"> 2. Develop movement by using formations and floor patterns 3. Create movement on a low level which communicates an attack 	<p>focus to communicate character and narrative</p> <ol style="list-style-type: none"> 2. Work effectively with others to improve movement quality 3. Perform clearly and with confidence
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Year 5 Term 6
Lesson Overview and Progression

1	2	3	4	5	6
<p>Tag Rugby</p> <ol style="list-style-type: none"> 1. Explain the role of a defender in a competitive game 2. Tag opposition players in isolation 3. Apply basic defensive positions in a game <p>Swimming See Swimming knowledge Organisers (delivered by external teacher)</p>	<p>Tag Rugby</p> <ol style="list-style-type: none"> 1. Running and passing accurately and consistently 2. Identifying when to run into space and when to pass into space 3. Work as a team to score tries <p>Swimming See Swimming knowledge Organisers (delivered by external teacher)</p>	<p>Tag Rugby</p> <ol style="list-style-type: none"> 1. Identify the basic principles of defence 2. Developing tactics to deny space to the opposition 3. Apply basic defensive principles to a game situation <p>Swimming See Swimming knowledge Organisers (delivered by external teacher)</p>	<p>Tag Rugby</p> <ol style="list-style-type: none"> 1. Maintaining possession, having intercepted the ball 2. Moving the ball over a short distance 3. Receiving the ball over a short distance <p>Swimming See Swimming knowledge Organisers (delivered by external teacher)</p>	<p>Tag Rugby</p> <ol style="list-style-type: none"> 1. Keep possession as a team with pressure from defenders 2. Recognise when to pass to maintain possession 3. Use the 'magic diamond' in a game situation <p>Swimming See Swimming knowledge Organisers (delivered by external teacher)</p>	<p>Tag Rugby</p> <ol style="list-style-type: none"> 1. To work cooperatively as team to defend and attack 2. Use simple skills to keep possession 3. Attempt to select the 3 steps then pass tactic to gain attacking momentum <p>Swimming See Swimming knowledge Organisers (delivered by external teacher)</p>

Physical Education Progression 2023 - 2024

Year 6 Opportunities for competition in bold	Year 6 Term 1 Lesson Overview and Progression					
	1	2	3	4	5	6
	Hockey 1. Play the role of both the defender and the attacker 2. Shoot from close range 3. Score points against the opposition	Hockey 1. Devise a warm-up for sending the ball over short distances 2. Perform a long corner routine as part of a team 3. Suggest ways to improve the success of long corners routines	Hockey 1. Identifying player that need to be marked 2. Use speed and agility to stay with an opponent 3. Consistently mark in an appropriate position	Hockey 1. Channel opposition players away from the middle of the pitch 2. Using the banana run channel players to your strong side 3. Apply channelling skills into a game	Hockey 1. Recognise when and where a hit out should be taken 2. Play the hit out as a defender and position themselves to support the hit out 3. Move to create opportunities for a successful hit out	Hockey 1. To work cooperatively to implement attacking and defending strategies 2. Use simple set plays 3. Demonstrate previous skills learnt in games
	OAA 1. Work as a pair to follow and orient a map 2. Select a correct travelling pace, e.g. running, jogging or brisk walking pace 3. Enjoy competing with each other	OAA 1. Run as fast as possible under control 2. Work as part of a pair to complete a scavenger hunt 3. Successfully identify objects by a written description	OAA 1. Balance safely with control 2. Perform a pyramid balance as part of a small group 3. Suggest adaptations and variations to the balances	OAA Work collaboratively to complete a range of paired and group activities 1. Work effectively as part of a team to eliminate opposition 2. Use correct rules	OAA 1. Decide who should run and when in a team running challenge 2. Use speed and pace to run individual 3. Using their knowledge of games to design a fun, competitive game	OAA 1. Problem solve as part of a team 2. Refine and adapt ideas 3. Follow task instructions
	Year 6 Term 2 Lesson Overview and Progression					
	1	2	3	4	5	6
	Netball 1. Show coordination in some ball handling drills 2. Explain some ways to improve coordination	Netball 1. Practise marking the ball for a pass or a shot 2. Umpire the 0.9m rule for player marking the ball 3. Play in a game utilising the	Netball 1. Engage in attacking roles, implementing basic attacking positions 2. Explain why it is important to stay active to help your goal shooter and goal attack	Netball 1. Describe what a rebound is 2. Attempt rebounds as both attacker and defender in practices and	Netball 1. Practice attempting to intercept the ball 2. Work hard to intercept a pass 3. Explain why you caught the ball of why you knocked it away	Netball 1. Play in games staying outside 2. Catch balls on the edge of the allowed area 3. Play in competitive games as part of a team

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	<p>3. Play in a 4 v 4 game, scoring points in 1 of 3 goals</p> <p>Gymnastics</p> <ol style="list-style-type: none"> 1. Complete a six-element sequence containing flight, contrasting shapes, and balances 2. Can take weight on hands to land on apparatus from flight 3. Include twists/turns and changes of speed and direction 	<p>marking the ball skill</p> <p>Gymnastics</p> <ol style="list-style-type: none"> 1. Dismounting from varying heights 2. Make simple judgements about own work and choose what level to work 3. Magic chair landing, jump forwards beyond cone while still maintaining control, increase distance, jump into balance 	<p>3. Make choices on when to shoot and when to pass</p> <p>Gymnastics</p> <ol style="list-style-type: none"> 1. Organise equipment in small groups to create a flight sequence 2. Express canon in sequences 3. Work collaboratively to assign a leader and share ideas for the sequence 	<p>completeive games</p> <p>Gymnastics</p> <ol style="list-style-type: none"> 1. Include a piece of equipment assigned to the group (For example: throw down spots, hoops etc) 2. Refine individual aspects of sequence, including jumps, starting and finishing and use of cannon 3. Perform sequence to an audience 	<p>Gymnastics</p> <ol style="list-style-type: none"> 1. Devise pulse raising warm up, which develops flexibility 2. Create a paired flight sequence demonstrating both unison and coon 3. Recap unison in relation to gymnastics sequences 	<p>Gymnastics</p> <ol style="list-style-type: none"> 1. Select children to deliver warm-up activity from the previous lesson 2. Create a six-element sequence including cannon, unison, dismount (differentiated), a piece of equipment
<p>Year 6 Term 3 Lesson Overview and Progression</p>						
1	2	3	4	5	6	
<p>Cricket</p> <ol style="list-style-type: none"> 1. Demonstrate urgency in acquiring runs in a given time 2. Attempt both attacking and defensive play as a batter 3. Attempt ring field placement, including mid-on, mid-off, mid-wicket and cover 	<p>Cricket</p> <ol style="list-style-type: none"> 1. Tracking and catching a high ball 2. Catching a high ball to get players out 3. Attempting catches in a competitive game 	<p>Cricket</p> <ol style="list-style-type: none"> 1. Bowling a short ball 2. Using the short ball to tempt players to hit high 3. Attempt to catch the high ball of a short delivery 	<p>Cricket</p> <ol style="list-style-type: none"> 1. Track and retrieve the ball over distance 2. Identify when to work as pairs to field long balls 3. Explain how effective fielding can restrict runs scored 	<p>Cricket</p> <ol style="list-style-type: none"> 1. Demonstrate and describe the features of the on drive 2. Discuss why you would use different types of shots in a game 3. Attempt an on drive 	<p>Cricket</p> <ol style="list-style-type: none"> 1. Set an attacking field when appropriate 2. Apply a range of known cricketing rules to a new game format 3. Attempt to bowl a variety of balls to get players out 	

Physical Education Progression 2023 - 2024

	<p>Tennis</p> <ol style="list-style-type: none"> 1. Play doubles tennis to score points against the opposition Defend points against opposition using teamwork skills to return balls over the court 	<p>Tennis</p> <ol style="list-style-type: none"> Recap principles of backhand shot Describe why and when to use backhand shot Use a backhand shot when necessary in a game situation 	<p>Tennis</p> <ol style="list-style-type: none"> Introduce the lob shot Demonstrate a lob shot in isolated situations Perform a lob shot in gameplay 	<p>Tennis</p> <ol style="list-style-type: none"> 1. Play a game against the opposition in doubles and singles using full tennis scoring systems Appropriately score a tennis game using full tennis rules Umpire a game of doubles and singles 	<p>Tennis</p> <ol style="list-style-type: none"> Recap rules and scoring systems for a full game Play in doubles games and recognise how as a pair you can improve 3. Implement basic positioning as a pair to score points 	<p>Tennis</p> <ol style="list-style-type: none"> Use basic doubles positioning learnt in lesson 5 to explore attacking and defensive play Work as a pair to develop tactics against other pairs 3. Compete and identify ways you can improve your play
<p>Year 6 Term 4 Lesson Overview and Progression</p>						
1	2	3	4	5	6	
<p>Dance – Flight</p> <ol style="list-style-type: none"> Use tension and extension to control the body Develop a wimple sequence using actions and dynamics Recognise the difference between actions and dynamics <p>Athletics</p> <ol style="list-style-type: none"> Use power to improve the start of a short sprint Refine running skills to improve times 	<p>Dance – Lifts</p> <ol style="list-style-type: none"> Explore space and relationships in dance Develop a movement phrase that incorporates at least two relationships and a spatial element <p>Athletics</p> <ol style="list-style-type: none"> Develop the 3 phases of the triple jump Use the correct technique to jump further Take part in sustained physical 	<p>Dance – The Haka</p> <ol style="list-style-type: none"> Remember and perform a simple phrase incorporating at least 3 actions Use expressions in a dance phrase Develop a movement action phrase in a group of 4 <p>Athletics</p> <ol style="list-style-type: none"> Develop and implement the heave throw To throw for distance using the heave throw 3. Evaluate their own and others performances 	<p>Dance – The Haka</p> <ol style="list-style-type: none"> To develop a dance using an increased range of actions Identify appropriate dynamics and group formations for Haka dance performance To perform with consistency throughout <p>Athletics</p> <ol style="list-style-type: none"> Explain what a parlauuf run is Take part in partner and team running challenges 3. Collaborate effectively in both a pair and 	<p>Dance – Street Dance</p> <ol style="list-style-type: none"> To perform some basic street dance skills To develop a short sequence including basic street dance positions Interpret visual stimulus <p>Athletics</p> <ol style="list-style-type: none"> Collaborate as a team Develop fitness through a range of jumping skills Perform the scissor jump consistently with good technique 	<p>Dance – Street Dance</p> <ol style="list-style-type: none"> Develop a street dance using relationships in dance Work as part of a pair to compose a street dance performance Perform confidently with peers <p>Athletics</p> <ol style="list-style-type: none"> To compete and recognise their own success To select and apply techniques to improve performance 	

Physical Education Progression 2023 - 2024

	3. Work with others to record accurate results	activity to develop strength		team to run the quickest time possible		3. To be physically active for sustained periods
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**Year 6 Term 5
Lesson Overview and Progression**

	1	2	3	4	5	6
	Tennis 1. Play doubles tennis to score points against the opposition 2. Defend points against opposition using teamwork skills to return balls over the court	Tennis 1. Recap principles of the backhand shot 2. Describe why and when to use a backhand shot 3. Use a backhand shot when necessary in a game situation	Tennis 1. Introduce the lob shot 2. Demonstrate a lob shot in isolated situations 3. Perform a lob shot in gameplay	Tennis 1. Play in a game against the opposition in doubles and singles using full tennis scoring systems 2. Appropriately score a tennis game using full tennis rules 3. Umpire a game of doubles and singles	Tennis 1. Recap rules and scoring systems for a full game 2. Play in doubles games (as per lesson 1) and recognise how as a pair you can improve 3. Implement basic positioning as a pair to score points	Tennis 1. Use basic doubles positioning learnt in lesson 5 to explore attacking and defensive play 2. Work as a pair to develop tactics against other players 3. Compete and identify ways you can improve your play
	Gymnastics 1. To work collaboratively with others in a small group situation 2. To create a ten-element sequence on floor and apparatus 3. To include asymmetry in the sequence	Gymnastics 1. Experiment with a variety of stimuli such as a ball, a hoop or ribbon 2. Reproduce movements sympathetically to music	Gymnastics 1. In the same groups suggest and decide on four criteria to judge sequences 2. Split into pairs to create a ten-element sequence to be judged against chosen students	Gymnastics 1. Work as part of a group to move collaboratively 2. Create pathways and patterns as a group 3. Use single action routines to develop pathway sequences	Gymnastics 1. To be able to work collaboratively with others 2. To be able to identify and use a variety of compositional ideas 3. To show an appropriate entrance to the performance	Gymnastics 1. To be able to create a sequence to music 2. To be able to perform a sequence to an audience 3. To perform within a given time limit of 1 minute

**Year 6 Term 6
Lesson Overview and Progression**

	1	2	3	4	5	6
	Tag Rugby 1. Play effectively in attack and defence	Tag Rugby 1. Devise a warm-up for short passes 2. Perform a set play off a free pass	Tag Rugby 1. Communicate and devise tactics for attacking	Tag Rugby 1. Recognise the difference between attacking and	Tag Rugby 1. Refine and teach a warm up to classmates 2. Communicating effectively when	Tag Rugby 1. To work as a team to implement defending and attacking strategies

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	<p>2. Score points against the opposition</p> <p>3. Support the player with the ball</p> <p>Swimming See Swimming knowledge Organisers (delivered by external teacher)</p>	<p>3. Suggest ways to improve the set play</p> <p>Swimming See Swimming knowledge Organisers (delivered by external teacher)</p>	<p>2. Using the 'taking the distance, not the time' principle</p> <p>3. Changing speed and direction to create try-scoring opportunities</p> <p>Swimming See Swimming knowledge Organisers (delivered by external teacher)</p>	<p>defensive tactics</p> <p>2. Apply these tactics in games</p> <p>3. Use the 'space not faces' idea to help their attacking play</p> <p>Swimming See Swimming knowledge Organisers (delivered by external teacher)</p>	<p>transitioning from attack to defence</p> <p>3. Use agility and speed to help defend</p> <p>Swimming See Swimming knowledge Organisers (delivered by external teacher)</p>	<p>2. Demonstrate skills learnt</p> <p>3. Observe and analyse peers, offering suggestions to improve an individual or teams performance</p> <p>Swimming See Swimming knowledge Organisers (delivered by external teacher)</p>
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Swimming Knowledge Organisers

Beginner



Swimming Beginners

Big Questions

- How can you keep balance whilst travelling in water?
- Why is lifting feet off the ground important?
- What shape should hands be when moving through water?
- Why should we blow little bubbles out when your face is underwater?
- How can you move from a prone floating position to standing in water?
- How can you move from a supine floating position to standing in water?
- Why is the push and glide so important in swimming?
- What pattern do the hands move in during the sculling hand technique?
- What do the hands do whilst swimming in 'doggy paddle'?
- Why is transitioning smoothly between the glide and 'doggy paddle' important?
- With one attempt, how can a swimmer maximise the distance they swim?

Sticky Knowledge

- Know how to stay balanced whilst travelling in water.
- Know how to lift feet off the ground with support.
- Know how to pull through the water with the hands.
- Know how to put a face in the water.
- Know how to move from a prone floating to a standing position.
- Know how to move from a supine floating to a standing position.
- Know how to swim using back crawl leg kicks.
- Know how to push and glide with a float.
- Know how to use the sculling technique.
- Know how to swim in the prone position using 'doggy paddle'.
- Know how to move from gliding to swimming in 'doggy paddle'.
- Know how to maximise swimming distance.

What	Why	How
<p>Keep balance when moving through water – Push and pull against the water to stay balanced whilst moving through the water.</p>	 <p>Building water confidence involves maintaining balance while in the water. By doing so, swimmers can have greater control over their movements and adjust to move safely, whether they are walking, running, hooping, or jumping.</p>	<p>Keep arms out to the side and relaxed. Cup the hands, keeping the fingers together. Use the cupped hands to gently push or pull the water in the direction of travel. Use short arm actions rather than long powerful actions to help stay balanced.</p>
<p>Lifting feet off the ground with support – Make different shapes by lifting one or both legs off the floor whilst holding onto the side for support.</p>	 <p>The initial stage of transitioning from walking on water to swimming without any contact with the ground involves getting used to being in the water without relying on the floor for support. This is a crucial step in developing confidence while swimming. By holding the side, support is still there, but the swimmer gets used to balancing in the water with feet in the air.</p>	<p>Place two hands firmly on the side. Raise the knees up towards the body, pushing off the floor gently. Look forward and try to point the toes whilst off the ground.</p>

1

Swimming Knowledge Organisers

Intermediate

Swimming Intermediate

Knowledge Organiser

Prior Learning

Has swum short distances unaided, between 5 & 20 metres, using one consistent stroke. Propelled themselves over longer distances with the assistance of swimming aids. Can move with more confidence in the water, including submerging themselves fully. Entered and exited the water independently.

Unit Focus

Swim over greater distances, between 10 & 20 meters, with confidence in shallow water. Begin to use basic swimming techniques. Explore and use basic breathing patterns. Enter and exit the water in a variety of ways. Take part in problem-solving activities such as group floats and team challenges.

We are learning...

<ol style="list-style-type: none"> 1. to jump in and submerge in deeper water. 2. to sink and then roll under the water. 3. to use front crawl leg action to swim longer distances. 4. to tuck, float and collect objects from the bottom of the pool. 5. to transition from one floating shape to another without putting our feet down. 6. to use breaststroke leg action to swim on my front and back. 	<ol style="list-style-type: none"> 7. to handstand on the bottom of the pool. 8. to somersault underwater. 9. to move forward with our faces in the water using the sculling action. 10. to move smoothly through the water transitioning from front to back. 11. to propel ourselves underwater while using breaststroke 12. to swim over longer distances without floats or armbands.
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Key Questions

1. How did using a push and glide improve the speed of their swim?
2. If you were part of a relay team that had to swim 20 m, which stroke would you choose and why?
3. Why is it important to be in a streamlined position when kicking?

Assessment Overview

Head – Attempt to use basic breathing patterns when swimming.
Hand – Submerge, sink, roll and rotate underwater.
Heart – Work in collaboration to perform group challenges such as group floats.

Equipment

Floats, noodles, armbands, floating toys, whiteboard and pen, cones/distance markers, stopwatches, bricks, and sinking pens.

Vocabulary

Breath, rotate, submerge, sink, float, sculling, breaststroke, glide, surface dive, jump, on top of the water, underwater, front crawl.

Swimming Knowledge Organisers

Advanced

THE PE HUB


Swimming Advanced

Big Questions

- What are the differences between in-water relay change overs for strokes on the front and back?
- When would you use a mushroom float?
- How can you support a partner to ensure the correct backstroke body position?
- Why use a crouched dive in swimming?
- What are the components of a good surface dive?
- What are the key components needed to tread water for a sustained period?
- What are the benefits of using a tumble turn in swimming?
- How do you combine breaststroke arms and legs to swim most efficiently?
- How did you identify an area to improve for your partner when swimming?
- What would you use as an alternative to a tumble turn in a competitive race?

Sticky Knowledge

- Know how to change over in water during relays.
- Know the steps to perform a mushroom float.
- Know the correct backstroke body position.
- Know how to perform a crouching dive into the pool.
- Know situations in which you would use a surface dive.
- Know why you would need to tread water.
- Know how to tumble turn.
- Know how to combine the arm and leg action for breaststroke.
- Know how to work with a partner to improve a swimming stroke.
- Know how to turn while swimming front crawl.

What	Why	How
<p>In water relay changeovers – Take part in a relay with successful changes between swimmers.</p> 	<p>In relay races, swimmers take turns to swim as part of a race. The changeover occurs when one swimmer finishes their part of the race, and the next swimmer takes over to swim theirs. An efficient changeover helps a team complete a race quickly.</p>	<p>For breaststroke/front crawl/butterfly, start facing forward with both feet against the wall. Hold the side with two hands, and as soon as the swimmer touches the wall, push and glide before moving into the stroke.</p> <p>For back crawl, start facing backwards with both feet against the wall. Hold the side with two hands and knees as close to the chest as possible. As soon as the swimmer touches the wall, push and glide before moving into the stroke.</p>

1

Glossaries

Glossaries for OAA, Tennis, Tag Rugby, Netball, Hockey, Football, Cricket and Athletics can be found at <https://thepehub.co.uk/teachers-toolkit/?search=glossary>

The PE Hub Glossary - Gymnastics

- **Apparatus** – The different equipment that can be used to perform actions and sequences on in gymnastics. Examples include a tabletop and benches.
- **Asymmetry** – An action where both sides of the body are different. For example, a **balance** on 1 leg.
- **Balance** – The holding of a static gymnastic position which uses good core strength to minimise 'wobbliness'. The performer should be able to hold the balance for between 5-8 seconds. Examples of balance include an arabesque and a front support position.
- **Box top/table** – A piece of **apparatus** with a large flat top ideal for balancing on and vaulting over. Tables come in various heights and are padded.
- **Canon** – Movements or phrases that are repeated by different gymnasts, but with a time delay between each repetition. It creates a cascading effect, with performers executing the same movement sequence one after another, often overlapping in time.
- **Composition** – the design and arrangement of a routine or performance. It involves strategically selecting and organising gymnastics skills, movements, and transitions to create a cohesive and engaging presentation.
- **Compositional ideas** – Different elements that can be included in the **composition** of a gymnastics **sequence**. These include different **pathways** when **travelling**, the timing of a sequence, the relationship between different performers (for example, **mirroring** and **matching**) and working at different **levels**.
- **Counter Balance** – where two or more individuals work together to create a balanced position through opposing forces. It involves one gymnast providing a counteracting force or weight to another gymnast, enabling them to achieve a stable and controlled position.
- **Crash mats** – Commonly used when children are learning higher level flight work such as vaulting and landing from spring boards. Crash mats can be used to prevent injury from falls when learning new skills.
- **Extension** – commonly occurs in joints such as the elbow, knee, hip, shoulder, and spine. For example, elbow extension: Straightening the arm from a bent position,

increasing the angle between the upper arm and the forearm or keeping fingers and toes straight during an action.

- **Flexibility** – This is the range of movement somebody has around a joint. Being more flexible allows a performer to perform a wider range of actions with greater control. So, for example, how high can somebody lift their leg in the air is the flexibility in their hip joint.
- **Flight** – An action where a performer is in the air completely unaided with no contact at all with the floor or apparatus. This can be done through jumps, either from the floor or off the **apparatus**.
- **Floor mats** – Used to prevent injury when rolling, or dismounting from apparatus. Floor mats are thin compact mats without much give, so cannot be used to prevent falls.
- **Fluency** - Is when an action or sequence is performed with smooth transitions without noticeable pauses. So, for example, moving from a balance into a roll smoothly.
- **Landing** – Position of a performer when they finish a flight action e.g. jumping off a box top to the floor.
- **Leap** - a dynamic and graceful movement where a gymnast jumps off one foot, extends their legs, and lands on the other foot. It is a fundamental skill commonly seen in floor exercise routines, beam routines, and some vault variations.
- **Levels** – The height that an action is performed. These are low-level (on or close to the floor), medium-level (standing) or high-level (using **flight** or on **apparatus**).
- **Matching** – When two or more performers perform the same action exactly the same way.
- **Mirroring** - When two or more performers perform the same action as if there is a mirror line between them, So for example, one person raises their right arm, and the other raises their left.
- **Patch balances** – A **balance** performed on a large part of the body, such as the legs, back and stomach.
- **Pathway** – The route a performer takes whilst travelling across the floor.

- **Pike position** – A **shape** that can be used during gymnastic actions. It involves bending forward at the waist whilst keeping the legs straight.
- **Point Balances** – A **balance** performed on small body parts, such as feet, hands and toes.
- **Rolls** – A complete rotation of the body around a point whilst the body stays on the ground. For example, a forward roll.
- **Ropes** – Apparatus used for hanging, climbing or balancing.
- **Sequence** – When two or more actions are performed one after another with fluency, e.g. a roll into a balance into a travel.
- **Shape** – The position of the body when performing an action. There are different types of shapes used commonly in gymnastics, such as **pike, straight, straddle, tuck and star position**.
- **Springboard** - is an apparatus used to provide additional height and propulsion for gymnasts during various events, particularly for vaulting. It is a rectangular with a padded top surface.
- **Star position** – A **shape** that can be used during gymnastic actions. It involves keeping arms, legs and back straight, with arms and legs extended and held out away from the body.
- **Straddle position** – A **shape** that can be used during gymnastic actions. It involves keeping the legs straight and set wide apart, creating as close to a 180° angle as possible. E.g. forward roll into straddle sit.
- **Straight position** – A **shape** that can be used during gymnastic actions. It involves keeping the whole body in a straight line, with arms raised straight above the head, touching the ears.
- **Symmetry** – An action where both sides of the body are the same. For example, a handstand **balance**.
- **Take-off** - The step that makes somebody leave the ground when taking **flight**.
- **Travel** – The way a performer moves across the floor in gymnastics. Examples of types of travel include a roll and a cartwheel.

- **Tuck position** – A **shape** that can be used during gymnastic actions. It involves bending at the knees and bringing them up to the chest.
- **Turns** – Rotating the body while it is moving. For example, performing a quarter, half or full turn in the air whilst jumping.
- **Twists** – Rotating the body while either one or both feet stay on the floor. For example, performing a quarter, half or full pivot.
- **Unison** – The timing of a sequence when it is performed where the actions are performed by all performers at the same time.
- **Wall bars** – Made from wood or metal wall bars are used for hanging and climbing skills and are usually stored against the wall of the gymnasium or hall.
- **Weight on Hands** – An action in gymnastics that requires a performer to place their hands on the floor or **apparatus** and shift their weight from their feet. This means all the performer's weight is on their hands. It is seen in actions such as bunny hops or vaulting.

The PE Hub Glossary – Dance

- **Action Categories** – The 5 basic action types that can be used to **choreograph** a dance. These are **travel, turn, flight, gesture** and **stillness**.
- **Beat of 8** – The **rhythm** used most commonly when **choreographing** a dance.
- **Canon** – Movements or phrases that are repeated by different dancers, but with a time delay between each repetition. It creates a cascading effect, with dancers executing the same movement sequence one after another, often overlapping in time.
- **Choreographer** – A person who creates a dance routine to be performed, either as a **solo** or a group.
- **Choreography/Composition** – The structure of a **routine** created and performed in dance. It involves thinking about how each action transitions into the next to ensure the routine flows.
- **Compositional Ideas** – Different elements that can be included in the **composition** of a dance **routine**. These include using changes of speed and direction to create **pathways**; different **levels** to perform **actions**; whether to perform in **unison** or **canon**, and the **relationship** between different performers (for example, **mirroring** and **matching**)
- **Devices** – Different ways to manipulate movement actions during a dance. This includes tools such as **repetition**, speed of movements and the direction of the movement.
- **Dynamics** – How a dancer moves during a **routine**, the energy put into a routine, and the quality of the movements performed.
- **Extension** – Making sure a joint of the body is at its straightest position during an **action** where possible. For example, keeping fingers and toes straight during an action.
- **Facial Expressions** – How a dancer can help convey a routine's emotion. For example, a smiling performer during a routine that is set to an upbeat, happy song.
- **Flight** – An action where a performer is in the air completely unaided. This can be done through jumps and leaps in a **routine**.
- **Floor Patterns** – The steps and route a dancer takes across the floor during a **routine**.
- **Flow** – when a routine is performed with smooth transitions, without any noticeable pauses keeping to the **rhythm** of the dance.
- **Formation** – The arrangement of the dancers during a **routine** in the space in relation to each other. For example, they may be standing in a line or in a circle during the dance.
- **Freestyle** – A dance **routine** that relies on the dancer's improvisation rather than following a rehearsed **choreography**. It is seen most commonly in street dance.
- **Gesture** – The movement of a part of the body, most commonly the head or the hand in dance to help express an idea or convey an emotion during a **routine**.
- **Levels** – The height that an **action** is performed. These are low-level (on or close to the floor), medium-level (standing) or high-level (using **flight**).
- **Locomotor** – A dance **routine** that involves the dancer moving from one part of the floor to the other, creating a **pathway**.
- **Matching** – When two or more performers perform the same action exactly the same way at the same time, facing the same way.
- **Mirroring** – When two or more performers perform the same action at the same time, facing the same way. However, they perform the action like there is a mirror line between them, So for example, one person raises their right arm, and the other raises their left.
- **Motif** – A recurring movement or gesture that holds significance within a choreographic piece. It is a distinct movement or sequence of movements that is repeated, varied, and developed throughout the dance composition. A motif can be a simple gesture, such as a particular arm shape or footwork pattern, or a more complex sequence of movements.
- **Movement Pattern** – A series of **actions** combined into a routine and then **repeated** in a dance.
- **Non-locomotor** – A dance **action** or **routine** that does not involve the dancer moving around the floor but moving body parts in isolation. Bollywood dancing often employs non-locomotor **motifs**.

- **Pathway** – The route a performer takes whilst travelling across the floor.
- **Props** – Objects used in a **routine** that are manipulated by a dancer to enhance performance, such as a ribbon.
- **Relationships** – How two or more dancers interact during a **routine**. For example, they may perform **mirrored** or **matching** during their routine.
- **Rhythm** – Dancers use rhythm to create a sense of timing and flow in their movements. They may emphasise certain beats or accents in the music, align their steps with specific musical notes or rhythms, and utilise pauses to add dynamic contrast. **Beats of 8** are most commonly used.
- **Routine/Sequence** – When two or more **actions** are performed one after another with a **flow** and into the beat of the intended **rhythm**.
- **Shape** – The position of the body when performing an action.
- **Solo** – A dance **routine** performed by an individual.
- **Stillness** – An action performed in a routine that has an absence of movement.
- **Stimulus** – Something that inspires an **action** or **routine**. It could be a video, picture or song that influences the **choreography and story** of a dance.
- **Story/Narrative** – The use of movement and choreography to tell a story, depict events or convey specific concepts or emotions.
- **Travel** – Using an action to move from point A to point B e.g. skipping.
- **Turns** – Rotating the body while it is moving. For example, performing a quarter, half or full turn in the air whilst jumping.
- **Twists** – Rotating the body while either one or both feet stay on the floor. For example, performing a quarter, half or full pivot.
- **Unison** – The timing of a sequence when it is performed where all performers perform the actions at the same time.