



**SOUND & DISTRICT PRIMARY SCHOOL**

Whole School Physical Education Progression Map 2024-25



**Who is this document for?**

This progression has been made to help both class teachers and the PE subject lead. For class teachers this progression document allows teachers to clearly see what has already been covered in the previous year, the areas which are to be covered in the current year but also where learning continues into the next year. This progression document allows us to see how topics are developed over time.

It also allows the PE subject lead to know when topics are being taught and which resources may be needed across the school at a particular time.

**Physical Education at Sound School**

Sound School has invested in PE specialist to teach PE across the school. We use Complete PE’s Teaching Platform to support the Planning and Assessment. Planning is clearly differentiated and progressive throughout the year groups.

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**Whole School Overview-Year C**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **National Sports Week – taster sessions for ‘new’ sports/activities** | **Summer 2** |
| **Diamond Class (R)** | Locomotion:Walking and Jumping | Ball Skills: Hands | Dance & Gymnastics (LS) | Dance& Gymnastics (LS) | Athletics | Games For Understanding & Swimming |
| **Emerald Class (Y1)** | Ball Skills Hands-Netball& TAG Rugby (DF) | Football& Gymnastics (DF) | Boccia&Dance (DF) | Locomotion: Running(Basketball) & Rackets, Bats and Ball Skills (Cricket-DF)) | Pickleball (DF) &Athletics | Rounders (DF)& swimming |
| **Ruby Class (Y2)** | Ball skills - Netball (DF)& Gymnastics (LS) | Ball Skills FeetFootball (DF)& Gymnastics (LS) | Boccia& Dance (DF) | Locomotion: Dodging(Tri-golf)& Rackets, Bats and Ball Skills(Cricket – DF) | Street Tennis/Pickleball (DF)&Athletics | Rounders (DF)& swimming |
| **Opal Class (Y3/4)** | Invasion: Netball&Hockey (DF) | Invasion: Football (DF)& Dodgeball  | Gymnastics (DF)& Dance  | Cricket (DF)&Tri-golf | Athletics & Tennis (DF) | Rounders (DF)&Swimming (Y3)Athletics (Y4) |
| **Topaz Class (Y4/5)** | Invasion: Netball&Hockey | Invasion: Football& Dodgeball | Gymnastics& Dance  | Cricket&Tri-golf | Athletics & Tennis  | Rounders&Athletics  |
| **Onyx Class (Y6)** | Invasion: Netball& Football (DF) | Taekwondo& Basketball | Lacrosse (DF)& Volleyball (KB) | Cricket (DF)&Dance (CK) | Athletics (DF)& Gymnastics (LS) | Rounders (DF)& Gymnastics (LS) |

**Vocabulary Progression**

 **EYFS- Year 6**

**EYFS**

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| **Accuracy** | Accuracy is the ability to control where we throw/roll/send an object. | **Dribbling****(Rackets, Bats and Balls)**  | Dribbling is a method of moving with the ball. The attacker in possession of the ball uses their racket to push the ball around in order to move around the space. |
| **Agility**  | Aiming is the ability to use our bodies to direct an object towards a target. | **Expression** | Expression refers to the actions a dancer uses to make their characters thoughts or feelings known. |
| **Apparatus**  | The term apparatus refers to a piece of equipment that's used in gymnastics. For example a bench, vault or balance beam. | **Height** | Height is defined as the distance from the bottom to the top of something. This means how high an athlete has jumped. |
| **Attacker** | We are considered an ‘attacker’ when we or our team are in possession of the ball or in control of the ball. Our aim is the keep the ball away from the defenders. | **High** | High means moving or balancing in ways where the body is high up away from the floor. For example jumping, hopping or skipping. |
| **Beat**  | The beat is the basic unit of time used to count the notes of the music or sound that a dancer is moving to. Dancers usually move on the beat (counts 1, 2, 3, 4). | **Hopping**  | Hopping is to continuously jump on one foot |
| **Big**  | Big means moving or balancing in ways where the body is extended as large as possible. | **Jumping**  | Jumping is a form of moving where we use our body to propel ourselves off a surface and into the air. |
| **Bouncing**  | Bouncing means using our hands to push the ball towards the floor. If the attacker in possession of the ball continuously bounces the ball and moves around the space, keeping control this is known as dribbling. | **Landing**  | Landing is how we use our bodies to land after we have left a surface and jumped into the air. When landing we should land on two feet, bending our knees to absorb the impact. |
| **Catching**  | Catching means holding the object with our hands that is hit or thrown to us usually before it touches the ground. | **Low** | Low means moving or balancing in ways where the body is low to the floor. For example sliding, rolling or crawling. |
| **Champion Dancers**  | Champion dancers can move with control, respond to the rhythm and move in relation to the music. | **Marching**  | Marching is a method of moving in either a rhythmic or a route-step time. Marching is normal associated with the military and requires controlled and disciplined movements. |
| **Champion Gymnasts**  | ‘Champion’ refers to when pupils are being silent, pointing their fingers and toes and are still when they make a shape/balance. | **Moving**  | Moving means using a variety of body parts to move around the space in a creative way. |
| **Change of direction**  | Change of direction means to change the pathway that we are orienting in. | **Opponent**  | Opponent means a player on the other team. If we are an attacker dribbling, we need to keep the ball away from the defender who is our opponent |
| **Control**  | Control means keeping the ball close to us, preventing the defenders from gaining possession. | **Over**  | Over refers to when the body is moving over the top of a piece of apparatus. Under: This refers to when the body is moving underneath a piece of apparatus. |
| **Control (Dance)** | Control means moving our bodies in time with the music, beat or sound. | **Possession**  | Possession is when we have physical control of the ball. |
| **Defender** | We are considered a ‘defender’ when we are not in possession of the ball. The aim of the game for the defenders is to try and prevent the attackers from scoring. | **Power** | Power is the intensity and speed that an object is thrown/rolled/sent |
| **Distance**  | Distance is defined as the length of space between two points | **Pushing**  | Pushing is a method of sending the ball using our hands. The person pushing the ball will extend their hands away from their body to direct the ball towards a target or their partner. |
| **Dribbling (Feet)** | Dribbling is a method of moving with the ball. The attacker in possession of the ball continuously kicks the ball, keeping it close to them in order to move around the pitch. | **Rhythm**  | Rhythm is a repeated pattern of movements or sounds. |
| **Rolling** | Rolling is a method of sending the ball along the floor. A ball can be rolled using our hands towards a target or our partner. | **Rules**  | Rules are a set of regulations or principles that govern a particular activity that ensure that the activity is played fairly and safely. |
| **Sequence**  | Sequence is a combination of controlled movements that have been added together in a particular order. | **Shapes**  | Shapes is another word for balancing. Pupils must hold a shape still. |
| **Sharing**  | Sharing to ensure that a game is played fairly pupils should be encouraged to share and take turns. | **Small** | Small means moving or balancing in ways where the body is made as small as possible. |
| **Space**  | Space is an open area on the pitch/court that is unoccupied by a defender or the defending team. The attacker in possession of the ball needs to identify open spaces to move into, to keep the ball away from the defenders. | **Speed**  | Speed is the ability to move parts of the body as quickly or as slowly as possible. |
| **Stopping**  | Stopping is a fielding method used by a fielder to prevent the ball going past them. | **Tagging or Tag**  | Tagging or Tag is the method applied by the defending team to stop the attacker from moving. |
| **Tempo** | Tempo refers to the speed or pace (fast or slow) that a dancer performers their movements. | **Throwing**  | Throwing means using your arm/hand to propel a ball with force through the air to a specific target or area. |
| **Timing**  | Timing in dance, timing refers to moving to the beat of the music. | **Transition**  | The term transition means to move into and out of basic movements, actions or balances. |
| **Walking**  | Walking is a method of moving at a regular pace by lifting and placing down each foot in turn, never having both feet off the ground at once. |

**Key Stage 1**

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| **Acceleration** | Acceleration is how quickly an athlete can increase their speed over a distance when running. | **Hitting**  | Hitting means striking the ball with a racket towards a target or into space. |
| **Accuracy**  | Accuracy is the ability to control where we roll, bounce, push, throw, hit or send a ball or object. | **Inclusion** | Inclusion means to include everyone in the activity or within a team no matter their ability. No one should be left out. |
| **Agility**  | Agility is the body's ability to move quickly and easily in different directions. | **Interesting**  | Interesting means pupils are thinking and being creative. |
| **Aiming**  | Aiming is the ability to use our bodies to direct an object towards a target. | **Jump** | Jump is a method of moving where a gymnast pushes themselves off of a surface and into the air creating a moment of flight. |
| **Attacker** | We are considered an ‘attacker’ when we or our team are in possession of the ball or in control of the ball. Our aim is the keep the ball away from the defenders | **Jumping**  | Jumping is a form of moving where we use our body to propel ourselves off a surface and into the air. |
| **Balance**  | Balance is the even distribution of weight enabling someone or something to remain upright and steady. | **Landing**  | Landing is how we use our bodies to land after we have left a surface and jumped into the air. When landing we should land on two feet, bending our knees to absorb the impact. |
| **Batter**  | Batting is the skill of hitting a ball with a bat into a space to score runs. The aim of the game for the batter (attacking team) is to score as many points / rounders / runs as possible. | **Linking**  | Linking means successfully adding two movements together so that they flow one after the other. |
| **Beat** | The beat is the basic unit of time used to count the notes of the music or sound that a dancer is moving to. Dancers usually move on the beat (counts 1, 2, 3, 4) | **Motif**  | Motif is a series of movements that are repeated. |
| **Big**  | Big means moving or balancing in ways where the body is extended as large as possible. | **Motivation**  | Motivation is described as the positive actions and behaviours an individual uses to help drive themselves, their partner or their team towards a goal. |
| **Catching**  | Catching means holding the with our hands that is hit or thrown to us usually before it touches the ground. | **Moving**  | Moving means using a variety of body parts to move around the space in a creative way. |
| **Champion Dancers** | Champion dancers can move with control, respond to the rhythm and move in relation to the music. | **Narrow**  | Narrow means moving or balancing in ways where the body stretches (arms and legs) vertically away from the centre of the body. For example, a pencil jump is a narrow way of moving. |
| **Champion Gymnast**  | ‘Champion’ refers to when pupils are being silent, pointing their fingers and toes and are still when they make a shape/balance. | **Opponent**  | Opponent means a player on the other team. If we are an attacker dribbling, we need to keep the ball away from the defender who is our opponent. |
| **Chest Pass**  | A Chest Pass Is thrown by gripping the ball on the sides with the thumbs directly behind the ball. When using a chest pass, the passer should direct the ball towards the receiver's hands at chest level. | **Opposite**  | Passing is a method of sending (kicking) the ball to our partner or another member of our team in order to keep possession of the ball |
| **Choreography**  | Choreography is a set of sequence steps and movements that have been specifically designed for a dancer or group of dancers to performer. | **Passing**  | Passing is a method of sending (kicking) the ball to our partner or another member of our team in order to keep possession of the ball |
| **Communication** | Communication is the method of transferring information from one person or a group to another. Types of communication include: verbal, nonverbal, written and visual. | **Possessing**  | Possession is when we have physical control of the ball. This could be as an individual or when working as part of a team. It is when we have ‘possession’ that we can create the opportunity to score. |
| **Control**  | Control means keeping the ball close to us, preventing the defenders from gaining possession. | **Power** | Power is the intensity and speed that a ball is rolled, bounced, pushed, thrown, hit or sent. |
| **Control (Dance)** | Control means moving our bodies in time with the music, beat or sound. | **Rhythm**  | Rhythm is a repeated pattern of movements or sounds. |
| **Cooperation**  | Cooperation is another word used to define teamwork, meaning to work together to achieve a goal or complete a task in the most effective way possible. | **Roll** | Roll is a method of moving where a gymnast completes rotation of their body on the ground. |
| **Coordination**  | Coordination is the ability to use different parts of the body together efficiently. | **Rolling**  | Rolling is a method of sending the ball along the floor. A ball can be rolled using our hands towards a target or our partner. |
| **Courage**  | Courage means being brave enough to try something even when we find it scary or difficult. | **Rules** | Rules are a set of regulations or principles that govern a particular activity that ensures that the activity is played fairly and safely |
| **Defender**  | We are considered a ‘defender’ when we are not in possession of the ball. The aim of the game for the defenders is to try and prevent the attackers from scoring. | **Sequence (Dance)** | Sequence is a combination of controlled movements that have been added together in a particular order. |
| **Distance**  | Distance is defined as the length of space between two points. This might mean how far an athlete has jumped. | **Sequence (Gymnastics)** | Sequence is a combination of controlled movements, balances or actions that have been added (linked) together in a particular order. |
| **Dodge**  | Dodge is a method of moving quickly by an attacker, from one side to the other to avoid being tagged by a defender. | **Skipping**  | Skipping is a combination of a long step and a hop, stepping from one foot to the other with a hop or bounce. |
| **Dribbling (Feet)** | Dribbling is a method of moving with the ball. The attacker in possession of the ball continuously kicks the ball, keeping it close to them in order to move around the pitch. | **Small** | Small means moving or balancing in ways where the body is made as small as possible. |
| **Dribbling (Hands)**  | Dribbling is a method of moving with the ball. The attacker in possession of the ball continuously bounces the ball on the floor in order to move around the court. | **Space** | Space is an open area on the pitch/court that is unoccupied by a defender or the defending team. The attacker in possession of the ball needs to identify open spaces to move into to keep the ball away from the defenders. |
| **Emotion**  | Emotion refers to the feelings a dance character is feeling depending on their circumstances, mood, or relationship with others. | **Speed** | Speed is the ability to move all or part of the body as quickly as possible. Speed is a vital component to being successful when running. |
| **Expression**  | Expression refers to the actions a dancer uses to make their characters thoughts or feelings known | **Stimulus**  | Stimulus is something that provokes or causes an action or response. |
| **Fairness**  | Fairness is when we make judgements in accordance with the rules and treat everyone equally and fairly | **Strategy**  | Strategy is a planned set of actions that are used by a team or individual to achieve a long term goal. We plan a strategy and then use specific tactics to help us achieve our goal. |
| **Fielder**  | A fielder is a defensive position that is occupied while the other team are batting. The aim of the fielding team (defending team) is to prevent the batter from scoring. | **Tactics**  | Tactics are a carefully planned set of actions that are used by a team or an individual to attain a certain goal. |
| **Flow (Dance)** | Flow is when a dancer moves from one action to another smoothly and without stopping. | **Team**  | Team means a group of players from one side who come together to try and achieve a common goal. |
| **Flow (Gymnastics)** | Flow is when a gymnast moves from one action to another without stopping | **Team Member** | A team member is an individual within a team who has a specific role and responsibility to perform. Team members need to cooperate and work together to enable their team achieve its goal. |
| **Hand-eye coordination**  | Hand-eye coordination is the ability to use our hands and eyes at the same time to perform and accomplish a given task, such as catching a ball. | **Teamwork**  | Teamwork is the combined effort of a group to achieve a goal or complete a task in the most effective and efficient way. |
| **Throwing** | Throwing means using your arm/hand to propel a ball with force through the air to a specific target or area. | **Tempo** | Tempo refers to the speed or pace (fast or slow) that a dancer performers their movements. |
| **Timing**  | Timing in dance, timing refers to moving to the beat of the music. | **Transition**  | The term transition means to move into and out of basic movements, actions or balances. |
| **Trust**  | Trust is the ability to have the confidence to believe in the actions of your partner or team. | **Unison**  | Unison is where pupils perform the same movement at exactly the same time as each other. |
| **Warm Up** | Before taking part in a physical activity or a sport we need to prepare our body and mind for that activity. One of the reasons for a ‘warm up’ is to reduce the risk of injuring a muscle. | **Wide**  | Wide means moving or balancing in ways where the body is extended (arms and legs) horizontally away from the centre of the body. For example a star jump is a wide movement. |
| **Zig-Zag** | Zig-Zag means a line or course having abrupt alternate right and left turns that a pupil follows as they create movements. |

**Lower Key Stage 2**

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| **½ a Rounder** | ½ a Rounder is the method of scoring used in rounders. If the batter misses the ball and runs around the outside of the bases and reaches the 4th base before the ball, the batting team scores ½ a rounder. | **Fielder** | A fielder is a defensive position that is occupied while the other team are batting. The aim of the fielding team (defending team) is to keep the batters score as low as possible. | **Shoulder Pass** | Shoulder Pass is the most commonly used pass in handball. The shoulder pass is a onehanded pass that can be used to cover long and short distances. If a shoulder pass is fast and accurate it can be the most effective pass to use to outwit the opposition. |
| **Acceleration**  | Acceleration is how quickly an athlete can increase their speed over a distance. For example, this might mean how quickly an athlete ran over 10m starting from a stationary position. | **Flow**  | Flow is when a gymnast moves from one action to another without stopping. | **Space**  | Space is an open area on the court/pitch that is unoccupied by a defender or the defending team. The team in possession of the ball need to identify open spaces to move into to enable them to create opportunities to score. |
| **Accuracy**  | Accuracy is the ability to control where we throw, roll or kick a ball. | **Footwork (Netball)** | A player can receive the ball with both feet grounded or jump to catch the ball and land on two feet simultaneously. The landing foot cannot be moved, other than to pivot on the spot, whilst the other foot can be moved in any direction. | **Speed** | Speed is the ability to move all or part of the body as quickly as possible. Speed is vital to success when sprinting or throwing an object. |
| **Aiming**  | Aiming is the ability to use our bodies to direct a ball towards a target. | **Forehand**  | A forehand is a shot in which the palm of your hand faces the direction in which you are hitting the ball. | **Stage Presence**  | Stage presence is the ability of a dancer to capture and command the attention of an audience’s attention. |
| **Asymmetrical**  | Asymmetry means when a balance or a movement does not match on either side. | **Forward Pass** | The ball can only be passed sideways or backwards. If the ball is passed forwards to a team member this is an illegal pass. This is known as a forward pass. | **Strategy**  | Strategy is a planned set of actions that are used by a team or individual to achieve a long term goal. We plan a strategy and then use specific tactics to help us achieve our goal. |
| **Attacker**  | We are considered an ‘attacker’ when we or our team are in possession of the ball or in control of the ball. The aim of the game for the attackers is to score. | **Free Kick**  | A free kick is a method of restarting the game in football, following an offence committed by the opposing side outside of the penalty area. | **Stride Pattern** | Stride Pattern is the distance covered when an athlete takes a step. An athlete’s stride pattern will differ depending on the distance that athlete is running. |
| **Backhand** | A backhand is a shot in which you hit the ball with your arm across your body and the back of your hand facing the ball. | **Goalkeeper** | The role of the goalkeeper in football is to stop the ball from entering the goal. The goalkeeper is the only player allowed to use their hands on the pitch, but must do so within their own area. | **Strike**  | Strike means hitting the ball with a bat with the purpose of scoring runs/points. |
| **Ball Carrier**  | The ball carrier is defined as the attacker who is in possession of the ball.  | **Intercepting**  | Intercepting is when a defender cuts off and prevents a pass from reaching the receiver | **Symbol**  | Symbols are small images marked on a map that have been designed to look like what it represents. Map symbols are conventional signs as can be understood by everyone. |
| **Base/Posts** | There are four bases/posts that are used to mark out the pitch. These are positioned on the outside of the bowling square in a diamond shape | **Interesting**  | Interesting means pupils are thinking and being creative. This includes adding different levels and different connection points to their balances and/or movements. | **Symmetrical**  | Symmetry occurs when a balance or a movement is identical on either side. |
| **Baseline**  | The baseline runs parallel to the net and defines the back of the court on each side. | **Levels**  | This refers to when a gymnast is creating movements and balances that are performed using different heights either on the floor or on apparatus. | **Tactics** | Tactics are a carefully planned set of actions that are used by a team or an individual to attain a certain goal. |
| **Batting**  | Batting is the skill of hitting a ball with a bat into a space to score runs/points. The aim of the game for the batter (attacking team) is to score as many runs/points as possible. | **Linking**  | Linking means successfully adding two movements together so that they flow one after the other. | **Tag**  | Tag is the method applied by the defending team to stop the attackers from scoring. |
| **Block** | Block is a tactic designed to limit an opponent’s ability to score | **Listening**  | Listening is the ability to accurately receive and interpret messages from our team in the communication process. | **Tagging (Rugby)** | Tagging or Tag is the method applied by the defender teaming to stop the ball carrier running with the ball. |
| **Bounce Pass** | A bounce pass is a short pass that enables the player to find a teammate in a crowded area. The height of the ball makes it difficult for the opposition to reach and intercept. | **Map**  | A map is a piece of paper that shows a representation of an area of land that uses symbols or signs to represent the various physical features e.g. trees and buildings. | **Teamwork**  | Teamwork is the combined effort of a group to achieve a goal or complete a task in the most effective and efficient way. |
| **Barrier (Cricket)** | Bowling is the action of propelling the ball towards the wicket defended by a batter, with the intention of getting the batter out or preventing them from scoring runs. | **Marking**  | Marking is when the attacking player has received the ball and you are making it difficult for them to pass the ball on by restricting their options. | **Throwing** | Throwing means using your arm/hand to propel a ball with force through the air to a specific target. |
| **Barrier (Rounders)** | Bowling is the action of propelling the ball towards the batter, with the intention of getting the batter out or preventing them from scoring a rounder. | **Motif**  | Motif is a series of movements that are repeated. | **Timing**  | Timing in dance, timing refers to moving to the beat of the music. |
| **Bridge (Gymnastics)** | A bridge is a structure that passes over a road, a river or other obstacle. In this unit we want to recreate the idea of a bridge using our bodies. | **Navigate**  | Navigate means to find a way through a planned course often by using a map. | **Transition**  | Transition is defined as the process of recognising and responding after losing or regaining possession. |
| **Catching**  | Catching means receiving and holding the ball with our hands when the ball has been hit or thrown to us. This includes holding onto a ball struck by a batter before it touches the ground. | **Non-verbal Communication**  | Non-verbal communication is a method of sending messages or signals without speaking. This includes actions such as making eye contact, using hand gestures or changing a body language or posture to communicate. | **Triple Threat** | The triple threat involves the attacking player in possession of the ball asking themselves; can I shoot, if not can I pass, if not can I dribble before making and applying a skill. |
| **Change Over**  | A Change Over is where two athletes from the same team pass a baton between one another while running as fast as possible. Athletes cannot throw or drop the baton. | **Offside**  | Offside occurs when a tag takes place. All players on the defending team, must step back towards their goal line. A defender must not intercept that first pass, unless they are in front of the attacker who was tagged. If a defender behind the tagged attacker incepts the first pass, this is know as offside. | **Trust**  | Trust is the ability to have the confidence to believe in the actions of your partner or team. |
| **Character**  | Character refers to the person, animal or fictional character that the pupil is portraying in their performance. | **Orienteering**  | Orienteering is a sport that requires navigational skills using a map and/or a compass to navigate from various points. | **Try** | A try is a method of scoring points in rugby. A try is scored when the attacking player holding the ball, places the ball over the oppositions try line using two hands. |
| **Chest Pass** | A Chest Pass is thrown by gripping the ball on the sides with the thumbs directly behind the ball. When using a chest pass, the passer should direct the ball towards the receiver's hands at chest level. | **Out (Cricket and Rounders)** | Out is a form of dismissal which occurs when the batters period of batting is brought to an end by the opposing team. | **Turning**  | Turning is used to describe the change of direction of the player who is in possession of the ball. A turn is a method used by an attacker to outwit and deceive a defender. |
| **Choreography**  | Choreography is a set of sequence steps and movements that have been specifically designed for a dancer or group of dancers to performer. | **Out of Bounds** | Is the area outside of the course that is prohibited for pupils to enter. The area that is ‘out of bounds’ should be clearly marked out and identifiable on a map. | **Verbal Communication**  | Verbal communication is a method of communicating using our voice. When communicating verbally it is important that our message is clear and precise so that our team members can understand. |
| **Communication**  | Communication is the method of transferring information from one person or a group to another. Types of communication include verbal, nonverbal, written and visual. | **Outwit**  | Outwit means using your intelligence to trick or out smart your opponent or the other team. | **Control** | Control refers to pupils being able to move their bodies silently. |
| **Pace** | Pace is used to measure an athlete’s speed. It is the amount of time it takes an athlete to cover a specific distance. It is important for long distance runners to pace themselves, if they go to fast to early, they will finish the race slower. | **Creativity**  | Creativity refers to pupils using their imagination or original ideas when performing their dance actions | **Penalty** | A penalty kick is a method of restarting the game following an offence committed by the opposing side inside the penalty area |
| **Defenders**  | We are considered a ‘defender’ when we are not in possession of the ball. The aim of the game for the defenders is to prevent the opposition from scoring | **Pivot** | A pivot is used to allow the attacker in possession of the ball the opportunity to change direction without committing an offence. One foot must remain on the ground known as the pivot foot. The attacker can step with their other foot, using their pivot foot to change direction. | **Possession**  | Possession is when we have physical control of the ball. This could be as an individual or when working as part of a team. It is when we have ‘possession’ that we can create the opportunity to score. |
| **Distance**  | Distance is defined as the length of space between two points. This might mean how far an athlete has to run, how far an athlete has thrown an object, or how far an athlete has jumped. | **Dodge**  | Dodge is a method of moving quickly from one side to the other to avoid being hit by a ball, being tagged or tackled. | **Power** | Power is the intensity and speed that an object is thrown towards or how an athlete uses their body to increase the distance they jump. |
| **Drag Back**  | A drag-back is a turn used in football. The attacker dribbling the ball, places their non kicking foot next to the ball and places their kicking foot on top of the ball, dragging the ball in the opposite direction to where they were going. | **Problem Solving**  | Problem Solving means the ability to find a solution to overcome a challenge. An individual or a team needs to create then apply a strategy and tactics to solve a problem and achieve their goal. | **Responsibility**  | Responsibility is when you take ownership for the things that you are supposed to do and accept the results or consequences of your actions. |
| **Dribbling (Basketball)** | Dribbling is a method of moving with the ball. The attacker in possession of the ball continuously bounces the ball on the floor in order to move around the court. | **Rally** | A rally is a series of returned hits of the ball that ends when either player fails to successfully return the ball. | **Retrieving**  | Retrieving means returning the ball as quickly as possible to a bowler, fielder or wicketkeeper/backstop preventing the batters from scoring runs/points. |
| **Dribbling (Football)**  | Dribbling is a method of moving with the ball. The attacker in possession of the ball continuously kicks the ball, keeping it close to them in order to move around the pitch. | **Relay** | A rally is a series of returned hits of the ball that ends when either player fails to successfully return the ball. | **Rhythm** | Rhythm is a repeated pattern of movements or sounds. |
| **Ducking**  | Ducking is a method of defending to avoid being hit by a ball. It involves a defender lowering their body towards the floor, allowing the ball to travel over them. | **End** | End is a passage of play that features six balls per pupils, pair or team. | **Rolling** | Rolling is a method of sending the ball along the floor. A ball can be rolled using our hands or a ramp towards a target. |
| **Emotion**  | Emotion refers to the feelings a dancer’s character is feeling depending on their circumstances, mood, or relationships with others | **Excellent Dancers** | Excellent dancers interpret the music, perform with good timing and musicality, show expression and creativity and are able to choreograph. | **Rounder** | Is the method of scoring used in rounders. If the batter successfully runs around the outside of the bases and reaches the 4th base before the ball, the batting team scores one rounder. |
| **Excellent Gymnasts**  | ‘Excellent’ refers to when pupils are being silent, extending their fingers and toes and when they make a shape/ balance are able to hold it still for at least four seconds. | **Expression**  | Expression refers to the actions a dancer uses to make their characters thoughts or feelings known. | **Route** | A route is a particular course taken when moving from point A to point B. |
| **Extension**  | Extension is when pupils are pointing (extending) their fingers and toes when moving or holding a balance. | **Shooting**  | Shooting is when we throw/kick/hit the ball towards the goal in an attempt to score. |

**Upper Key Stage 2**

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| **Accuracy** | Accuracy is the ability to control where we throw, roll or kick a ball.  | **Distance**  | Distance is defined as the length of space between two points. This might mean how far an athlete has to run, how far an athlete has thrown an object, or how far an athlete has jumped.  | **Levels**  | Levels refers to when a gymnast is creating movements and balances that are performed using different heights either on the floor or on apparatus.  |
| **Adapt** | Adapt is the ability to change or modify something depending on the situation. An individual or team may need to adapt their tactics to help them achieve their goal.  | **Dodge** | Dodge is a method of moving quickly from one side to the other to avoid being hit by a ball, being tagged or tackled.  | **Listening** | Listening is the ability to accurately receive and interpret messages from our team in the communication process |
| **Advantage**  | Advantage is applied when an infringement occurs. Instead of stopping the game the referee can apply an ‘advantage’ to the non-offending if they have/gain possession and create an attack.  | **Double Dribble (Basketball)** | A double dribble occurs when the attacker in possession dribbles the ball with two hands simultaneously or begins to dribble again after stopping. When an attacker commits a double dribble offence possession changes.  | **Loop Pass** | Loop Pass is a pass used in tag rugby where the ball carrier runs in a straight line and after making a normal pass to a supporting player, then runs behind the supporting player to receive a pass from them.  |
| **Aiming** | Aiming is the ability to use our bodies to direct a ball towards a target.  | **Doubles**  | Doubles is a match played by four players, two on either side of the court.  | **Man-to-Man Marking** | Man-to-Man Marking is a defensive tactic used where each player is assigned to defend and follow the movements of a particular player on the opposite team.  |
| **Attack** | AThe aim of the game for the attackers is to score a goal. When a team are in possession of the ball they need to work together and apply their understanding of passing, moving and dribbling to create a shooting opportunity. | **Eliminated** | Eliminated is when a pupil is out of the game and waits on the side to re enter. An elimination generally occurs when a player is hit with the ball, they enter the other team's half of the court or their opponent catches the ball that they have thrown. | **Marking**  | Marking is when the attacking player has received the ball and you are making it difficult for them to pass the ball on by restricting their options.  |
| Back/End Line (Dodgeball) | Is the boundary line at the back of the court. At the beginning of the game players from both teams start on their back/end line and on the referee’s command run to the centre line to collect a ball.  | **Emotion**  | Emotion refers to the feelings a dancer’s character is feeling depending on their circumstances, mood, or relationships with others.  | **Matching**  | Matching is where pupils perform exactly the same movements at the same time  |
| **Backcourt Violation**  | In Basketball, a foul is called when the team in possession of the ball cross into the oppositions half of the court and then, pass or dribble the ball back into their half of the court. When a team commits a backcourt violation possession changes.  | **Equipment (STEP Principle)** | The necessary items that are used to play a game or activity. | **Mirroring**  | Mirroring is where pupils perform their movements creating a mirror image of each other. |
| **Backhand (Tennis)** | A backhand is a shot in which you hit the ball with your arm across your body and the back of your hand facing the ball.  | **Evaluation**  | Evaluation is how an athlete can review their own or teams’ performance. They can make judgements on their own or teams’ strengths and weaknesses in order to improve their own or teams performances.  | **Miss Pass** | Miss Pass is a pass used in tag rugby where the attacker receiving the ball, receives a pass from the ball carrier that has missed out another attacker.  |
| **Backstop (Rounders)** | The backstop is a fielder who stands a safe distance behind the batting square, opposite the bowler ready to catch and stop the ball.  | **Events** | The different track and field activities in athletics are known as events. Track are running events and field are throwing and jumping events.  | **Motif** | Motif is a series of movements that are repeated.  |
| **Batting/Bowling Square (Rounders)** | The batting square is a marked out area that the batter stands in when striking the ball. The bowling square is opposite the batting square in the middle of the pitch. This is where the bowler stands when bowling the ball. | **Excellent Dancers** | Excellent dancers interpret the music, perform with good timing and musicality, show expression and creativity and are able to choreograph.  | **Motivation**  | Motivation refers to the positive actions and behaviours an individual uses to help drive themselves, their partner or their team towards a goal.  |
| **Block** | Block is a tactic designed to limit an opponent’s ability to score.. | **Excellent Gymnasts**  | ‘Excellent’ refers to when pupils are being silent, extending their fingers and toes and when they make a shape/ balance are able to hold it still for at least four seconds. | **No Ball (Cricket)** | A no ball is an unfair delivery bowled by the bowler that is either; dangerous, the ball is bowled above waist height or the ball bounces more than once when it is bowled.  |
| **Blocking (Dodgeball)** | When in possession of a ball, a player can hold their ball and use it to deflect a ball that is thrown towards them to avoid being hit.  | **Expression**  | Expression refers to the actions a dancer uses to make their characters thoughts or feelings known.  | **No Ball (Rounders)** | A no ball is an unfair delivery bowled by the bowler that is either; dangerous, the ball is bowled above the batters head and below the knee or if the ball bounces before the batter.  |
| **Bounce Pass** | A bounce pass is a short pass that enables the player to find a teammate in a crowded area. The height of the ball makes it difficult for the opposition to reach and intercept.  | **False Start** | A false start is where an athlete begins a running race before they are permitted to do so.  | **Offside (Tag Rugby)** | Offside occurs when a tag takes place. All players on the defending team, must step back towards their goal line. A defender must not intercept that first pass, unless they are in front of the attacker who was tagged. If a defender behind the tagged attacker incepts the first pass, this is know as offside. |
| **Bowling (Cricket)** | Bowling is the action of propelling the ball towards the wicket defended by a batter, with the intention of getting the batter out or preventing them from scoring runs.  | **Fitness**  | Physical fitness is a state of health and well-being that means you are able to take part in all your normal daily activities, including sport, with ease.  | **Orienteering** | Orienteering is a sport that requires navigational skills using a map and/or a compass to navigate from various points.  |
| **Bye (Cricket)** | A bye is a run scored by the batting team when the ball is missed by the wicket keeper and has not been hit by the batter.  | **Fitness Test**  | A fitness test will evaluate your overall health and physical status. The test marks the starting point for designing an appropriate exercise programme.  | **Out** | Out is a form of dismissal which occurs when the batters period of batting is brought to an end by the opposing team.  |
| **Canon**  | Canon is where pupils perform the same movement one after the other.  | **Flexibility**  | Flexibility is the elasticity of muscles when stretching and the ability to move joints through a full range of motion.  | **Outfielder**  | An outfielder is a player on the fielding team, not on a base or the backstop. An outfielder is responsible for catching and returning the ball to a base to prevent the batter from scoring a rounder. |
| **Cardiovascular System** | The cardiovascular system is responsible for transporting oxygen and nutrients around our bodies | **Flow (Dance)** | Flow is when a dancer moves from one action to another smoothly and without stopping.  | **Outwit**  | Outwit means using your intelligence to trick or out smart your opponent to win a point.  |
| **Centre Line** | Is the line marked across the court at exactly halfway between the back lines. Players are eliminated if they cross the centre line.  | **Flow (Gymnastics)** | This is when a gymnast moves from one action to another without stopping.  | **Over** | An over consists of six consecutive legal deliveries (wide balls and no-balls do not count) bowled from one end by a bowler |
| **Change Over** | A Change Over is where two athletes from the same team pass a baton between one another while running as fast as possible.  | **Forehand (Tennis)** | Forehand (Tennis) A forehand is a shot in which the palm of your hand faces the direction in which you are hitting the ball.  | **People** | People refers to the pupils taking part in an activity or game.  |
| **Character** | Character refers to the person, animal or fictional character that the pupil is portraying in their performance.  | **Formation** | A formation describes how the attackers and defenders position themselves on the pitch.  | **Personal Best** | A personal best is an individual or team’s best performance in a given event |
| **Choreography** | Choreography is a set of sequence steps and movements that have been specifically designed for a dancer or group of dancers to performer.  | **Four Runs**  | The batter scores four runs if the ball crosses the boundary having touched the ground within the playing area first.  | **Possession**  | Possession is when we have physical control of the ball or other implement of play. This could be when working individually or as part of a team. It is when we have ‘possession’ that we can create the opportunity to score.  |
| **Circuit Training**  | Circuit training is a combination of six or more exercises performed with short rest periods between them for either a set number of repetitions or a prescribed amount of time.  | **Goal Side**  | Goal Side is a defensive tactic used when a defender marks an opponent. This is where the defender positions themselves between the attacker and the goal, increasing the defenders chances of preventing an attack.  | **Power (with a ball)** | Power is the intensity and speed that a ball is rolled, pushed, thrown or kicked.  |
| **Communication**  | Communication is the method of transferring information from one person or a group to another. Types of communication include verbal, nonverbal, written and visual.  | **High Press** | A high press is a tactic applied by the defending team that defends high up the court and inside the opposition's half in an attempt to regain possession quickly.  | **Pressure** | Pressure is the term used to immediately try to gain possession of the ball back. Rather than leaving the ball alone, teams or an individual can apply pressure in an attempt to regain possession.  |
| **Compositional**  | Compositional means the ability to create a dance performance in relation to a poem or piece of music. | **Improvisation**  | Improvisation means the ability to perform a dance sequence or movement to a particular piece of music or drama, spontaneously or without preparation. | **Rebound**  | A rebound occurs when an attacking player has a shot, misses and the ball hits the backboard or hoop. A rebound allows players from the attacking or defending team to make an attempt to regain possession.  |
| **Control Point**  | A control point is a marked waypoint used in orienteering. Control points are marked both on a map and on the ground.  | **Interconnecting**  | Interconnecting movements are movements that involve one pupil moving over, under, around another pupil or movements that involve two pupils connected to each other.  | **Recover** | Recover means returning to a position on the court, usually in the middle of the court on the baseline, ready to receive a shot from your opponent. |
| **Cooperation** | Cooperation is another word used to define teamwork, meaning to work together to achieve a goal or complete a task.  | **Interesting**  | Interesting means pupils are thinking and being creative. This includes adding different levels and different connection points to their balances and/or movements | **Referee** | Referee is an official who watches the game and enforces the rules. The referee is responsible for making sure that the game is played fairly. The referee will resolve any disagreements and their decision is final and should be respected.  |
| **Counter Attack** | A counter attack is a tactic employed by the team gaining possession who immediately attack after regaining the ball from defending the opponent's attack.  | **Knock On (Tag Rugby)**  | Knock On is an offence committed by the attacking team when the ball carrier or an attacker receiving a pass ‘drops’ the ball forwards towards their opponents try line.  | **Responsibility** | Responsibility is when you take ownership for the things that you are supposed to do and accept the results or consequences of your actions.  |
| **Counter Balance**  | A counter balance is a pushing balance. Counter Tension A counter tension is a pulling balance  | **Lap** | Lap is one full completed circuit of a track in a running race.  | **Retrievers (Dodgeball)** | Retrievers are designated players that are allowed to retrieve balls that go out of play. Active players are not allowed to go out of bounds during a game. |
| **Creativity**  | Creativity refers to pupils using their imagination or original ideas when performing their dance actions.  | **Leadership**  | Leadership is the ability to guide members of your team towards achieving your goal.  | **Return** | Return means successfully hitting a shuttlecock back over the net, landing it in, on your opponent’s side of the court.  |
| **Defender** | We are considered a ‘defender’ when we are not in possession of the ball. The aim of the game for the defenders is to prevent the opposition from scoring. | **Leg Bye** | A leg bye is a run scored by the batting team when the ball hits the batters leg or body and not their bat. | **Rhythm**  | Rhythm is a repeated pattern of movements or sounds.  |
| **Rolling** | Rolling is a method of sending the ball along the floor. A ball can be rolled using our hands or a ramp towards a target.  | **Run Out (Cricket)** | A run out occurs when a batter attempting a run, has not reached their ground when the stumps are successfully hit with the ball by the fielding team | **Serve**  | Serve is the method of starting a game of tennis. A pupil serves from the baseline and the ball must be hit diagonally into the opponent's service box. |
| **Shoulder Pass** | The shoulder pass is a one handed pass that can be used to cover long and short distances. If a shoulder pass is fast and accurate it can be the most effective pass to use to outwit the opposition. | **Strategy** | Strategy is a planned set of actions that are used by a team or individual to achieve a long term goal. We plan a strategy and then use specific tactics to help us achieve our goal. | **Task (STEP Principles)** | Is the type of game or activity that pupils are taking part in. |



**Progression of Skills (Classes)**

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|  | **Diamond Class** |
| **Autumn 1** | Locomotion:Walking and Jumping* Explore/develop walking
* Explore walking in different pathways
* Sustain walking
* Explore marching
* Apply walking into a game
* Explore/develop jumping
* Apply jumping into a game
* Jumping for distance
* Explore jumping high
* Explore hopping
 |
| **Vocabulary** | Defender, Walking, Marching, Change of direction, Speed, Tag, Hopping, Speed, Landing, Space, Height, Distance, Jumping  |
| **Autumn 2**  | Ball Skills Hands 1* Explore pushing
* Explore rolling
* Explore bouncing
* Explore bouncing into space
* Combine pushing and rolling
* Combine rolling, pushing and bouncing
 |
| **Vocabulary**  | Space, Control, Defender, Bouncing, Rolling, Pushing  |
| **Spring 1** | Gymnastics:High, Low, Over, Under* Introduction to high, low, over and under
* Introduction to the apparatus
* Applying high and low on apparatus
* Explore moving and making shapes using different body parts
* Explore moving in different directions
* Explore big and small ways of moving and making shapes
* Moving in pairs
* Creating shapes in pairs
 |
| **Vocabulary**  | Gymnastics champion, Shapes, High, Low, Over, Under, Apparatus, Transition  |
| **Spring 2** | DanceNursery Rhymes* Moving in sequence
* Creating our own movements
* Creating simple movement sequences
* Responding in movement to words and music
* Exploring contrasting tempos
* Exploring character movements
* Moving in sequence
* Responding in movement to words and music
* Moving with props and contrasting tempos
* Creating their own movements
* Exploring opposites
* Moving with control
* Adding movements together
* Responding to rhythm in character
* Adding expression to our characters' movements
* Performing with a partner
* Exploring relationship
 |
| **Vocabulary** | Champion Dancers, Beat, Moving, Control, Rhythm, Timing, Sequence, Expression, Tempo  |
| **Summer 1** | SwimmingPlanned, led and assessed by Cheshire East swimming instructors. &Ball Skills Feet* Explore moving with a ball using our feet
* Develop moving with a ball using our feet
* Understand dribbling
* Develop dribbling against an opponent
 |
| **Vocabulary** | Attacker, Defender, Space, Opponent, Dribbling, Control  |
| **Summer 2** | SwimmingPlanned, led and assessed by Cheshire East swimming instructors.&Games for Understanding* Taking turns/keeping the score
* Understanding and playing by the rules
* Avoiding a defender
* Preventing an attacker from scoring
 |
| **Vocabulary**  | Attacker, Defender, Space, Rules, Tagging or Tag, Sharing |

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|  | **Emerald Class** |
| **Autumn 1** | Ball Skills Hands 1* Introduce sending (bouncing) with control
* Introduce aiming with accuracy
* Introduce power and speed when sending a ball
* Introduce/develop stopping, combining sending skills
* Combine sending and receiving skills

* Catch a ball with one hand.
* Clap, or turn before catching a ball.
* Bounce using 1 hand
* Bounce the ball to a partner with accuracy.
 | Ball Skills Hands 2* Introduce throwing with accuracy
* Apply throwing with accuracy in a team
* Introduce stopping a ball
* Develop sending (rolling) skills to score a point
* Consolidate sending and stopping to win a game

* Roll a ball or a quoit along a line to a target with speed and control
* Use an extended arm overarm throw
* Use a sideways quoit throw
* Throw a ball at, or over a target
 |
| **Vocabulary**  | Attacker, Defender, Space, Dribbling, Passing, Control  | Control, Accuracy, Aiming, Distance, Power, Throwing, Catching, Rolling, Stopping  |
| **Autumn 2**  | Games for Understanding* Understanding the principles of attack/defence
* Applying attacking/ defending principles into a game
* Consolidate attacking/defending

* Select the most appropriate way of travelling for the context of the game
* Keep good control of a ball while travelling with it.
* Pass the ball quickly and accurately to another player
* Make quick decisions about which player to pass to.
 | Gymnastics* Introduction to wide, narrow and curled
* Exploring the difference between wide, narrow and curled
* Transitioning between wide, narrow and curled movements
* Linking two movements together
* Introduction to big/ small body parts
* Combining big and small with wide, narrow and curled
* Transition between wide narrow and curled using big and small body parts
* Adding (linking) movements together
 |
| **Vocabulary** | Attacker, Defender, Space, Tactics, Team  | Champion Gymnastics, Wide, Narrow, Curled, Transition, Interesting, Linking |
| **Spring 1** | Ball Skills Feet * Develop moving the ball using the feet
* Apply dribbling into games
* Consolidate dribbling
* Explore kicking (passing)
* Apply kicking (passing) to score a point

* Use different parts of the foot to control and move with the ball
* Propel the ball forwards using a simple technique
 | Dance* Responding to a rhythm: Introducing partner work
* Responding to rhythm
* Introduction to motifs
* Creating motifs
* Creating movement sequences
* Relationships and performance
* Performing movements in sequence
* Creating movements that represent superpowers
* Creating movements that represent a superhero rescuing/saving, someone/something
* Exploring character movements

* Move at high, medium and low levels
* Move at fast, slow and intermediate speeds.
* Reverse their pathway
* Improvise different ideas
* Lead a group in movement in response to stimuli

Move smoothly between basic actions and movement patterns. |
| **Vocabulary**  | Attacker, Defender, Space, Dribbling, Passing, Control  | Champion Dancer, Beat, Moving, Control, Rhythm, Timing, Sequence, Opposite  |
| **Spring 2** | Locomotion: Running* Explore running
* Apply running into a game
* Explore running at different speeds
* Running for speed: Acceleration
* Explore running in a team
* Consolidate running, apply running into a game

* Run at different speeds selecting the appropriate speed for that activity
* Move along a wide range of pathways at different speeds and will be able to think of their own pathways
 | Rackets, Bats and Ball Skills* Develop pushing (dribbling) a ball with a racket: Introducing control
* Explore hitting and develop pushing a ball (with a racket) towards a target
* Explore hitting a ball (with a racket) with accuracy and power

* Pass the ball quickly and accurately to another player

Make quick decisions about which player to pass to. |
| **Vocabulary**  | Attacker, Defender, Space, Speed, Acceleration, Tagging or Tag  | Attacker, Defender, Space, Dribbling, Passing, Control  |
| **Summer 1** | SwimmingPlanned, led and assessed by Cheshire East swimming instructors. | Locomotion: Jumping* Recap jumping
* Develop jumping
* Explore how jumping affects our bodies
* Explore skipping
* Apply skipping and jumping into a game

* Use the correct technique for jumping for height and distance improving their performance
* Jump from a standing position with accuracy and control
* Land safely with control and technique
* Create and improve a sequence of jumps ,acting on feedback.
 |
| **Vocabulary**  |  | Attacker, Defender, Space, Speed, Acceleration, Tagging or Tag |
| **Summer 2** | SwimmingPlanned, led and assessed by Cheshire East swimming instructors. | Health and Wellbeing* Introduce and explore agility
* Introduce and explore balance
* Introduce and explore coordination: Bouncing, rolling and throwing

Move with agility and speed and apply it effectively in game play. |
| **Vocabulary**  |  | Attacker, Defender, Agility, Balance, Coordination, Dribbling, Warm Up |

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|  | **Ruby Class** |
| **Autumn 1** | Ball Skills Hands 1* Develop dribbling/ passing and receiving
* Combine dribbling, passing and receiving, keeping possession
* Develop dribbling/passing and receiving to score a point
* Combine dribbling, passing and receiving to score a point

* Stop a rolling ball or quoit with one hand
* Step forward as they catch a quoit/ball sideways

Catch an oval ball | Gymnastics * Developing linking
* Linking on apparatus
* Jump, roll, balance sequences/on apparatus
* Creation of sequences
* Completion of sequences and performance
* Explore/develop zigzag pathways/on apparatus
* Explore/develop curved pathways/on apparatus
* Creation of pathway sequences
* Completion of pathways sequences and performance
 |
| **Vocabulary**  | Attacker, Defender, Opponent, Team, Dribbling, Chest Pass | Champion Gymnast, Linking, Flow, Transition, Jump, Roll, Sequence, Shapes, Big, Small, High, Low, Apparatus, Transition |
| **Autumn 2** | Gymnastics * Developing linking
* Linking on apparatus
* Jump, roll, balance sequences/on apparatus
* Creation of sequences
* Completion of sequences and performance
* Explore/develop zigzag pathways/on apparatus
* Explore/develop curved pathways/on apparatus
* Creation of pathway sequences
* Completion of pathways sequences and performance
 | Games for Understanding* Attacking/defending as a team
* Understanding the transition between defence and attack
* Create and apply attacking/ defensive tactics

* Explain the terms attacking and defending
* Using different techniques and demonstrate the best pass to make in a game.
* Confidently use throwing, catching, kicking skills in a game with control and accuracy
* Consistently apply a range of attacking and defending skills in a game successfully.
* Follow more complex rules in games and explain the importance of having them
* Work effectively as part of a team.
 |
| **Vocabulary** | Champion Gymnast, Linking, Flow, Transition, Jump, Roll, Sequence, Shapes, Big, Small, High, Low, Apparatus, Transition | Attacker, Defender, Space, Tactics, Transition, Team |
| **Spring 1** | Ball Skills Feet* Develop dribbling/ passing/receiving, keeping possession
* Combine dribbling, passing and receiving, keeping possession/to score a point
* Apply dribbling, passing and receiving as a team to score a point

* Kick a ball along a line to a target with speed and control
* Use a simple (toe poke) and more complete (side of foot) technique to kick the ball
* Kick a ball at, or into a target with increasing consistency
 | Dance* Responding to stimuli
* Developing our motif with expression and emotion
* Applying choreography in our motifs
* Extending our motifs
* Sequences, relationships and performance
* Responding to stimuli
* Developing whole group movement
* Improvisation and physical descriptions
* Creating contrasting movement sequences
* Sequences, relationships and performance Exploring expression
* Linking movements together
* Creating a motif with characterisation, expression and emotion
* Extending our motifs with different dynamics (fast and slow

* Give detailed evaluation of their own performance
* Suggest how their group might adapt their movements
* Clearly explain the structure of a whole dance and perform it confidently.
 |
| **Vocabulary** | Attacker, Defender, Possession, Space, Dribbling, Passing | Champion Dancer, Control, Rhythm, Expression, Emotion, Stimulus, Flow, Timing  |
| **Spring 2** | Locomotion: Dodging* Explore dodging
* Develop dodging
* Apply dodging: Explore attacking and defending
* Apply dodging in teams

Begin to apply these skills in games successfully, including dodging and marking. | Rackets, Bats and Ball Skills* Hitting (striking) a ball (with a racket) with accuracy and power to beat an opponent
* Introduce hitting (sending/striking) a ball into a space: Where and why?
* Striking the ball (with a bat) into space with intent

* Hit and Catch a ball with a partner using different techniques and demonstrate the best pass to make in a game.
* Pass a ball in different ways over a range of distances, demonstrating control and accuracy
* Confidently use striking/sending skills in a game with control and accuracy.
 |
| **Vocabulary** | Attacker, Defender, Space, Dodge, Tagging or Tag | Attacker, Defender, Opponent, Accuracy, Power, Batting, Fielding  |
| **Summer 1** | Ball Skills Hands 2 * Consolidate pupil’s application and understanding of underarm throwing
* Applying the underarm and overarm throw to win a game
* Applying the underarm throw to beat an opponent

* Step forward into an opposition overarm throw

Throw an oval ball | Locomotion: Jumping * Consolidate jumping
* Apply jumping into a game
* Linking jumping
* Explore jumping combinations
* Develop jumping combinations

* Use the correct technique for jumping for height and distance improving their performance
* Jump from a standing position with accuracy and control
* Land safely with control and technique
* Create and improve a sequence of jumps, acting on feedback.
 |
| **Vocabulary** | Attacker, Defender, Batting, Fielder, Space, Throwing, Catching  | Jumping, Distance, Space, Attacker, Defender, Speed, Landing  |
| **Summer 2** | Health and Wellbeing* Consolidate agility
* Consolidate balancing: Explore balancing on apparatus
* Introduce and explore coordination: Dribbling and kicking
 | Team Building* Introducing teamwork
* Develop teamwork
* Building trust and developing communication
* Cooperation and communication
* Explore simple strategies
* Problem solving: Consolidate teamwork

* Work well as part of a team.
* Identify and begin to use simple tactics to help themselves and their team keep possession of the ball
 |
| **Vocabulary**  | Attacker, Defender, Agility, Balance, Coordination, Dribbling, Warm-up | Teamwork, Inclusion, Communication, Cooperation, Strategy, Courage, Motivation |

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|  | **Opal Class** |
| **Autumn 1** | Invasion: NetballYear 3 * Introduce passing, receiving and creating space
* Develop/combine passing
* and moving
* Combine/develop passing and shooting

* Know when to pass with the ball and use a variety of techniques with control and accuracy.
* Read the game to be able to intercept effectively

Year 4 * Refine passing and receiving
* Develop passing and
* dribbling creating space
* Develop passing, moving and shooting
* Refine passing and shooting
* Develop footwork

* Feint and dodge, using good footwork and the correct body position and apply the skill effectively in a game situation
* Move with agility and speed and apply it effectively in a game situation.
 | SwimmingPlanned, led and assessed by Cheshire East swimming instructors. |
| **Vocabulary** | Year 3: Attacker, Defender, Possession, Chest Pass, FootworkYear 4: Attacker, Defender, Possession, Chest Pass, Footwork |  |
| **Autumn 2** | SwimmingPlanned, led and assessed by Cheshire East swimming instructors. | Invasion: Football Year 3 * Introduce/develop dribbling keeping control
* Introduce passing and receiving
* Combine dribbling and passing to create space
* Develop passing, receiving and dribbling

* Know when to pass or dribble with the ball and use a variety of techniques with control and accuracy.
* Use space effectively and intentionally

Year 4* Refine dribbling Turning
* Refine passing and receiving
* Develop passing and dribbling creating space
* Introduce shooting

* Confidently dribble with the ball using a range of techniques demonstrating control, fluency and speed.
* Look up and change speed and direction whilst keeping good control of the ball.
 |
| **Vocabulary** |  | Year 3: Attacker, Defender, Space, Possession, Free Kick, Penalty Year 4: Attacker, Defender, Transition, Turning, Drag Back, Goalkeeper |
| **Spring 1** | DanceYear 3* Responding to stimuli
* Developing character dance into a motif
* Developing sequences with a partner in character that show relationships
* Extending sequences with a partner in character

* Develop dance motifs by adapting original ideas to vary the levels methods of travel, speed, repeating movements and experimenting with different dynamics
* Take responsibility of their own skill progressions by suggesting ways to make activities more challenging.

Year 4 * Performing with technical control and rhythm in a group
* Creating rhythmic patterns using the body
* Experiencing dance from a
* different culture
* Chorographical elements including still imagery

* Incorporate a range of dance techniques into a dance motif.
* Develop dance motifs by adapting original ideas to vary the levels methods of travel, speed, repeating movements and experimenting with different dynamics
* Take responsibility of their own skill progressions by suggesting ways to make activities more challenging.
 | Invasion: DodgeballYear 3: * Developing changing direction
* Introduce throwing with accuracy
* Introduce catching
* Develop moving, changing direction at speed

* Develop throwing with accuracy and power over an increased distance
* Develop catching
* Combine dodging, catching and throwing

Year 4: * Introduce jumping and ducking
* Develop throwing with accuracy and power over an increased distance
* Develop catching
* Consolidate dodging, jumping and ducking

* Consolidate catching
* Understand where we throw and why we need to throw with accuracy and power
* Explore basic attacking anddefending tactics
 |
| **Vocabulary** | Year 3: Excellent Dancers, Expression, Creativity, Emotion, Motif, Interconnecting, CharacterYear 4: Excellent Dancers, Expression, Creativity, Emotion, Motif, Interconnecting, Character, Rhythm, Timing, Stage Presence | Year 3: Attacker, Defender, Possession, Dodge, Throwing, Catching Year 4: Attacker, Defender, Dodge, Ducking, Jumping Aiming  |
| **Spring 2** | Tag Rugby Year 3 * Introduce moving with the ball, passing and receiving
* Introduce tagging
* Create space when attacking
* Develop passing and moving
* Combine passing/moving to create attacking opportunities

* Read the game to be able to intercept effectively
* Use space effectively and intentionally

Year 4 * Develop passing, moving and creating space
* Apply learning to 3v3 mini games
* Develop defending in game situations
* Combine passing and moving to create an attack and score

* Move with agility and speed and apply it effectively in a game situation.
* Read the game to make interceptions.
 | OAAYear 3* Creating and applying simple tactics
* Developing leadership
* Developing communication as a team / collaborate effectively as a team
* Create defending and attacking tactics as a team

* Demonstrate excellent teamwork skills and be instrumental in helping their team to achieve the goals
* Verbally communicate ideas clearly and concisely, show excellent listening skills and communicate skilfully using non-verbal methods
* Help others identify a problem suggesting a range of possible solutions and appropriate plan of action and be instrumental in successfully solving it.

Year 4 * Focus on cooperation and responsibility
* Develop communication and collaboration
* Understand why motivating each other is important when working in a team

* Be able to bring the correct equipment for the activity.
* Show leadership skills with growing confidence
* Demonstrate excellent teamwork skills and be instrumental in helping their team to achieve the goals
 |
| **Vocabulary** | Year 3: Attacker, Defender, Possession, Dodge, Try, Tagging or Tag Year 4: Space, Attacker, Defender, Forward Pass, Offside | Year 3: Navigate, Teamwork, Strategy, Tactics, Communication, Orienteering, Symbol Year 4: Navigate, Teamwork, Strategy, Tactics, Map, Route, Out of Bounds |
| **Summer 1** | Striking & Fielding RoundersYear 3* Introduce to rounders
* Introduce overarm throwing
* Apply overarm and underarm throwing
* Introduce stopping the ball
* Application of stopping the ball in a game

* Pass, receive and travel with a ball with some control and accuracy
* Work effectively as part of a team.

Year 4* Develop fielding bowling with a backstop
* Introduce batting; how
* Develop batting; where and why
* Introduce and apply basic fielding tactics

* Move with agility and speed and apply it effectively in a game situation.

Pass the ball with control and accuracy over a range of distances. | AthleticsYear 3* Explore running for speed
* Explore acceleration
* Introduce /develop relay:
* Running for speed in a team
* Throwing: Accuracy vs distance
* Standing long jump

Year 4* Develop running at speed
* Exploring our stride pattern
* Exploring running at pace
* Understand and apply tactics when running for distance
* Introduce the Javelin
* Standing Triple Jump
 |
| **Vocabulary** | Year 3: Batting, Fielder, Throwing, Base/Posts, Rounder, The Long Barrier Year 4: Batting, Tactics, Bowling, Catching, Backstop, ½ Rounder | Year 3: Tactics, Speed, Acceleration, Distance, Accuracy, Relay, Change OverYear 4: Tactics, Speed, Distance, Pace, Power, Stride Pattern |
| **Summer 2** | Striking & Fielding CricketYear 3* Understand the concept of batting and fielding
* Introduce throwing overarm
* Introduce throwing underarm
* Introduce catching
* Striking with intent

* Use space effectively and intentionally
* Work effectively as part of a team.

Year 4* Develop an understanding of batting and fielding
* Introduce bowling underarm
* Develop stopping and returning the ball
* Develop retrieving and returning the ball
* Striking the ball at different angels and speeds

* Demonstrate excellent teamwork and sportsmanship
* Evaluate their own and other performance
 |
| **Vocabulary** | Year 3: Throwing, Catching, Outwit, Strike, Batting, Fielder, OutYear 4: Retrieving, Bowling, Strike, Batting, Fielder, The Long Barrier  |

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|  | **Topaz Class** |
| **Autumn 1** | Invasion: NetballYear 4 * Refine passing and receiving
* Develop passing and dribbling creating space
* Develop passing, moving and shooting
* Refine passing and shooting
* Develop footwork

* Feint and dodge, using good footwork and the correct body position and apply the skill effectively in a game situation
* Move with agility and speed and apply it effectively in a game situation.

Year 5 * Refine passing and receiving
* Apply passing, footwork and shooting into mini games
* Introduce officiating
* Introduce defending
* Explore the function of other passing styles
 | SwimmingPlanned, led and assessed by Cheshire East swimming instructors. |
| **Vocabulary** | Year 4: Attacker, Defender, Possession, Chest Pass, FootworkYear 5: Tactics, Transition, Possession, Marking, Shoulder Pass, Bounce Pass |  |
| **Autumn 2** | Invasion: FootballYear 4 * Refine dribbling
* Turning
* Refine passing and receiving
* Develop passing and dribbling creating space Introduce shooting

* Confidently dribble with the ball using a range of techniques demonstrating control, fluency and speed.
* Look up and change speed and direction whilst keeping good control of the ball.

Year 5 * Refine dribbling and passing to maintain possession
* Introduce and develop defending Develop shooting
* Refine attacking skills, passing, dribbling and shooting, introduce officiating

* Use space effectively and intentionally to keep possession of the ball
* Select and apply a range of skills for attacking and defending consistently and with success over a range of invasion games

Explain why they have used a particular skill and how it has impacted on the game | SwimmingPlanned, led and assessed by Cheshire East swimming instructors. |
| **Vocabulary** | Year 4: Attacker, Defender, Transition, Turning, Drag Back, GoalkeeperYear 5: Tactics, Marking, Pressure, Tackle, Shadowing, Tracking Back  |  |
| **Spring 1** | DodgeballYear 4* Introduce jumping and ducking
* Develop throwing with accuracy and power over an increased distance
* Develop catching
* Consolidate dodging, jumping and ducking into games
* Combine dodging, catching and throwing

* Demonstrate excellent teamwork and sportsmanship
* Read the game to make interceptions.
* Feint and dodge, using good footwork and the correct body position and apply the skill effectively in a game situation

Year 5 * Introduce blocking
* Consolidate catching
* Understand where we throw and why we need to throw with accuracy and power
* Explore basic attacking and defending tactics

* Use space effectively and intentionally
* Explain why they have used a particular skill and how it has impacted on the game
 | DanceYear 4* Performing with technical control and rhythm in a group
* Creating rhythmic patterns using the body
* Experiencing dance from a different culture
* Chorographical elements including still imagery

* Incorporate a range of dance techniques into a dance motif.
* Develop dance motifs by adapting original ideas to vary the levels methods of travel, speed, repeating movements and experimenting with different dynamics
* Take responsibility of their own skill progressions by suggesting ways to make activities more challenging.

Year 5* Exploring a period in time (e.g. Greeks) using compositional principles
* Extending sequences with a partner using compositional principles
* Creating movement using improvisation where movement is reactive

* Incorporate a range of dance techniques to create a topic themed phrase.
* Develop dance motifs by adapting original ideas to vary the levels methods of travel, speed, repeating movements and experimenting with different dynamics
 |
| **Vocabulary** | Year 4: Attacker, Defender, Dodge, Ducking, Jumping, AimingYear 5: Tactics, Transition, Accuracy, Power, Dodge, Blocking, Eliminated  | Year 4: Excellent Dancer, Expression, Creativity, Emotion, Motif, Choreographer, CharacterYear 5: Excellent Dancer, Expression, Creativity, Emotion, Motif, Choreographer, Character, Unison  |
| **Spring 2** | Invasion: Tag RugbyYear 4 * Develop passing, moving and creating space
* Apply learning to 3v3 mini games
* Develop defending in game situations
* Combine passing and moving to create an attack and score

* Move with agility and speed and apply it effectively in a game situation.
* Read the game to make interceptions.

Year 5* Refine passing and moving to create attacking opportunities
* Explore different passes that can be used to outwit defenders
* Refine defending as a team
* Create and apply defending tactics.
* Develop officiating

* Use space effectively and intentionally to keep possession of the ball

Select and apply a range of skills for attacking and defending consistently and with success over a range of invasion games | OAAYear 4 * Focus on cooperation and responsibility
* Develop communication and collaboration
* Understand why motivating each other is important when working in a team

* Be able to bring the correct equipment for the activity.
* Show leadership skills with growing confidence
* Demonstrate excellent teamwork skills and be instrumental in helping their team to achieve the goals

Year 5* Introduce the concept and meaning of orienteering
* Introduce the concept of reading a map or a plan, being able to use a key correctly to help us navigate
* Orientate a map and locate points on the map in a set order

* Make informed judgements about their own and other performances and use this to improve the quality and variety of their own work using an increasingly wider range of subject vocabulary.

Record, view and evaluate their own performances independently |
| **Vocabulary** | Year 4: Space, Attacker, Defender, Forward Pass, OffsideYear 5: Tactics, Transition, Outwit, Offside, Loop Pass, Miss Pass  | Year 4: Navigate, Teamwork, Strategy, Tactics, Map, Route, Out of BoundsYear 5: Teamwork, Strategy, Tactics, Communication, Control Pass, Scale  |
| **Summer 1** | Striking & Fielding: RoundersYear 4 * Develop fielding bowling with a backstop
* Introduce batting; how
* Develop batting; where and why
* Introduce and apply basic
* fielding tactics

* Move with agility and speed and apply it effectively in a game situation.
* Pass the ball with control and accuracy over a range of distances.

Year 5 * Develop fielding tactics maximising players
* Understand what happens if the batter misses the ball
* Refine fielding tactics, what players where?
* Applying tactics in mini games

* Explain why they have used a particular skill and how it has impacted on the game
* Apply skills and techniques with some consistency to more than one type of invasion game.
 | AthleticsYear 4 * Develop running at speed
* Exploring our stride pattern
* Exploring running at pace
* Understand and apply tactics when running for distance
* Introduce the Javelin
* Standing triple jump

Year 5 * Finishing a race
* Evaluating our performance
* Sprinting: My personal best
* Relay changeovers
* Introduce the Shot Put
* Introducing the hurdles
 |
| **Vocabulary** | Year 4: Batting, Tactics, Bowling, Catching, Backstop, ½ RounderYear 5: Tactics, Fielder, Bowling, Batting and Bowling Square, No Ball, Out | Year 4: Tactics, Speed, Distance, Pace, Power, Stride PatternYear 5: Tactics, Speed, Distance, Evaluation, Change Over, Personal Best, Lap |
| **Summer 2** | Striking & Fielding CricketYear 4 * Develop an understanding of batting and fielding
* Introduce bowling underarm
* Develop stopping and returning the ball
* Develop retrieving and returning the ball
* Striking the ball at different angels and speeds

* Demonstrate excellent teamwork and sportsmanship
* Evaluate their own and other performance

Year 5* Refine batting, understand and develop batting and bowling tactics
* Refine fielding stooping, catching and throwing
* Combine bowling and fielding creating and applying tactics
* Introduce umpiring and scoring

* Explain the effect that using a particular skill or technique has had on their performance
* Apply skills and techniques with consistency
 | Gymnastics Year 4 * Introduction to bridges
* Application of bridge learning onto apparatus
* Develop sequences with bridges
* Sequence formation
* Sequence completion

Year 5* Introduction to counter balance
* Application of counter balance learning onto apparatus
* Sequence formation
* Counter Tension
* Sequence completion
 |
| **Vocabulary** | Year 4: Retrieving, Bowling, Strike, Batting, Fielder, The Long Barrier Year 5: Tactics, Bowling, Run Out, Wicket-Keeper, No Ball, Wide, Bye  | Year 4: Excellent Gymnast, Extension, Control, Interesting, Bridge, Levels, FlowYear 5: Excellent Gymnast, Interesting, Flow, Levels, Counter Balance, Counter Tension, Unison, Canon |

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|  | **Onyx Class** |
| **Autumn 1** | Martial Arts  *Planned, taught and assessed by an expert.*  | Invasion: Netball* Consolidate keeping possession, develop officiating
* Consolidate defending
* Create, understand and apply attacking/defending tactics in game situations

* Show confidence when moving with the ball using the correct technique in at least two invasion games with increasing speed and control including changing direction
* Choose the best pass to make in a game situation and execute it with accuracy and precision
 |
| **Vocabulary** |  | Year 6: Tactics, Transition, Umpire, Netball Positions, Marking |
| **Autumn 2** | OAA* Understanding what makes an effective leader
* Communicating as a leader
* Introduce and explore the STEP principle: Space, Equipment, Task and People

View and appraise their own and other performances with confidence using range of appropriate language | Invasion: Football * Consolidate keeping possession, develop officiating
* Consolidate defending
* Organise formations and manage teams
* Organise formations decide tactics, manage reams and officiate games

* Link together different skills in a game consistently and effectively, such as passing the ball on the move.
* Use space effectively and intentionally to help keep possession of the ball.
 |
| **Vocabulary** | Year 6: Navigate, Teamwork, Strategy, Tactics, Leadership, Responsibility, Cooperation  | Year 6: Tactics, Transition, Counter Attacker, Referee, Through Ball, Man to Man Marking  |
| **Spring 1** | Invasion: Dodgeball * Consolidate/understanding attacking and defending tactics
* Transition between attack and defence
* Applying the rules: Officiating games
* Managing tactics and officiate games

* Select and apply knowledge of skills and techniques for attacking and defending in a range of invasion games.
* Thoroughly evaluate their own and others work suggesting thoughtful and appropriate improvements
 | Dance* Performing with technical control and rhythm in a group
* Creating rhythmic patterns using the body
* Experiencing dance from a different culture
* Chorographical elements including still imagery

* accordingly, to advice from others as to how to improve their performance.
* Develop dance motifs by adapting original ideas to vary the levels methods of travel, speed, repeating movements and experimenting with different dynamics
* Take responsibility of their own skill progressions by suggesting ways to make activities more challenging.
 |
| **Vocabulary** | Year 6: Tactics, Transition, Referee, Back/End Line, Centre Line, Retrievers  | Year 6: Excellent Dancers, Expression, Creativity, Emotion, Prejudice, Discrimination, Choreographer, Motif  |
| **Spring 2** | Invasion: Tag Rugby* Consolidate passing and moving
* Consolidate defending
* Create, understand and apply attacking/defending tactics in game situations
* Consolidate attacking and defending in mini games

* Thoroughly evaluate their own and others work suggesting thoughtful and appropriate improvements
* Link together different skills in a game consistently and effectively, such as passing the ball on the move.
 |
| **Vocabulary** | Year 6: Tactics, Transition, Offside, Formations, Knock On, Advantage  |
| **Summer 1** | Striking & Fielding: Rounders * Introduction to full rounders
* Consolidate fielding tactics
* Refine our understanding of what happens if the batter misses or hits the ball backwards
* Batting considerations

* Link together different skills in a game consistently and effectively, such as passing the ball on the move.

Thoroughly evaluate their own and others work suggesting thoughtful and appropriate improvements | Gymnastics* Introduction to matching/mirroring
* Application of matching/mirroring learning
* onto apparatus
* Sequence development
 |
| **Vocabulary** | Year 6: Tactics, Fielder, Bowling, Run Out, Outfielder, Umpire,  | Year 6: Excellent Gymnastics, Flow, Levels, Matching, Mirroring, Unison, Canon  |
| **Summer 2** | Gymnastics* Introduction to matching/mirroring
* Application of matching/mirroring learning
* onto apparatus
* Sequence development
 | Striking & Fielding Cricket* Consolidate batting/fielding/bowling
* Create, understand and apply attacking/defensive tactics in game

* Choose the best pass to make in a game situation and execute it with accuracy and precision
* Thoroughly evaluate their own and others work suggesting thoughtful and appropriate improvements
 |
| **Vocabulary** | Year 6: Excellent Gymnastics, Flow, Levels, Matching, Mirroring, Unison, Canon | Year 6: Tactics, Umpire, Boundary, Four Runs, Six Runs, Over |

**Progression of Skills (Year Groups)**

**EYFS – Year 2**

|  |  |  |
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| **EYFS** | **Locomotion: Walking** | **Locomotion: Jumping**  |
| * Explore/develop walking
* Explore walking in different pathways
* Sustain walking
* Explore marching
* Apply walking into a game
 | * Explore/develop jumping
* Apply jumping into a game
* Jumping for distance
* Explore jumping high
* Explore hopping
 |
| **Year 1** | **Locomotion: Running**  | * Recap jumping
* Develop jumping
* Explore how jumping affects our bodies
* Explore skipping
* Apply skipping and jumping into a game
 |
| * Explore running
* Apply running into a game
* Explore running at different speeds
* Running for speed: Acceleration
* Explore running in a team
* Consolidate running, apply running into a game
 |
| **Year 2** | **Locomotion: Dodging**  | * Consolidate jumping
* Apply jumping into a game
* Linking jumping
* Explore jumping combinations
* Develop jumping combinations
 |
| * Explore dodging
* Develop dodging
* Apply dodging: Explore attacking and defending
* Apply dodging in teams
 |

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|  | **Ball Skills Hands 1**  | **Ball Skills Feet** | **Ball Skills Hands 2**  |
| **EYFS** | * Explore pushing
* Explore rolling
* Explore bouncing
* Explore bouncing into space
* Combine pushing and rolling
* Combine rolling, pushing and bouncing
 | * Explore moving with a ball using our feet
* Develop moving with a ball using our feet
* Understand dribbling
* Develop dribbling against an opponent
 | * Explore throwing overarm
* Explore throwing underarm
* Explore rolling
* Explore stopping a ball
* Explore catching
 |
| **Year 1** | * Introduce sending (bouncing) with control
* Introduce aiming with accuracy
* Introduce power and speed when sending a ball
* Introduce/develop stopping, combining sending skills
* Combine sending and receiving skills
 | * Develop moving the ball using the feet
* Apply dribbling into games
* Consolidate dribbling
* Explore kicking (passing)
* Apply kicking (passing) to score a point
 | * Introduce throwing with accuracy
* Apply throwing with accuracy in a team
* Introduce stopping a ball
* Develop sending (rolling) skills to score a point
* Consolidate sending and stopping to win a game
 |
| **Year 2** | * Develop dribbling/ passing and receiving
* Combine dribbling, passing and receiving, keeping possession
* Develop dribbling/passing and receiving to score a point
* Combine dribbling, passing and receiving to score a point
 | * Develop dribbling/ passing/receiving, keeping possession
* Combine dribbling, passing and receiving, keeping possession/to score a point
* Apply dribbling, passing and receiving as a team to score a point
 | * Consolidate pupils application and understanding of underarm throwing
* Applying the underarm and overarm throw to win a game
* Applying the underarm throw to beat an opponent
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|  | **Gymnastics**  | **Dance**  |
| **EYFS** | * Introduction to high, low, over and under
* Introduction to the apparatus
* Applying high and low on apparatus
* Explore moving and making shapes using different body parts
* Explore moving in different directions
* Explore big and small ways of moving and making shapes
* Moving in pairs
* Creating shapes in pairs
 | * Moving in sequence
* Creating our own movements
* Creating simple movement sequences
* Responding in movement to words and music
* Exploring contrasting tempos
* Exploring character movements
* Moving in sequence
* Responding in movement to words and music
* Moving with props and contrasting tempos
* Creating their own movements
* Exploring opposites
* Moving with control
* Adding movements together
* Responding to rhythm in character
* Adding expression to our characters' movements
* Performing with a partner
* Exploring relationship
 |
| **Year 1** | * Introduction to wide, narrow and curled
* Exploring the difference between wide, narrow and curled
* Transitioning between wide, narrow and curled movements
* Linking two movements together
* Introduction to big/ small body parts
* Combining big and small with wide, narrow and curled
* Transition between wide narrow and curled using big and small body parts
* Adding (linking) movements together
 | * Exploring expression
* Developing our movements, adding movements together
* Responding to a rhythm: Introducing partner work
* Creating sequence motifs
* Exploring relationships within our motifs Responding to rhythm
* Developing the growing plant 'dance’
* Introduction to motifs
* Creating motifs
* Creating movement sequences
* Relationships and performance
* Performing movements in sequence
* Creating movements that represent superpowers
* Creating movements that represent a superhero rescuing/saving, someone/something
* Exploring character movements
 |
| **Year 2** | * Developing linking
* Linking on apparatus
* Jump, roll, balance sequences/on apparatus
* Creation of sequences
* Completion of sequences and performance
* Explore/develop zigzag pathways/on apparatus
* Explore/develop curved pathways/on apparatus
* Creation of pathway sequences
* Completion of pathways sequences and performance
 | * Responding to stimuli
* Developing our motif with expression and emotion
* Applying choreography in our motifs
* Extending our motifs
* Sequences, relationships and performance
* Responding to stimuli
* Developing whole group movement
* Improvisation and physical descriptions
* Creating contrasting movement sequences
* Sequences, relationships and performance Exploring expression
* Linking movements together
* Creating a motif with characterisation, expression and emotion
* Extending our motifs with different dynamics (fast and slow)
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|  | **Games for Understanding**  | **Rackets, Bats and Balls**  |
| **EYFS** | * Taking turns/keeping the score
* Understanding and playing by the rules
* Avoiding a defender
* Preventing an attacker from scoring
 | * **N/A**
 |
| **Year 1** | * Understanding the principles of attack/defence
* Applying attacking/ defending principles into a game
* Consolidate attacking/defending
 | * Develop pushing (dribbling) a ball with a racket: Introducing control
* Explore hitting and develop pushing a ball (with a racket) towards a target
* Explore hitting a ball (with a racket) with accuracy and power
 |
| **Year 2** | * Attacking/defending as a team
* Understanding the transition between defence and attack
* Create and apply attacking/ defensive tactics
 | * Hitting (striking) a ball (with a racket) with accuracy and power to beat an opponent
* Introduce hitting (sending/striking) a ball into a space: Where and why?
* Striking the ball (with a bat) into space with intent
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|  | **Health and Wellbeing**  | **Team Building**  |
| **EYFS** | **N/A** | **N/A** |
| **Year 1** | * Introduce and explore agility
* Introduce and explore balance
* Introduce and explore coordination: Bouncing, rolling and throwing
 | * Introducing teamwork
* Develop teamwork
* Building trust and developing communication
* Cooperation and communication
* Explore simple strategies
* Problem solving: Consolidate teamwork
 |
| **Year 2** | * Consolidate agility
* Consolidate balancing: Explore balancing on apparatus
* Introduce and explore coordination: Dribbling and kicking
 | * Introducing teamwork
* Develop teamwork
* Building trust and developing communication
* Cooperation and communication
* Explore simple strategies
* Problem solving: Consolidate teamwork
 |

**Year 3 – Year 6**

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|  | **Dodgeball** | **Football** | **OAA** |
| **Year 3** | * Developing changing direction
* Introduce throwing with accuracy
* Introduce catching
* Develop moving, changing direction at speed
 | * Introduce/develop dribbling keeping control
* Introduce passing and receiving
* Combine dribbling and passing to create space
* Develop passing, receiving and dribbling
 | * Creating and applying simple tactics
* Developing leadership
* Develop communication as a team
* Create defending and attacking tactics as a team
 |
| **Year 4** | * Introduce jumping and ducking
* Develop throwing with accuracy and power over an increased distance
* Develop catching
* Consolidate dodging, jumping and ducking
 | * Refine dribbling
* Turning
* Refine passing and receiving
* Develop passing and dribbling creating space
* Introduce shooting
 | * Benches and mats challenge
* Round the clock card challenge
* The pen challenge
* The river rope challenge
* Caving challenges
 |
| **Year 5** | * Introduce blocking
* Consolidate catching
* Understand where we throw and why we need to throw with accuracy and power
* Explore basic attacking and defending tactics
 | * Refine dribbling and passing to maintain possession
* Introduce and develop defending Develop shooting
* Refine attacking skills, passing, dribbling and shooting, introduce officiating
 | * Face orienteering
* Cone orienteering
* Point and return
* Point to point
* Timed course
* Orienteering competition
 |
| **Year 6** | * Consolidate/understanding attacking and defending tactics
* Transition between attack and defence
* Applying the rules: Officiating games
* Managing tactics and officiate games
 | * Consolidate keeping possession, develop officiating
* Consolidate defending
* Organise formations and mange teams
* Organise formations decide tactics, manage teams and officiate games
 | * Understanding what makes an effective leader
* Communicating as a leader
* Introducing the STEP principle: Space , Task, Equipment and People
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|  | **Gymnastics** | **Athletics** | **Dance**  |
| **Year 3** | * Introduction to symmetry
* Introduction to asymmetry
* Application of learning onto apparatus
* Sequence formation
* Sequence completion
 | * Explore running for speed
* Explore acceleration
* Introduce /develop relay: Running for speed in a team
* Throwing: Accuracy vs distance
* Standing Long Jump
 | * Responding to stimuli
* Developing character dance into a motif
* Develop sequences with a partner in character that show relationships
* Extending sequences with a partner in character
 |
| **Year 4** | * Introduction to bridges
* Application of bridge learning onto apparatus
* Develop sequences with bridges
* Sequence formation
* Sequence completion
 | * Develop running at speed
* Exploring our stride pattern
* Exploring running at pace
* Understand and apply tactics when running for distance • Javelin • Standing Triple Jump
 | * Responding to stimuli working together
* Extending sequences with a partner in character
* Exploring two contrasting Relationships and interlinking dance moves
 |
| **Year 5** | * Introduction to Counter Balance
* Application of Counter Balance learning onto apparatus
* Sequence formation
* Counter Tension
* Sequence completion
 | * Finishing a race
* Evaluating our performance
* Sprinting: My personal best
* Relay changeovers
* Shot Put
* Introducing the Hurdles
 | * Develop character movements linked to theme
* Create movements that represent different characters and performers
* Extending our performance incorporating props and apparatus linked to the variety of performers
 |
| **Year 6** | * Introduction to matching/ mirroring
* Application of matching/ mirroring learning onto apparatus
* Sequence development
 | * Running for speed competition
* Running for distance competition
* Throwing competition
* Jumping competition
 | * Performing with technical control and rhythm in a group
* Creating rhythmic patterns using the body
* Experiencing dance from a different culture
* Chorographical elements including still imagery
 |

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|  | **Netball** | **Tag Rugby** | **Cricket** |
| **Year 3** | * Introduce passing, receiving and creating space
* Develop/combine passing and moving
* Combine/develop passing and shooting
 | * Introduce moving with the ball, passing and receiving
* Introduce tagging
* Create space when attacking
* Develop passing and moving
* Combine passing/moving to create attacking opportunities
 | * Understand the concept of batting and fielding
* Introduce throwing overarm
* Introduce throwing underarm
* Introduce catching
* Striking with intent
 |
| **Year 4** | * Refine passing and receiving
* Develop passing and dribbling creating space
* Develop passing, moving and shooting
* Refine passing and shooting
* Develop footwork
 | * Develop passing, moving and creating space
* Apply learning to 3v3 mini games
* Develop defending in game situations
* Combine passing and moving to create an attack and score
 | * Develop an understanding of batting and fielding
* Introduce bowling underarm
* Develop stopping and returning the ball
* Develop retrieving and returning the ball
* Striking the ball at different angels and speeds
 |
| **Year 5** | * Refine passing and receiving
* Apply passing, footwork and shooting into mini games
* Introduce officiating
* Introduce defending
* Explore the function of other passing styles
 | * Refine passing and moving to create attacking opportunities
* Explore different passes that can be used to outwit defenders
* Refine defending as a team
* Create and apply defending tactics.
* Develop officiating
 | * Refine batting, understand and develop batting and bowling tactics
* Refine fielding stooping, catching and throwing
* Combine bowling and fielding creating and applying tactics
* Introduce umpiring and scoring
 |
| **Year 6** | * Consolidate keeping possession, develop officiating
* Consolidate defending
* Create, understand and apply attacking/defending tactics in game situations
 | * Consolidate passing and moving
* Consolidate defending
* Create, understand and apply attacking/defending tactics in game situations
* Consolidate attacking and defending in min games
 | * Consolidate batting/ fielding/bowling
* Create, understand and apply attacking/defensive tactics in game
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|  | **Rounders**  |
| **Year 3** | * Introduce to rounders Introduce overarm throwing
* Apply overarm and underarm throwing Introduce stopping the ball
* Application of stopping the ball in a game
 |
| **Year 4** | * Develop fielding bowling with a backstop Introduce batting; how
* Develop batting; where and why
* Introduce and apply basic fielding tactics
 |
| **Year 5** | * Develop fielding tactics maximising players
* Understand what happens if the batter misses the ball
* Refine fielding tactics, what players where?
* Applying tactics in mini games
 |
| **Year 6** | * Introduction to full rounders
* Consolidate fielding tactics
* Refine our understanding of what happens if the batter misses or hits the ball backwards
* Batting considerations
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