



SOUND & DISTRICT PRIMARY SCHOOL

Whole School Physical Education Progression Map
2025-26 - Year A



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 uses the **Complete PE Teaching Platform** to support teachers with the **planning and assessment** of PE lessons. Planning is clearly differentiated and progressively structured across all year groups.

Sports highlighted in **blue** are the school's **core offering**, while sports written in **black** are **additional activities** offered to broaden children's experiences and maintain high engagement levels.

Swimming lessons are planned for **Years 1, 3/4, and 4/5** and are taught **off-site by specialist instructors**. Due to the nature of this provision, swimming may take place at different points throughout the year. When this occurs, it will **replace the non-core sport (written in black)** on the overview for that term.

Children in **Reception, Year 2, and Year 6** are taught **gymnastics by specialist teachers at LS Gymnastics Club**. This opportunity allows pupils to use **specialist equipment**, including **trampolines and trampettes**.

Whole School Overview

	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)	Ball Skills: Feet & Athletics		Games For Understanding
Emerald Class (Y1)	Ball Skills Hands-Netball & Ball Skills Hands - Tag Rugby	Games For Understanding Football & Gymnastics	Ball Skills Feet & Dance	Locomotion: Running (Basketball) & Rackets, Bats and Ball Skills (Cricket)	Locomotion: Jumping & Athletics		Ball Skills Hands - Rounders & Athletics
Ruby Class (Y2)	Ball skills Hands - Netball & Gymnastics (LS)	Games for understanding - Football & Gymnastics (LS)	Ball Skills Feet & Dance	Locomotion: Dodging (Dodgeball) & Rackets, Bats and Ball Skills (Cricket)	Locomotion: Jumping & Athletics		Ball Skills Hands - Rounders & Athletics
Opal Class (Y3/4) Year A	Netball & Tag Rugby	Football & Dodgeball	Gymnastics & Dance	Cricket Cricket (Cheshire Cricket) & Basketball	Athletics & Health Related Exercise		Rounders & Athletics
Opal Class (Y3/4) Year B	Netball & Handball	Football & Dodgeball	Gymnastics & Dance	Cricket & Tennis	Athletics & Quidditch		Rounders & Athletics

Opal Class (Y3/4) Year C	Netball & Hockey	Football & Dodgeball	Gymnastics & Dance	Cricket & Tri-golf	Athletics & Boccia		Rounders & Athletics
Topaz Class (Y4/5) Year A	Netball & Tag Rugby	Football & Dodgeball	Gymnastics & Dance	Cricket (Cheshire Cricket) & Basketball	Athletics & Health Related Exercise		Rounders & Athletics
Topaz Class (Y4/5) Year B	Netball & Handball	Football & Dodgeball	Gymnastics & Dance	Cricket & Tennis	Athletics & Quidditch		Rounders & Athletics
Topaz Class (Y4/5) Year C	Netball & Hockey	Football & Dodgeball	Gymnastics & Dance	Cricket & Tri-golf	Athletics & Boccia		Rounders & Athletics
Onyx Class (Y6) Year A	Netball & Tag Rugby	Football & Dodgeball	Tae Kwon-Do & Dance	Cricket & Basketball	Athletics & Gymnastics (LS)		Rounders & Gymnastics (LS)
Onyx Class (Y6) Year B	Netball & Handball	Football & Dodgeball	Tae Kwon-Do & Dance	Cricket & Tennis	Athletics & Gymnastics (LS)		Rounders & Gymnastics (LS)

Onyx Class (Y6) Year C	Netball & Hockey	Football & Dodgeball	Tae Kwon-Do & Dance	Cricket & Tri Golf	Athletics & Gymnastics (LS)		Rounders & Gymnastics (LS)
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Progression of Skills (Classes)

	Diamond Class
Autumn 1	Locomotion: Walking and Jumping <ul style="list-style-type: none">• 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 <ul style="list-style-type: none">• 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:

	<p style="text-align: center;">High, Low, Over, Under</p> <ul style="list-style-type: none"> • 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	<p style="text-align: center;">Dance Nursery Rhymes</p> <ul style="list-style-type: none"> • 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	<p style="text-align: center;">Ball Skills Feet</p> <ul style="list-style-type: none"> • Explore moving with a ball using our feet

- Develop moving with a ball using our feet
- Understand dribbling
- Develop dribbling against an opponent

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Preparation for Sports Day

Vocabulary

Attacker, Defender, Space, Opponent, Dribbling, Control

Summer 2

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

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



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

	<ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Make quick decisions about which player to pass to. 	<ul style="list-style-type: none"> • 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
<p>Vocabulary</p>	<p>Attacker, Defender, Space, Tactics, Team</p>	<p>Champion Gymnastics, Wide, Narrow, Curled, Transition, Interesting, Linking</p>
<p>Spring 1</p>	<p style="text-align: center;">Ball Skills Feet</p> <ul style="list-style-type: none"> • Develop moving the ball using the feet • Apply dribbling into games • Consolidate dribbling • Explore kicking (passing) • Apply kicking (passing) to score a point  <ul style="list-style-type: none"> • Use different parts of the foot to control and move with the ball • Propel the ball forwards using a simple technique 	<p style="text-align: center;">Dance</p> <ul style="list-style-type: none"> • 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  <ul style="list-style-type: none"> • Move at high, medium and low levels

		<ul style="list-style-type: none"> • Move at fast, slow and intermediate speeds. • Reverse their pathway • Improvise different ideas • Lead a group in movement in response to stimuli <p>Move smoothly between basic actions and movement patterns.</p>
Vocabulary	Attacker, Defender, Space, Dribbling, Passing, Control	Champion, Dancer, Beat, Moving, Control, Rhythm, Timing, Sequence, Opposite
Spring 2	<p>Locomotion: Running</p> <ul style="list-style-type: none"> • 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  <ul style="list-style-type: none"> • 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 	<p>Rackets, Bats and Ball Skills</p> <ul style="list-style-type: none"> • 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  <ul style="list-style-type: none"> • Pass the ball quickly and accurately to another player <p>Make quick decisions about which player to pass to.</p>
Vocabulary	Attacker, Defender, Space, Speed, Acceleration, Tagging or Tag	Attacker, Defender, Space, Dribbling, Passing, Control

<p>Summer 1</p>	<p>Sports Day preparation</p>	<p>Locomotion: Jumping</p> <ul style="list-style-type: none"> • Recap jumping • Develop jumping • Explore how jumping affects our bodies • Explore skipping • Apply skipping and jumping into a game  <ul style="list-style-type: none"> • 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.
<p>Vocabulary</p>		<p>Attacker, Defender, Space, Speed, Acceleration, Tagging or Tag</p>
<p>Summer 2</p>	<p>Ball Skills Hands 2</p> <ul style="list-style-type: none"> • 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  <ul style="list-style-type: none"> • Roll a ball or a quoit along a line to a target with speed and control 	<p>Health and Wellbeing</p> <ul style="list-style-type: none"> • Introduce and explore agility • Introduce and explore balance • Introduce and explore coordination: Bouncing, rolling and throwing  <p>Move with agility and speed and apply it effectively in game play.</p>

	<ul style="list-style-type: none">• Use an extended arm overarm throw• Use a sideways quoit throw Throw a ball at, or over a target	
Vocabulary	Control, Accuracy, Aiming, Distance, Power, Throwing, Catching, Rolling, Stopping	Attacker, Defender, Agility, Balance, Coordination, Dribbling, Warm Up

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

Games for Understanding

- Attacking/defending as a team
- Understanding the transition between defence and attack

- 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

- 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

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



- 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

- 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



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



	Begin to apply these skills in games successfully, including dodging and marking.	<ul style="list-style-type: none"> • 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	Sports Day preparation	<p>Locomotion: Jumping</p> <ul style="list-style-type: none"> • Consolidate jumping • Apply jumping into a game • Linking jumping • Explore jumping combinations • Develop jumping combinations  <ul style="list-style-type: none"> • 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	<p style="text-align: center;">Ball Skills Hands 2</p> <ul style="list-style-type: none"> • 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  <ul style="list-style-type: none"> • Step forward into an opposition overarm throw • Throw an oval ball 	<p style="text-align: center;">Team Building</p> <ul style="list-style-type: none"> • Introducing teamwork • Develop teamwork • Building trust and developing communication • Cooperation and communication • Explore simple strategies • Problem solving: Consolidate teamwork  <ul style="list-style-type: none"> • 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

Opal Class (Y3/4) – Year A

Autumn 1

- Netball

Year 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

Tag Rugby

- Begin to show some understanding of moving with the ball, passing and receiving
- Introduce tagging
- Create space when attacking
- Develop passing and moving
- Combine passing/moving to create attacking opportunities



- Consistently pass and move into space to support the team and create attacking opportunities.
- Begin to make simple decisions about when to pass, move, or tag to benefit their team.
- Show increasing accuracy and control when passing, receiving, and tagging under pressure from opponents.

Year 4

- Develop passing, moving and creating space
- Apply learning to 3v3 mini games
- Develop defending in game situations

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

- Combine passing and moving to create an attack and score



- Choose and apply different attacking and defending tactics in 3v3 situations, adapting play to overcome opponents.
- Anticipate teammates' movements, moving into effective spaces to keep the attack flowing and create scoring chances.
- Work as part of a defensive unit, showing control when tagging and positioning to prevent the other team from scoring.

Vocabulary

Year 3: Attacker, Defender, Possession, Chest Pass, Footwork

Year 3: Attacker, Defender, Possession, Dodge, Try, Tagging or Tag, Ball Carrier

Year 4: Attacker, Defender, Possession, Chest Pass, Footwork

Year 4: Space, Attacker, Defender, Forward Pass, Offside

Autumn 2

Dodgeball

Football

Year 3:

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



- 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 and defending tactics

- 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, Possession, Dodge, Throwing, Catching

Year 4: Attacker, Defender, Dodge, Ducking, Jumping Aiming

Year 3: Attacker, Defender, Space, Possession, Free Kick, Penalty

Year 4: Attacker, Defender, Transition, Turning, Drag Back, Goalkeeper

Spring 1

Dance

Year 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



Gymnastics

Year 3


- Introduction to symmetry
- Introduction to asymmetry
- Application of learning onto apparatus
- Sequence formation
- Sequence completion



- Select and combine symmetrical and asymmetrical balances to form sequences that show variety and creativity.
- Apply balances, rolls, and jumps onto apparatus with good control, fluency, and body tension.
- Perform and complete sequences that show clear structure, smooth transitions, and attention to performance quality (extension, shapes, timing).

Year 4

- Introduction to bridges
- Application of bridge learning onto apparatus
- Develop sequences with bridges
- Sequence formation
- Sequence completion

	<ul style="list-style-type: none"> • 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. 	 <ul style="list-style-type: none"> • Perform a variety of bridge shapes with control and fluency, linking them smoothly with other skills (rolls, balances, jumps). • Apply bridge variations safely and effectively on apparatus, showing strength, stability, and body tension. • Create and perform sequences that include bridges, showing originality, clear structure, and smooth transitions. • Demonstrate extension, poise, and control throughout the sequence, with an emphasis on precision and presentation.
<p style="text-align: center;">Vocabulary</p>	<p>Year 3: Excellent Dancers, Expression, Creativity, Emotion, Motif, Interconnecting, Character</p> <p>Year 4: Excellent Dancers, Expression, Creativity, Emotion, Motif, Interconnecting, Character, Rhythm, Timing, Stage Presence</p>	<p>Year 3: Linking, Flow, Interesting, Extension, Symmetrical, Asymmetrical, Apparatus, Unison, Cannon</p> <p>Year 4: Extension, Control, Interesting, Bridge, Levels, Flow, Levels, Direction, Unison, Canon</p>
<p style="text-align: center;">Spring 2</p>	<p style="text-align: center;">Basketball</p> <p>Year 3</p> <ul style="list-style-type: none"> • Introduce dribbling; • Introduce passing and receiving 	<p style="text-align: center;">Cricket</p> <p>Year 3</p> <ul style="list-style-type: none"> • Understand the concept of batting and fielding • Introduce throwing overarm

- Combine dribbling and passing to create space
- Develop passing, receiving and dribbling
- Introduce shooting



- Confidently combine dribbling, passing, and receiving to create and use space effectively in game situations
- Begin to choose when to dribble, pass, or shoot to give their team an advantage.
- Show increasing accuracy and control in passing, receiving, and shooting, even when opponents are applying pressure.

Year 4

- Refine dribbling
- Refine passing and receiving
- Refine passing and dribbling creating space
- Refine passing and dribbling creating shooting opportunities
- Introduce marking



- 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 angles and speeds



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

	<ul style="list-style-type: none"> • Select and apply refined dribbling, passing, and receiving to create space and set up shooting opportunities in game situations. • Combine passing and dribbling to build attacks that involve more than one teammate, showing good timing and awareness of space. • Begin to use marking effectively, positioning themselves to limit opponents' options and regain possession. 	
<p style="text-align: center;">Vocabulary</p>	<p>Year 3: Attacker, Defender, Dribbling, Possession, Triple Threat, Chest Pass,</p> <p>Year 4: Possession, Marking, Space, Bounce Pass, Pivot</p>	<p>Year 3: Throwing, Catching, Outwit, Strike, Batting, Fielder, Out</p> <p>Year 4: Retrieving, Bowling, Strike, Batting, Fielder, The Long Barrier</p>
<p style="text-align: center;">Summer 1</p>	<p style="text-align: center;">Health Related Exercise</p> <p>Year 3</p> <ul style="list-style-type: none"> • Exploring relaxation techniques • Applying relaxation techniques and using them effectively • Performing balanced meditative poses • Using props to help us balance in our meditative poses 	<p style="text-align: center;">Athletics</p> <p>Year 3</p> <ul style="list-style-type: none"> • Explore running for speed • Explore acceleration • Introduce /develop relay: • Running for speed in a team • Throwing: Accuracy vs distance • Standing long jump 



- Use a range of relaxation techniques confidently and independently, showing an understanding of how they help the body and mind.
- Hold balanced meditative poses with stability, demonstrating calm breathing and body awareness.
- Select and use props thoughtfully to improve balance and posture in poses, adapting them to personal needs.
- Begin to combine poses and relaxation strategies into short, flowing sequences with control and focus.

Year 4

- Creating movements to help express ourselves and our emotions.
- Using mime to manage positive and negative emotions
- Using meditative poses to help control and manage our emotions



- Create and perform movements that clearly express different emotions, showing creativity and control.



- Accelerate smoothly and maintain running speed with good technique, adapting stride length and arm action.
- Pass and receive a baton with control and timing, maintaining speed to support the team in a relay race.
- Choose whether to focus on accuracy or distance depending on the task, showing control in technique.
- Perform a standing long jump with coordinated arm and leg action to maximise distance, showing balance on landing.

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



- Maintain speed over distance by adjusting stride pattern and pacing, showing control and stamina.
- Apply simple tactics when running for distance (e.g., conserving energy,

	<ul style="list-style-type: none"> • Use mime techniques confidently to explore and manage positive and negative emotions, adapting movements to show meaning. • Apply meditative poses independently to calm, focus, and manage emotions, explaining how they support well-being. • Combine movement, mime, and meditative poses into short sequences that demonstrate both physical control and emotional awareness. 	<p>choosing when to accelerate) to improve performance.</p> <ul style="list-style-type: none"> • Perform a javelin throw with coordinated body movements, aiming for both distance and accuracy. • Execute a standing triple jump with rhythm, balance, and controlled landings, maximising distance through effective arm and leg drive.
<p>Vocabulary</p>	<p>Year 3: Emotions, Relaxed, Anxious, Balanced, Relaxation Techniques, Meditative Balances, Deep Breathing</p> <p>Year 4: Emotions, Mindfulness, Relaxed, Expression, Relaxation Techniques, Meditative Balances, Deep Breathing, Mime</p>	<p>Year 3: Tactics, Speed, Acceleration, Distance, Accuracy, Relay, Change Over</p> <p>Year 4: Tactics, Speed, Distance, Pace, Power, Stride Pattern</p>
<p>Summer 2</p>	<p style="text-align: center;">Athletics</p> <p>Year 3</p> <ul style="list-style-type: none"> • Explore running for speed • Explore acceleration • Introduce /develop relay: • Running for speed in a team • Throwing: Accuracy vs distance • Standing long jump 	<p style="text-align: center;">Rounders</p> <p>Year 3</p> <ul style="list-style-type: none"> • Introduce to rounders • Introduce overarm throwing • Apply overarm and underarm throwing • Introduce stopping the ball • Application of stopping the ball in a game 

- Accelerate smoothly and maintain running speed with good technique, adapting stride length and arm action.
- Pass and receive a baton with control and timing, maintaining speed to support the team in a relay race.
- Choose whether to focus on accuracy or distance depending on the task, showing control in technique.
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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



- Maintain speed over distance by adjusting stride pattern and pacing, showing control and stamina.
- Apply simple tactics when running for distance (e.g., conserving energy,

- 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.

	<p>choosing when to accelerate) to improve performance.</p> <ul style="list-style-type: none"> • Perform a javelin throw with coordinated body movements, aiming for both distance and accuracy. • Execute a standing triple jump with rhythm, balance, and controlled landings, maximising distance through effective arm and leg drive. 	
<p>Vocabulary</p>	<p>Year 3: Tactics, Speed, Acceleration, Distance, Accuracy, Relay, Change Over</p> <p>Year 4: Tactics, Speed, Distance, Pace, Power, Stride Pattern</p>	<p>Year 3: Batting, Fielder, Throwing, Base/Posts, Rounder, The Long Barrier</p> <p>Year 4: Batting, Tactics, Bowling, Catching, Backstop, ½ Rounder</p>

Opal Class (Y3/4) – Year B

Autumn 1

Netball

Year 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

Handball

Year 3

- Introduce passing, receiving and creating space
- Develop passing and moving
- Combine passing and moving
- Introduce shooting
- Develop passing and shooting



- Consistently combine passing and moving to create and use space effectively in small-sided games.
- Begin to decide when to pass, move, or shoot to give their team an advantage.
- Demonstrate increasing accuracy and control when passing, receiving, and shooting under pressure.
- Support teammates by moving into effective positions to keep the attack flowing.

Year 4

- Refine passing and receiving
- Develop passing and creating space

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

- Develop passing, moving and shooting
- Combine passing and shooting
- Introduce defending



- Pass and receive with accuracy and control under pressure, using different types of passes when appropriate.
- Combine passing, moving, and shooting to build attacks, showing good timing and awareness of space.
- Begin to use marking and positioning effectively to limit opponents' options and regain possession.
- Anticipate teammates' movements, supporting play by creating and exploiting space in attacking situations.

Vocabulary

Year 3: Attacker, Defender, Possession, Chest Pass, Footwork

Year 3: Attacker, Defender, Space, Possession, Shoulder Pass,

Year 4: Attacker, Defender, Possession, Chest Pass, Footwork

Year 4: Attacker, Defender, Transition, Marking, Free Pass/Throw, Intercepting, Shooting

Autumn 2

Dodgeball

Football

Year 3:

Year 3

- Developing changing direction
- Introduce throwing with accuracy
- Introduce catching

- Introduce/develop dribbling keeping control
- Introduce passing and receiving
- Combine dribbling and passing to create space
- Develop passing, receiving and dribbling

- 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 and defending tactics



- 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, Possession, Dodge, Throwing, Catching

Year 3: Attacker, Defender, Space, Possession, Free Kick, Penalty

Spring 1

Year 4: Attacker, Defender, Dodge, Ducking, Jumping Aiming

Year 4: Attacker, Defender, Transition, Turning, Drag Back, Goalkeeper

Dance

Gymnastics

Year 3

Year 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

- Introduction to symmetry
- Introduction to asymmetry
- Application of learning onto apparatus
- Sequence formation
- Sequence completion



- 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.



- Select and combine symmetrical and asymmetrical balances to form sequences that show variety and creativity.
- Apply balances, rolls, and jumps onto apparatus with good control, fluency, and body tension.
- Perform and complete sequences that show clear structure, smooth transitions, and attention to performance quality (extension, shapes, timing).

Year 4

Year 4

- Performing with technical control and rhythm in a group
- Creating rhythmic patterns using the body
- Experiencing dance from a different culture

- Introduction to bridges
- Application of bridge learning onto apparatus

	<ul style="list-style-type: none"> • Chorographical elements including still imagery  <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Develop sequences with bridges • Sequence formation • Sequence completion  <ul style="list-style-type: none"> • Perform a variety of bridge shapes with control and fluency, linking them smoothly with other skills (rolls, balances, jumps). • Apply bridge variations safely and effectively on apparatus, showing strength, stability, and body tension. • Create and perform sequences that include bridges, showing originality, clear structure, and smooth transitions. <p>Demonstrate extension, poise, and control throughout the sequence, with an emphasis on precision and presentation.</p>
<p>Vocabulary</p>	<p>Year 3: Excellent Dancers, Expression, Creativity, Emotion, Motif, Interconnecting, Character</p> <p>Year 4: Excellent Dancers, Expression, Creativity, Emotion, Motif, Interconnecting, Character, Rhythm, Timing, Stage Presence</p>	<p>Year 3: Linking, Flow, Interesting, Extension, Symmetrical, Asymmetrical, Apparatus, Unison, Cannon</p> <p>Year 4: Extension, Control, Interesting, Bridge, Levels, Flow, Levels, Direction, Unison, Canon</p>
<p>Spring 2</p>	<p>Tennis</p>	<p>Cricket</p>

Year 3

- Introduction tennis, outwitting an opponent
- Creating space to win a point
- Consolidate how to win a game introduce rackets
- Introduce the forehand



- Begin to select and use simple tactics (e.g., placing the ball into space) to outwit an opponent.
- Play forehand shots with growing accuracy and consistency when using a racket.
- Move an opponent around the court by directing shots into different areas.
- Apply the basic rules of a game, demonstrating fair play and awareness of how to win points.

Year 4

- Developing the forehand
- Creating space to win a point using a racket
- Introduce the backhand

Year 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 angles and speeds



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

- Applying the forehand and backhand in game situations
- Applying the forehand and backhand creating space to win a point



- Play forehand and backhand shots with increasing accuracy, control, and consistency.
- Use both forehand and backhand to move an opponent into different areas of the court to create space and win points.
- Apply forehand and backhand effectively within rallies and small-sided games, showing an understanding of when to use each shot.
- Choose and adapt shots in response to the opponent's position, showing growing tactical awareness.

Vocabulary

Year 3: Outwit, Space, Return, Recover, Baseline, Forehand, Rally, Out

Year 4: Outwit, Space, Accuracy, Power, Baseline, Forehand, Backhand, Rally, Out

Year 3: Throwing, Catching, Outwit, Strike, Batting, Fielder, Out

Year 4: Retrieving, Bowling, Strike, Batting, Fielder, The Long Barrier

Summer 1

Quidditch

Athletics

Year 3

Year 3

- Introduce throwing with accuracy
- Develop passing and receiving
- Combine passing and moving to keep possession
- Introduce shooting



- Confidently combine passing, receiving, and moving to maintain possession in game situations.
- Throw and catch with increasing accuracy, even when opponents are nearby or moving quickly.
- Begin to aim and shoot with control, demonstrating awareness of the target and timing.
- Choose when to pass, move, or shoot to give their team an advantage.

Year 4

- Develop the role of the Beater (defender)
- Develop the role of the Chaser (attacker)
- Refine dodging
- Introduce the role of the Keeper

- Explore running for speed
- Explore acceleration
- Introduce /develop relay:
- Running for speed in a team
- Throwing: Accuracy vs distance
- Standing long jump



- Accelerate smoothly and maintain running speed with good technique, adapting stride length and arm action.
- Pass and receive a baton with control and timing, maintaining speed to support the team in a relay race.
- Choose whether to focus on accuracy or distance depending on the task, showing control in technique.
- Perform a standing long jump with coordinated arm and leg action to maximise distance, showing balance on landing.

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



- Confidently perform the roles of Beater, Chaser, and Keeper, understanding their responsibilities and adapting play to support the team.
- Apply refined dodging and movement skills to evade opponents and create attacking opportunities, while defending effectively when in role.
- Make quick decisions in response to game situations, choosing when to pass, shoot, or defend to benefit the team.
- Anticipate teammates' and opponents' movements, using positioning and spacing to maintain possession or block attacks.



- Maintain speed over distance by adjusting stride pattern and pacing, showing control and stamina.
- Apply simple tactics when running for distance (e.g., conserving energy, choosing when to accelerate) to improve performance.
- Perform a javelin throw with coordinated body movements, aiming for both distance and accuracy.
- Execute a standing triple jump with rhythm, balance, and controlled landings, maximising distance through effective arm and leg drive.

Vocabulary

Year 3: Chaser (attacker), Beater (defender), Space, Possession, Bludger, Quaffle

Year 3: Tactics, Speed, Acceleration, Distance, Accuracy, Relay, Change Over

Year 4: Chase (attacker), Beater (defender), Keeper (defender), Space, Bludger, Quaffle

Year 4: Tactics, Speed, Distance, Pace, Power, Stride Pattern

Summer 2

Athletics

Rounders

- Year 3
- Explore running for speed
 - Explore acceleration
 - Introduce /develop relay:
 - Running for speed in a team

- Year 3
- Introduce to rounders
 - Introduce overarm throwing
 - Apply overarm and underarm throwing
 - Introduce stopping the ball

- Throwing: Accuracy vs distance
- Standing long jump



- Accelerate smoothly and maintain running speed with good technique, adapting stride length and arm action.
- Pass and receive a baton with control and timing, maintaining speed to support the team in a relay race.
- Choose whether to focus on accuracy or distance depending on the task, showing control in technique.
- Perform a standing long jump with coordinated arm and leg action to maximise distance, showing balance on landing.

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



- 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.

	<ul style="list-style-type: none"> • Maintain speed over distance by adjusting stride pattern and pacing, showing control and stamina. • Apply simple tactics when running for distance (e.g., conserving energy, choosing when to accelerate) to improve performance. • Perform a javelin throw with coordinated body movements, aiming for both distance and accuracy. • Execute a standing triple jump with rhythm, balance, and controlled landings, maximising distance through effective arm and leg drive. 	
<p>Vocabulary</p>	<p>Year 3: Tactics, Speed, Acceleration, Distance, Accuracy, Relay, Change Over</p> <p>Year 4: Tactics, Speed, Distance, Pace, Power, Stride Pattern</p>	<p>Year 3: Batting, Fielder, Throwing, Base/Posts, Rounder, The Long Barrier</p> <p>Year 4: Batting, Tactics, Bowling, Catching, Backstop, ½ Rounder</p>

Opal Class (Y3/4) – Year C

Autumn 1

Netball

Year 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

Hockey

Year 3

- Introduce dribbling
- Introduce passing and receiving
- Combine dribbling and passing to create space
- Develop passing, receiving and dribbling
- Introduce shooting



- Confidently combine dribbling, passing, and receiving to create and use space effectively in small-sided games.
- Begin to decide when to dribble, pass, or shoot to give their team an advantage.
- Show increasing accuracy and control when passing, receiving, and shooting under pressure.
- Move into effective positions to support teammates and maintain possession.

Year 4

- Refine dribbling and passing
- Combine passing and dribbling to create shooting opportunities
- Develop passing and dribbling creating space for attacking opportunities
- Introduce defending, blocking and tackling

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



- Dribble and pass with accuracy and control under pressure, using both skills strategically in attack.
- Combine passing and dribbling to create space and shooting opportunities, showing timing and anticipation.
- Apply marking, blocking, and tackling effectively to prevent opponents from scoring while maintaining team structure.
- Choose when to pass, dribble, shoot, or defend depending on the flow of the game, demonstrating game awareness.

Vocabulary

Year 3: Attacker, Defender, Possession, Chest Pass, Footwork

Year 3: Attacker, Defender, Possession, Space, Intercepting, Shooting, Barrier

Year 4: Attacker, Defender, Possession, Chest Pass, Footwork

Year 4: Attacker, Defender, Dribbling, Marking, Tackling, Blocking, Free Hits

Autumn 2

Dodgeball

Football

Year 3:

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



- 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 and defending tactics

- 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, Possession, Dodge, Throwing, Catching

Year 4: Attacker, Defender, Dodge, Ducking, Jumping Aiming

Year 3: Attacker, Defender, Space, Possession, Free Kick, Penalty

Year 4: Attacker, Defender, Transition, Turning, Drag Back, Goalkeeper

Spring 1

Dance

Year 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



Gymnastics

Year 3


- Introduction to symmetry
- Introduction to asymmetry
- Application of learning onto apparatus
- Sequence formation
- Sequence completion



- Select and combine symmetrical and asymmetrical balances to form sequences that show variety and creativity.
- Apply balances, rolls, and jumps onto apparatus with good control, fluency, and body tension.
- Perform and complete sequences that show clear structure, smooth transitions, and attention to performance quality (extension, shapes, timing).

Year 4

- Introduction to bridges
- Application of bridge learning onto apparatus
- Develop sequences with bridges
- Sequence formation
- Sequence completion

	<ul style="list-style-type: none"> • 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. 	 <ul style="list-style-type: none"> • Perform a variety of bridge shapes with control and fluency, linking them smoothly with other skills (rolls, balances, jumps). • Apply bridge variations safely and effectively on apparatus, showing strength, stability, and body tension. • Create and perform sequences that include bridges, showing originality, clear structure, and smooth transitions. • Demonstrate extension, poise, and control throughout the sequence, with an emphasis on precision and presentation.
<p style="text-align: center;">Vocabulary</p>	<p>Year 3: Excellent Dancers, Expression, Creativity, Emotion, Motif, Interconnecting, Character</p> <p>Year 4: Excellent Dancers, Expression, Creativity, Emotion, Motif, Interconnecting, Character, Rhythm, Timing, Stage Presence</p>	<p>Year 3: Linking, Flow, Interesting, Extension, Symmetrical, Asymmetrical, Apparatus, Unison, Cannon</p> <p>Year 4: Extension, Control, Interesting, Bridge, Levels, Flow, Levels, Direction, Unison, Canon</p>
<p style="text-align: center;">Spring 2</p>	<p style="text-align: center;">Tri Golf</p> <p>Year 3</p> <ul style="list-style-type: none"> • Develop the underarm throw/roll for accuracy 	<p style="text-align: center;">Cricket</p> <p>Year 3</p> <ul style="list-style-type: none"> • Understand the concept of batting and fielding • Introduce throwing overarm

- Combine throwing and rolling with accuracy to beat an opponent
- Introduce striking: Using Rollers (Putters)



- Consistently perform underarm throws and rolls with accuracy, adapting strength and direction to suit the target.
- Combine throwing and rolling to outscore an opponent, showing awareness of placement and strategy.
- Begin to use rollers (putters) with control and precision, demonstrating correct grip and stance.
- Choose when to throw, roll, or strike to maximise points and maintain consistency under pressure.

Year 4

- Introduce striking with Launchers
- Develop striking for distance and accuracy with Launchers
- Combine striking with Rollers and Launchers to beat an opponent 1v1



- 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 angles and speeds



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

	<ul style="list-style-type: none"> • Strike with Launchers accurately and for distance, demonstrating control and consistent technique. • Combine the use of Rollers and Launchers strategically to outscore an opponent in 1v1 situations. • Select the most effective shot (roller or launcher) based on distance, accuracy, and game context. • Maintain accuracy and composure when competing against an opponent, adjusting technique as needed. 	
<p style="text-align: center;">Vocabulary</p>	<p>Year 3: Rollers (putter), Hole, (target), Tee (hoop clock), Holes, (course), course, Shots, Accuracy, Opponent, Rolling, Throwing</p> <p>Year 4: Launcher (wedge), Roller (putter), Hole (target), Tee (hoop clock), Holes (course), Course, Shots, Accuracy, Opponent, Power</p>	<p>Year 3: Throwing, Catching, Outwit, Strike, Batting, Fielder, Out</p> <p>Year 4: Retrieving, Bowling, Strike, Batting, Fielder, The Long Barrier</p>
<p style="text-align: center;">Summer 1</p>	<p style="text-align: center;">Boccia</p> <p>Year 3:</p> <ul style="list-style-type: none"> • Exploring sending • Understand why we need to be accurate when sending the ball • Develop our sending technique and understanding of accuracy • Introduce scoring 	<p style="text-align: center;">Athletics</p> <p>Year 3</p> <ul style="list-style-type: none"> • Explore running for speed • Explore acceleration • Introduce /develop relay: • Running for speed in a team • Throwing: Accuracy vs distance • Standing long jump 



- Consistently send the ball with accuracy, adapting strength and direction to get closer to the target.
- Begin to choose where to send the ball strategically to improve chances of scoring.
- Refine sending technique, showing control and consistency in different game situations.
- Understand and apply scoring rules to make decisions that benefit their team.

Year 4:

- Consolidating sending with accuracy in Boccia: Sending with pace and speed
- Tactical Play: Applying accuracy into our Boccia games
- Tactical Play: Defending in Boccia



- Consistently send the ball with accuracy, adjusting pace and speed to suit different situations.
- Make strategic decisions about where to send the ball to score or block opponents effectively.



- Accelerate smoothly and maintain running speed with good technique, adapting stride length and arm action.
- Pass and receive a baton with control and timing, maintaining speed to support the team in a relay race.
- Choose whether to focus on accuracy or distance depending on the task, showing control in technique.
- Perform a standing long jump with coordinated arm and leg action to maximise distance, showing balance on landing.

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



- Maintain speed over distance by adjusting stride pattern and pacing, showing control and stamina.
- Apply simple tactics when running for distance (e.g., conserving energy,

	<ul style="list-style-type: none"> • Apply defensive tactics to protect scoring positions and limit opponents' options. • Combine sending accuracy and tactical awareness to influence the flow and outcome of the game. 	<p>choosing when to accelerate) to improve performance.</p> <ul style="list-style-type: none"> • Perform a javelin throw with coordinated body movements, aiming for both distance and accuracy. • Execute a standing triple jump with rhythm, balance, and controlled landings, maximising distance through effective arm and leg drive.
<p>Vocabulary</p>	<p>Year 3: Throwing, Rolling, Accuracy, Aiming, Power, Jack, Ramp, End</p> <p>Year 4: Tactics, Attacker, Defender, Block, Jack, Ramp, End</p>	<p>Year 3: Tactics, Speed, Acceleration, Distance, Accuracy, Relay, Change Over</p> <p>Year 4: Tactics, Speed, Distance, Pace, Power, Stride Pattern</p>
<p>Summer 2</p>	<p style="text-align: center;">Athletics</p> <p>Year 3</p> <ul style="list-style-type: none"> • Explore running for speed • Explore acceleration • Introduce /develop relay: • Running for speed in a team • Throwing: Accuracy vs distance • Standing long jump  <ul style="list-style-type: none"> • Accelerate smoothly and maintain running speed with good technique, adapting stride length and arm action. 	<p style="text-align: center;">Rounders</p> <p>Year 3</p> <ul style="list-style-type: none"> • Introduce to rounders • Introduce overarm throwing • Apply overarm and underarm throwing • Introduce stopping the ball • Application of stopping the ball in a game  <ul style="list-style-type: none"> • Pass, receive and travel with a ball with some control and accuracy • Work effectively as part of a team. <p>Year 4</p>

- Pass and receive a baton with control and timing, maintaining speed to support the team in a relay race.
- Choose whether to focus on accuracy or distance depending on the task, showing control in technique.
- Perform a standing long jump with coordinated arm and leg action to maximise distance, showing balance on landing.

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



- Maintain speed over distance by adjusting stride pattern and pacing, showing control and stamina.
- Apply simple tactics when running for distance (e.g., conserving energy, choosing when to accelerate) to improve performance.

- 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.

	<ul style="list-style-type: none"> • Perform a javelin throw with coordinated body movements, aiming for both distance and accuracy. • Execute a standing triple jump with rhythm, balance, and controlled landings, maximising distance through effective arm and leg drive. 	
<p>Vocabulary</p>	<p>Year 3: Tactics, Speed, Acceleration, Distance, Accuracy, Relay, Change Over</p> <p>Year 4: Tactics, Speed, Distance, Pace, Power, Stride Pattern</p>	<p>Year 3: Batting, Fielder, Throwing, Base/Posts, Rounder, The Long Barrier</p> <p>Year 4: Batting, Tactics, Bowling, Catching, Backstop, ½ Rounder</p>

Topaz Class (4/5) – Year A

Autumn 1

Netball

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.

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

Tag Rugby

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.

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
Vocabulary	Year 4: Attacker, Defender, Possession, Chest Pass, Footwork Year 5: Tactics, Transition, Possession, Marking, Shoulder Pass, Bounce Pass	Year 4: Space, Attacker, Defender, Forward Pass, Offside Year 5: Tactics, Transition, Outwit, Offside, Loop Pass, Miss Pass
Autumn 2	<p style="text-align: center;">Football</p> <p>Year 4</p> <ul style="list-style-type: none"> • Refine dribbling • Turning • Refine passing and receiving • Develop passing and dribbling creating space Introduce shooting  <ul style="list-style-type: none"> • 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. <p>Year 5</p> <ul style="list-style-type: none"> • Refine dribbling and passing to maintain possession • Introduce and develop defending Develop shooting • Refine attacking skills, passing, dribbling and shooting, introduce officiating 	<p style="text-align: center;">Dodgeball</p> <p>Year 4</p> <ul style="list-style-type: none"> • 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  <ul style="list-style-type: none"> • 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 <p>Year 5</p> <ul style="list-style-type: none"> • Introduce blocking • Consolidate catching • Understand where we throw and why we need to throw with accuracy and power



- 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



- 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

Vocabulary

Year 4: Attacker, Defender, Transition, Turning, Drag Back, Goalkeeper

Year 5: Tactics, Marking, Pressure, Tackle, Shadowing, Tracking Back

Year 4: Attacker, Defender, Dodge, Ducking, Jumping, Aiming

Year 5: Tactics, Transition, Accuracy, Power, Dodge, Blocking, Eliminated

Gymnastics

Year 4

- Introduction to bridges
- Application of bridge learning onto apparatus
- Develop sequences with bridges
- Sequence formation
- Sequence completion



Dance

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



Spring 1

- Perform a variety of bridge shapes with control and fluency, linking them smoothly with other skills (rolls, balances, jumps).
- Apply bridge variations safely and effectively on apparatus, showing strength, stability, and body tension.
- Create and perform sequences that include bridges, showing originality, clear structure, and smooth transitions.
- Demonstrate extension, poise, and control throughout the sequence, with an emphasis on precision and presentation.

Year 5

- Introduction to counter balance
- Application of counter balance learning onto apparatus
- Sequence formation
- Counter Tension
- Sequence completion



- Confidently perform counterbalances with a partner or group, showing strength, stability, and control.
- Apply counterbalance and counter-tension skills effectively on apparatus, maintaining safety and body alignment.



- 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

	<ul style="list-style-type: none"> • Create and perform sequences that integrate counterbalance, counter-tension, and other skills smoothly and with flow. • Demonstrate extension, tension, and precision throughout sequences, with controlled transitions and clear shapes. 	
<p style="text-align: center;">Vocabulary</p>	<p>Year 4: Excellent Gymnast, Extension, Control, Interesting, Bridge, Levels, Flow</p> <p>Year 5: Excellent Gymnast, Interesting, Flow, Levels, Counter Balance, Counter Tension, Unison, Canon</p>	<p>Year 4: Excellent Dancer, Expression, Creativity, Emotion, Motif, Choreographer, Character</p> <p>Year 5: Excellent Dancer, Expression, Creativity, Emotion, Motif, Choreographer, Character, Unison</p>
<p style="text-align: center;">Spring 2</p>	<p style="text-align: center;">Cricket</p> <p>Year 4</p> <ul style="list-style-type: none"> • 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 angles and speeds  <ul style="list-style-type: none"> • Demonstrate excellent teamwork and sportsmanship • Evaluate their own and other performance 	<p style="text-align: center;">Basketball</p> <p>Year 4</p> <ul style="list-style-type: none"> • Refine dribbling • Refine passing and receiving • Refine passing and dribbling creating space • Refine passing and dribbling creating shooting opportunities • Introduce marking 

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

- Select and apply refined dribbling, passing, and receiving to create space and set up shooting opportunities in game situations.
- Combine passing and dribbling to build attacks that involve more than one teammate, showing good timing and awareness of space.
- Begin to use marking effectively, positioning themselves to limit opponents' options and regain possession.

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



- Consistently use different types of passes accurately under pressure, selecting the most effective pass for the situation.
- Combine passing, footwork, and shooting effectively in mini games, showing awareness of space, timing, and teammates' positions.
- Apply marking, blocking, and defensive positioning with control and anticipation to limit opponents' opportunities.

		<ul style="list-style-type: none"> • Begin to apply basic officiating rules in games, making fair decisions and understanding their impact on play. • Make decisions about which passing style or movement to use to create scoring opportunities or support team play.
<p>Vocabulary</p>	<p>Year 4: Retrieving, Bowling, Strike, Batting, Fielder, The Long Barrier</p> <p>Year 5: Tactics, Bowling, Run Out, Wicket-Keeper, No Ball, Wide, Bye</p>	<p>Year 4: Possession, Marking, Space, Bounce Pass, Pivot</p> <p>Year 5: Tactics, Transition, Marking, Rebound, Travelling, Double Dribble</p>
<p>Summer 1</p>	<p style="text-align: center;">Health Related Exercise</p> <p>Year 4</p> <ul style="list-style-type: none"> • Creating movements to help express ourselves and our emotions. • Using mime to manage positive and negative emotions • Using mediative poses to help control and manage our emotions  <ul style="list-style-type: none"> • Create and perform movements that clearly express different emotions, showing creativity and control. • Use mime techniques confidently to explore and manage positive and negative emotions, adapting movements to show meaning. 	<p style="text-align: center;">Athletics</p> <p>Year 4</p> <ul style="list-style-type: none"> • Develop running at speed • Exploring our stride pattern • Exploring running at pace • Understand and apply tactics when running for distance • Introduce the Javelin <ul style="list-style-type: none"> • Standing Triple Jump  <ul style="list-style-type: none"> • Maintain speed over distance by adjusting stride pattern and pacing, showing control and stamina. • Apply simple tactics when running for distance (e.g., conserving energy,

- Apply meditative poses independently to calm, focus, and manage emotions, explaining how they support well-being.
- Combine movement, mime, and meditative poses into short sequences that demonstrate both physical control and emotional awareness.

Year 5

- Explore and understand cardio fitness
- Explore and understand flexibility fitness
- Explore and understand strength fitness



- Understand and apply strategies to improve cardiovascular endurance, pacing themselves effectively during activities.
- Demonstrate advanced flexibility exercises with control and correct technique, understanding their benefits for performance and injury prevention.
- Apply strength exercises safely and effectively, showing awareness of correct form and gradual progression to increase power.
- Begin to combine cardio, strength, and flexibility training within a session, making informed choices to improve overall fitness.

choosing when to accelerate) to improve performance.



- Perform a javelin throw with coordinated body movements, aiming for both distance and accuracy.
- Execute a standing triple jump with rhythm, balance, and controlled landings, maximising distance through effective arm and leg drive.

Year 5

- Finishing a race
- Evaluating our performance
- Sprinting: My personal best
- Relay changeovers
- Introduce the Shot Put
- Introducing the hurdles



- Sprint with controlled technique, maintaining speed and form to achieve a personal best; finish races with accuracy and awareness of placement.
- Reflect on personal performance, identifying strengths and areas for improvement, and apply adjustments in future attempts.
- Execute smooth and accurate baton changeovers under pressure, maintaining team speed and rhythm.

	<ul style="list-style-type: none"> Evaluate their own performance and progress, identifying strengths and areas for improvement in each fitness component. 	<ul style="list-style-type: none"> Perform the shot put with coordinated technique, balancing power, accuracy, and control. Approach and clear hurdles efficiently, maintaining rhythm, stride pattern, and safe technique. Apply strategies to maximise performance in races, relays, and throwing/jumping events.
<p>Vocabulary</p>	<p>Year 4: Emotions, Mindfulness, Relaxed, Expression, Relaxation Techniques, Meditative Balances, Deep Breathing, Mime</p> <p>Year 5: Cardiovascular system, Strength, Flexibility, Fitness, Circuits, Personal Best</p>	<p>Year 4: Tactics, Speed, Distance, Pace, Power, Stride Pattern</p> <p>Year 5: Tactics, Speed, Distance, Evaluation, Change Over, Personal Best, Lap</p>
<p>Summer 2</p>	<p style="text-align: center;">Athletics</p> <p>Year 4</p> <ul style="list-style-type: none"> Develop running at speed Exploring our stride pattern Exploring running at pace Understand and apply tactics when running for distance Introduce the Javelin <ul style="list-style-type: none"> Standing Triple Jump  <ul style="list-style-type: none"> Maintain speed over distance by adjusting stride pattern and pacing, showing control and stamina. 	<p style="text-align: center;">Rounders</p> <p>Year 4</p> <ul style="list-style-type: none"> Develop fielding bowling with a backstop Introduce batting; how Develop batting; where and why Introduce and apply basic fielding tactics  <ul style="list-style-type: none"> 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. <p>Year 5</p>

- Apply simple tactics when running for distance (e.g., conserving energy, choosing when to accelerate) to improve performance.
- Perform a javelin throw with coordinated body movements, aiming for both distance and accuracy.
- Execute a standing triple jump with rhythm, balance, and controlled landings, maximising distance through effective arm and leg drive.

Year 5

- Finishing a race
- Evaluating our performance
- Sprinting: My personal best
- Relay changeovers
- Introduce the Shot Put
- Introducing the hurdles



- Sprint with controlled technique, maintaining speed and form to achieve a personal best; finish races with accuracy and awareness of placement.
- Reflect on personal performance, identifying strengths and areas for improvement, and apply adjustments in future attempts.

- 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.

	<ul style="list-style-type: none"> • Execute smooth and accurate baton changeovers under pressure, maintaining team speed and rhythm. • Perform the shot put with coordinated technique, balancing power, accuracy, and control. • Approach and clear hurdles efficiently, maintaining rhythm, stride pattern, and safe technique. • Apply strategies to maximise performance in races, relays, and throwing/jumping events. 	
<p>Vocabulary</p>	<p>Year 4: Tactics, Speed, Distance, Pace, Power, Stride Pattern</p> <p>Year 5: Tactics, Speed, Distance, Evaluation, Change Over, Personal Best, Lap</p>	<p>Year 4: Batting, Tactics, Bowling, Catching, Backstop, ½ Rounder</p> <p>Year 5: Tactics, Fielder, Bowling, Batting and Bowling Square, No Ball, Out</p>

Topaz Class (4/5) – Year B

Netball

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.

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

Handball

Year 4

- Refine passing and receiving
- Develop passing and creating space
- Develop passing, moving and shooting
- Combine passing and shooting
- Introduce defending




- Pass and receive with accuracy and control under pressure, using different types of passes when appropriate.
- Combine passing, moving, and shooting to build attacks, showing good timing and awareness of space.
- Begin to use marking and positioning effectively to limit opponents' options and regain possession.
- Anticipate teammates' movements, supporting play by creating and exploiting space in attacking situations.

Year 5

- Consolidate passing and receiving
- Explore the function of other passes
- Develop defending
- Develop passing and creating space, introduce officiating
- Refine shooting

Autumn 1

		 <ul style="list-style-type: none"> • Consistently use a range of passes accurately under pressure, selecting the most effective type for each situation. • Combine passing, movement, and positioning to create space and support teammates effectively. • Apply marking, blocking, and interception techniques strategically to prevent opponents from scoring. • Shoot with accuracy, power, and composure under pressure, adapting technique based on the situation. • Begin to apply basic officiating rules during games, making fair decisions and understanding their impact on play. • Make informed choices in attack and defence to maximise team performance and exploit opponents' weaknesses.
<p style="text-align: center;">Vocabulary</p>	<p>Year 4: Attacker, Defender, Possession, Chest Pass, Footwork</p> <p>Year 5: Tactics, Transition, Possession, Marking, Shoulder Pass, Bounce Pass</p>	<p>Year 4: Attacker, Defender, Transition, Marking, Free Pass/Throw, Intercepting, Shooting</p> <p>Year 5: Tactics, Transition, Man-to-Man Marking, Goal Side, Bounce Pass, Shoulder Pass</p>
<p style="text-align: center;">Autumn 2</p>	<p style="text-align: center;">Football</p> <p>Year 4</p> <ul style="list-style-type: none"> • Refine dribbling • Turning • Refine passing and receiving • Develop passing and dribbling creating space Introduce shooting 	<p style="text-align: center;">Dodgeball</p> <p>Year 4</p> <ul style="list-style-type: none"> • 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



- 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



- 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

Vocabulary

Year 4: Attacker, Defender, Transition, Turning, Drag Back, Goalkeeper

Year 4: Attacker, Defender, Dodge, Ducking, Jumping, Aiming

Year 5: Tactics, Marking, Pressure, Tackle, Shadowing, Tracking Back

Year 5: Tactics, Transition, Accuracy, Power, Dodge, Blocking, Eliminated

Gymnastics

Dance

Year 4

Year 4

- Introduction to bridges
- Application of bridge learning onto apparatus
- Develop sequences with bridges
- Sequence formation
- Sequence completion

- 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



Spring 1

- Perform a variety of bridge shapes with control and fluency, linking them smoothly with other skills (rolls, balances, jumps).
- Apply bridge variations safely and effectively on apparatus, showing strength, stability, and body tension.
- Create and perform sequences that include bridges, showing originality, clear structure, and smooth transitions.
- Demonstrate extension, poise, and control throughout the sequence, with an emphasis on precision and presentation.


- 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


Year 5

- Introduction to counter balance
- Application of counter balance learning onto apparatus
- Sequence formation
- Counter Tension
- Sequence completion



- Confidently perform counterbalances with a partner or group, showing strength, stability, and control.
- Apply counterbalance and counter-tension skills effectively on apparatus, maintaining safety and body alignment.
- Create and perform sequences that integrate counterbalance, counter-tension, and other skills smoothly and with flow.
- Demonstrate extension, tension, and precision throughout sequences, with controlled transitions and clear shapes.

- 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: Excellent Gymnast, Extension, Control, Interesting, Bridge, Levels, Flow

Year 5: Excellent Gymnast, Interesting, Flow, Levels, Counter Balance, Counter Tension, Unison, Canon

Year 4: Excellent Dancer, Expression, Creativity, Emotion, Motif, Choreographer, Character

Year 5: Excellent Dancer, Expression, Creativity, Emotion, Motif, Choreographer, Character, Unison

Spring 2

Cricket

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 angles 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

Tennis

Year 4


- Developing the forehand
- Creating space to win a point using a racket
- Introduce the backhand
- Applying the forehand and backhand in game situations
- Applying the forehand and backhand creating space to win a point



- Play forehand and backhand shots with increasing accuracy, control, and consistency.
- Use both forehand and backhand to move an opponent into different areas of the court to create space and win points.
- Apply forehand and backhand effectively within rallies and small-sided games, showing an understanding of when to use each shot.
- Choose and adapt shots in response to the opponent's position, showing growing tactical awareness.

Year 5

- Introduce/develop the volley
- Controlling the game from the serve
- Doubles, understanding and applying tactics to win a point

		 <ul style="list-style-type: none"> • Consistently perform volleys with accuracy and control, adapting technique to the situation. • Use the serve and return strategically to control the pace and direction of rallies. • Apply tactics effectively in doubles play, anticipating opponents' movements, covering space, and supporting a partner to win points. • Choose and execute appropriate shots (serve, volley, groundstroke) to gain advantage in rallies.
<p>Vocabulary</p>	<p>Year 4: Retrieving, Bowling, Strike, Batting, Fielder, The Long Barrier</p> <p>Year 5: Tactics, Bowling, Run Out, Wicket-Keeper, No Ball, Wide, Bye</p>	<p>Year 4: Outwit, Space, Accuracy, Power, Baseline, Forearm, Backhand, Rally, Out</p> <p>Year 5: Tactics, Outwit, Space, Accuracy, Forearm, Backhand, Volley, Serve</p>
<p>Summer 1</p>	<p>Quidditch</p> <p>Year 4</p> <ul style="list-style-type: none"> • Develop the role of the Beater (defender) • Develop the role of the Chaser (attacker) • Refine dodging • Introduce the role of the Keeper  <ul style="list-style-type: none"> • Confidently perform the roles of Beater, Chaser, and Keeper, understanding their 	<p>Athletics</p> <p>Year 4</p> <ul style="list-style-type: none"> • Develop running at speed • Exploring our stride pattern • Exploring running at pace • Understand and apply tactics when running for distance • Introduce the Javelin <ul style="list-style-type: none"> • Standing Triple Jump 

responsibilities and adapting play to support the team.

- Apply refined dodging and movement skills to evade opponents and create attacking opportunities, while defending effectively when in role.
- Make quick decisions in response to game situations, choosing when to pass, shoot, or defend to benefit the team.
- Anticipate teammates and opponents' movements, using positioning and spacing to maintain possession or block attacks.

Year 5

- Refine the role of the Chaser
- Refine the role of the Beater
- Refine shooting
- Refine the role of the Keeper
- Introduce the Snitch and the Seekers



- Confidently perform the roles of Chaser, Beater, and Keeper, showing tactical awareness and adapting actions to support team strategy.
- Shoot with precision and control under pressure, selecting the most effective opportunities to score.



- Maintain speed over distance by adjusting stride pattern and pacing, showing control and stamina.
- Apply simple tactics when running for distance (e.g., conserving energy, choosing when to accelerate) to improve performance.
- Perform a javelin throw with coordinated body movements, aiming for both distance and accuracy.
- Execute a standing triple jump with rhythm, balance, and controlled landings, maximising distance through effective arm and leg drive.

Year 5

- Finishing a race
- Evaluating our performance
- Sprinting: My personal best
- Relay changeovers
- Introduce the Shot Put
- Introducing the hurdles



- Sprint with controlled technique, maintaining speed and form to achieve a personal best; finish races with accuracy and awareness of placement.
- Reflect on personal performance, identifying strengths and areas for

	<ul style="list-style-type: none"> • Begin to understand and apply the role of the Seeker, tracking and responding to the Snitch effectively in gameplay. • Anticipate teammates' and opponents' movements, using positioning and spacing to maintain possession and defend effectively. • Make quick, informed decisions in attack and defence to influence the outcome of the game. 	<p>improvement, and apply adjustments in future attempts.</p> <ul style="list-style-type: none"> • Execute smooth and accurate baton changeovers under pressure, maintaining team speed and rhythm. • Perform the shot put with coordinated technique, balancing power, accuracy, and control. • Approach and clear hurdles efficiently, maintaining rhythm, stride pattern, and safe technique. • Apply strategies to maximise performance in races, relays, and throwing/jumping events. •
<p>Vocabulary</p>	<p>Year 4: Chaser (attacker), Beater, (Defender), Keeper (defender), Space, Bludger, Quaffle</p> <p>Year 5: Counter Attack, Referee, Chaser (attacker), Beater (defender), Snitch, Seeker</p>	<p>Year 4: Tactics, Speed, Distance, Pace, Power, Stride Pattern</p> <p>Year 5: Tactics, Speed, Distance, Evaluation, Change Over, Personal Best, Lap</p>
<p>Summer 2</p>	<p style="text-align: center;">Athletics</p> <p>Year 4</p> <ul style="list-style-type: none"> • Develop running at speed • Exploring our stride pattern • Exploring running at pace • Understand and apply tactics when running for distance • Introduce the Javelin <ul style="list-style-type: none"> • Standing Triple Jump 	<p style="text-align: center;">Rounders</p> <p>Year 4</p> <ul style="list-style-type: none"> • Develop fielding bowling with a backstop • Introduce batting; how • Develop batting; where and why • Introduce and apply basic fielding tactics  <ul style="list-style-type: none"> • Move with agility and speed and apply it effectively in a game situation.

- Maintain speed over distance by adjusting stride pattern and pacing, showing control and stamina.
- Apply simple tactics when running for distance (e.g., conserving energy, choosing when to accelerate) to improve performance.
- Perform a javelin throw with coordinated body movements, aiming for both distance and accuracy.
- Execute a standing triple jump with rhythm, balance, and controlled landings, maximising distance through effective arm and leg drive.

Year 5

- Finishing a race
- Evaluating our performance
- Sprinting: My personal best
- Relay changeovers
- Introduce the Shot Put
- Introducing the hurdles



- Sprint with controlled technique, maintaining speed and form to achieve a personal best; finish races with accuracy and awareness of placement.
- Reflect on personal performance, identifying strengths and areas for

- 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.

	<p>improvement, and apply adjustments in future attempts.</p> <ul style="list-style-type: none"> • Execute smooth and accurate baton changeovers under pressure, maintaining team speed and rhythm. • Perform the shot put with coordinated technique, balancing power, accuracy, and control. • Approach and clear hurdles efficiently, maintaining rhythm, stride pattern, and safe technique. • Apply strategies to maximise performance in races, relays, and throwing/jumping events. 	
<p>Vocabulary</p>	<p>Year 4: Tactics, Speed, Distance, Pace, Power, Stride Pattern</p> <p>Year 5: Tactics, Speed, Distance, Evaluation, Change Over, Personal Best, Lap</p>	<p>Year 4: Batting, Tactics, Bowling, Catching, Backstop, ½ Rounder</p> <p>Year 5: Tactics, Fielder, Bowling, Batting and Bowling Square, No Ball, Out</p>

Topaz Class (4/5) – Year C

Netball

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.

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

Hockey

Year 4

- Refine dribbling and passing
- Combine passing and dribbling to create shooting opportunities
- Develop passing and dribbling creating space for attacking opportunities
- Introduce defending, blocking and tackling

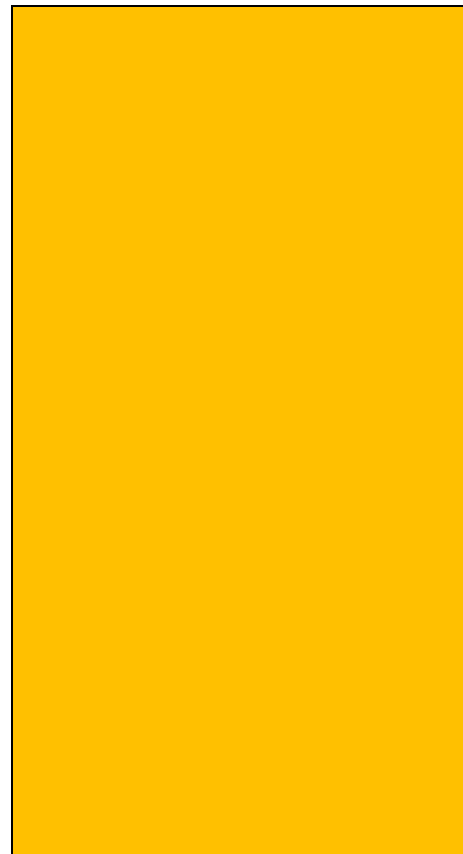


- Dribble and pass with accuracy and control under pressure, using both skills strategically in attack.
- Combine passing and dribbling to create space and shooting opportunities, showing timing and anticipation.
- Apply marking, blocking, and tackling effectively to prevent opponents from scoring while maintaining team structure.
- Choose when to pass, dribble, shoot, or defend depending on the flow of the game, demonstrating game awareness

Year 5

- Develop defending, blocking and tackling
- Refine dribbling/passing to create attacking opportunities
- Refine attacking skills, passing dribbling and shooting

Autumn 1



- Refine defending skills developing transition from defence to attack
- 
- Combine dribbling, passing, and shooting with accuracy and control to create and exploit attacking opportunities.
 - Apply marking, blocking, and tackling effectively, anticipating opponents' movements to regain possession.
 - Quickly and strategically transition from defence to attack, maintaining team shape and exploiting space.
 - Make informed decisions about when to dribble, pass, shoot, or defend based on the flow of the game.
 - Support teammates by positioning effectively, communicating, and contributing to both attack and defence

Vocabulary

Year 4: Attacker, Defender, Possession, Chest Pass, Footwork

Year 5: Tactics, Transition, Possession, Marking, Shoulder Pass, Bounce Pass

Year 4: Attacker, Defender, Dribbling, Marking, Tackling, Blocking, Free Hit

Year 5: Tactics, Marking, Attack, Counter Attack, Man-to-Man Marking, Goal Side

Autumn 2

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

- Dodgeball
- Year 4
- Introduce jumping and ducking
 - Develop throwing with accuracy and power over an increased distance
 - Develop catching
 - Consolidate dodging, jumping and ducking into games



- 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

Year 4: Attacker, Defender, Transition, Turning, Drag Back, Goalkeeper

- 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

Year 4: Attacker, Defender, Dodge, Ducking, Jumping, Aiming

Vocabulary

Year 5: Tactics, Marking, Pressure, Tackle, Shadowing, Tracking Back

Year 5: Tactics, Transition, Accuracy, Power, Dodge, Blocking, Eliminated

Gymnastics

Dance

Year 4

Year 4

- Introduction to bridges
- Application of bridge learning onto apparatus
- Develop sequences with bridges
- Sequence formation
- Sequence completion

- 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



Spring 1

- Perform a variety of bridge shapes with control and fluency, linking them smoothly with other skills (rolls, balances, jumps).
- Apply bridge variations safely and effectively on apparatus, showing strength, stability, and body tension.
- Create and perform sequences that include bridges, showing originality, clear structure, and smooth transitions.
- Demonstrate extension, poise, and control throughout the sequence, with an emphasis on precision and presentation.


- 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


Year 5

- Introduction to counter balance
- Application of counter balance learning onto apparatus
- Sequence formation
- Counter Tension
- Sequence completion



- Confidently perform counterbalances with a partner or group, showing strength, stability, and control.
- Apply counterbalance and counter-tension skills effectively on apparatus, maintaining safety and body alignment.
- Create and perform sequences that integrate counterbalance, counter-tension, and other skills smoothly and with flow.
- Demonstrate extension, tension, and precision throughout sequences, with controlled transitions and clear shapes.

- 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: Excellent Gymnast, Extension, Control, Interesting, Bridge, Levels, Flow

Year 5: Excellent Gymnast, Interesting, Flow, Levels, Counter Balance, Counter Tension, Unison, Canon

Year 4: Excellent Dancer, Expression, Creativity, Emotion, Motif, Choreographer, Character

Year 5: Excellent Dancer, Expression, Creativity, Emotion, Motif, Choreographer, Character, Unison

Spring 2

Cricket

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 angles 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

Tri-Golf

Year 4

- Introduce striking with Launchers
- Develop striking for distance and accuracy with Launchers
- Combine striking with Rollers and Launchers to beat an opponent 1v1



- Strike with Launchers accurately and for distance, demonstrating control, consistency, and correct technique.
- Combine the use of Rollers and Launchers strategically in 1v1 situations to outscore an opponent.
- Choose the most effective shot type (roller or launcher) based on distance, accuracy, and game context.
- Maintain accuracy and composure when competing against an opponent, adapting technique as needed.

Year 5

- Consolidate striking for accuracy with Rollers/ Launchers
- Introduce playing with hazards

- Apply skills and techniques with consistency

- The Class "Championship" 1v1 and 2v2



- Consistently strike with Rollers and Launchers accurately, demonstrating control, technique, and consistency.
- Plan and execute shots strategically to navigate hazards effectively, adjusting technique and force as needed.
- Apply skills confidently in 1v1 and 2v2 "championship" situations, showing composure and effective decision-making under pressure.
- Adapt strategies during games, choosing the best shot type and placement to maximise scoring opportunities and minimise errors.

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: Launcher (Wedge), Roller (Putter), Hole (Target), Tee (Hoop Clock), Holes (Course), Course, Shots, Accuracy, Opponent, Power

Year 5: Launcher (Wedge), Roller (Putter), Hazards, Shots, Holes (Course), Opponent, Power, Penalty Shot

Summer 1

Year 4

Boccia

Athletics

Year 4

- Develop running at speed
- Exploring our stride pattern

- Consolidating sending with accuracy in Boccia: Sending with pace and speed
- Tactical Play: Applying accuracy into our Boccia games
- Tactical Play: Defending in Boccia



- Consistently send the ball with accuracy, adjusting pace and speed to suit different situations.
- Make strategic decisions about where to send the ball to score or block opponents effectively.
- Apply defensive tactics to protect scoring positions and limit opponents' options.
- Combine sending accuracy and tactical awareness to influence the flow and outcome of the game.
- Adapt shots and tactics in response to opponents' actions to maximise success.

Year 5

- Sending the ball: Develop our understanding why we need to be accurate
- Sending the ball: Refine our sending technique and understanding of accuracy
- Sending the ball: Applying accuracy in teams

- Exploring running at pace
- Understand and apply tactics when running for distance
- Introduce the Javelin
 - Standing Triple Jump



- Maintain speed over distance by adjusting stride pattern and pacing, showing control and stamina.
- Apply simple tactics when running for distance (e.g., conserving energy, choosing when to accelerate) to improve performance.
- Perform a javelin throw with coordinated body movements, aiming for both distance and accuracy.
- Execute a standing triple jump with rhythm, balance, and controlled landings, maximising distance through effective arm and leg drive.

Year 5

- Finishing a race
- Evaluating our performance
- Sprinting: My personal best
- Relay changeovers
- Introduce the Shot Put
- Introducing the hurdles



- Consistently send the ball with accuracy and control, adjusting strength and direction to suit different targets.
- Make strategic decisions about where to send the ball to score points or block opponents in team play.
- Work effectively with teammates to plan and execute accurate sends, using positioning and communication to support team success.
- Adapt sending technique and strategy in response to opponents' actions to maximise performance.



- Sprint with controlled technique, maintaining speed and form to achieve a personal best; finish races with accuracy and awareness of placement.
- Reflect on personal performance, identifying strengths and areas for improvement, and apply adjustments in future attempts.
- Execute smooth and accurate baton changeovers under pressure, maintaining team speed and rhythm.
- Perform the shot put with coordinated technique, balancing power, accuracy, and control.
- Approach and clear hurdles efficiently, maintaining rhythm, stride pattern, and safe technique.
- Apply strategies to maximise performance in races, relays, and throwing/jumping events.

Vocabulary

Year 4: Tactics, Attacker, Defender, Block, Jack, Ramp, End

Year 5: Throwing, Rolling, Accuracy, Aiming, Power, Jack, Ramp, End

Year 4: Tactics, Speed, Distance, Pace, Power, Stride Pattern

Year 5: Tactics, Speed, Distance, Evaluation, Change Over, Personal Best, Lap

Summer 2

Athletics

Year 4

- Develop running at speed
- Exploring our stride pattern

Rounders

Year 4

- Develop fielding bowling with a backstop
- Introduce batting; how
- Develop batting; where and why

- Exploring running at pace
- Understand and apply tactics when running for distance
- Introduce the Javelin
 - Standing Triple Jump



- Maintain speed over distance by adjusting stride pattern and pacing, showing control and stamina.
- Apply simple tactics when running for distance (e.g., conserving energy, choosing when to accelerate) to improve performance.
- Perform a javelin throw with coordinated body movements, aiming for both distance and accuracy.
- Execute a standing triple jump with rhythm, balance, and controlled landings, maximising distance through effective arm and leg drive.

Year 5

- Finishing a race
- Evaluating our performance
- Sprinting: My personal best
- Relay changeovers
- Introduce the Shot Put
- Introducing the hurdles

- 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.



- Sprint with controlled technique, maintaining speed and form to achieve a personal best; finish races with accuracy and awareness of placement.
- Reflect on personal performance, identifying strengths and areas for improvement, and apply adjustments in future attempts.
- Execute smooth and accurate baton changeovers under pressure, maintaining team speed and rhythm.
- Perform the shot put with coordinated technique, balancing power, accuracy, and control.
- Approach and clear hurdles efficiently, maintaining rhythm, stride pattern, and safe technique.
- Apply strategies to maximise performance in races, relays, and throwing/jumping events.

Vocabulary

Year 4: Tactics, Speed, Distance, Pace, Power, Stride Pattern

Year 5: Tactics, Speed, Distance, Evaluation, Change Over, Personal Best, Lap

Year 4: Batting, Tactics, Bowling, Catching, Backstop, 1/2 Rounder

Year 5: Tactics, Fielder, Bowling, Batting and Bowling Square, No Ball, Out

Onyx Class – Year A

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.

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

Autumn 1

Vocabulary

Year 6: Tactics, Transition, Offside, Formations, Knock On, Advantage

Year 6: Tactics, Transition, Umpire, Netball Positions, Marking

Dodgeball

- Consolidate/understanding attacking and defending tactics
- Transition between attack and defence
- Applying the rules: Officiating games
- Managing tactics and officiate games

Football

- Consolidate keeping possession, develop officiating
- Consolidate defending
- Organise formations and manage teams

Autumn 2



- 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



- Organise formations decide tactics, manage teams 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: Tactics, Transition, Referee, Back/End Line, Centre Line, Retrievers

Year 6: Tactics, Transition, Counter Attacker, Referee, Through Ball, Man to Man Marking

Tae Kwan-Do

Planned, led and assessed by a specialist teacher.



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

Spring 1



- 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

		<ul style="list-style-type: none"> • Take responsibility of their own skill progressions by suggesting ways to make activities more challenging.
<p>Vocabulary</p>		<p>Year 6: Excellent Dancers, Expression, Creativity, Emotion, Prejudice, Discrimination, Choreographer, Motif</p>
<p>Spring 2</p>	<p>Striking & Fielding: Cricket</p> <ul style="list-style-type: none"> • Consolidate batting/fielding/bowling • Create, understand and apply attacking/defensive tactics in game  <ul style="list-style-type: none"> • 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 	<p>Basketball</p> <ul style="list-style-type: none"> • Consolidate keeping possession and officiating • Consolidate defending • Create, understand and apply attacking tactics in game situations • Create, understand and apply defending tactics in game situations  <ul style="list-style-type: none"> • Maintain possession under pressure, combining passing, dribbling, and movement effectively to support team play. • Apply marking, blocking, and interception techniques with precision, anticipating opponents' actions to prevent scoring. • Create and implement attacking strategies in game situations, adapting tactics based on opponents' positioning and strengths.

		<ul style="list-style-type: none"> • Understand and apply defensive strategies as a team, adjusting positioning and roles to counter opponents' attacks. • Make quick, informed choices in attack and defence to benefit the team and influence the outcome of the game
Vocabulary	Year 6: Tactics, Umpire, Boundary, Four Runs, Six Runs, Over	Year 6: Tactics, Transition, Counter Attack, High Press, Backcourt Violation, Man-to-Man Marking
Summer 1	<p style="text-align: center;">Athletics</p> <ul style="list-style-type: none"> • Running for speed competition • Running for distance competition • Throwing competition • Jumping competition 	<p style="text-align: center;">Gymnastics</p> <ul style="list-style-type: none"> • Introduction to matching/mirroring • Application of matching/mirroring learning • onto apparatus • Sequence development
Vocabulary	Year 6: Tactics, Teamwork, Speed, Distance, Evaluation, False Start, Events	Year 6: Excellent Gymnastics, Flow, Levels, Matching, Mirroring, Unison, Canon
Summer 2	<p style="text-align: center;">Gymnastics</p> <ul style="list-style-type: none"> • Introduction to matching/mirroring • Application of matching/mirroring learning • onto apparatus • Sequence development 	<p style="text-align: center;">Striking & Fielding: Rounders</p> <ul style="list-style-type: none"> • Introduction to full rounders • Consolidate fielding tactics • Refine our understanding of what happens if the batter misses or hits the ball backwards • Batting considerations 

		<ul style="list-style-type: none"> • Link together different skills in a game consistently and effectively, such as passing the ball on the move. <p>Thoroughly evaluate their own and others work suggesting thoughtful and appropriate improvements</p>
<p>Vocabulary</p>	<p>Year 6: Excellent Gymnastics, Flow, Levels, Matching, Mirroring, Unison, Canon</p>	<p>Year 6: Tactics, Fielder, Bowling, Run Out, Outfielder, Umpire,</p>

Onyx Class – Year B

Handball

- Consolidate keeping possession, develop officiating
- Understand and apply defending tactics in game situations
- Consolidate defensive tactics; understand and apply defensive tactics in game scenarios



- Maintain possession under pressure, combining passing, movement, and footwork effectively to support team play.
- Apply marking, blocking, and interception techniques strategically to prevent opponents from scoring.
- Understand, create, and implement defensive tactics in game situations, adapting to opponents' strategies.
- Apply basic officiating rules confidently during games, making fair and informed decisions.
- Quickly evaluate game situations and make tactical choices to benefit the team, both in attack and defence.

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

Autumn 1

Vocabulary

Year 6: Tactics, Transition, Counter Attack, High Press, Formations, Man-to-Man Marking, Zonal Marking

Year 6: Tactics, Transition, Umpire, Netball Positions, Marking

Autumn 2

Dodgeball

Football

- 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

- Consolidate keeping possession, develop officiating
- Consolidate defending
- Organise formations and manage teams
- Organise formations decide tactics, manage teams 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: Tactics, Transition, Referee, Back/End Line, Centre Line, Retrievers

Year 6: Tactics, Transition, Counter Attacker, Referee, Through Ball, Man to Man Marking

Spring 1



Tae Kwan-Do



Planned, led and assessed by a specialist teacher.



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



		<ul style="list-style-type: none"> • 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.
<p style="text-align: center;">Vocabulary</p>		<p>Year 6: Excellent Dancers, Expression, Creativity, Emotion, Prejudice, Discrimination, Choreographer, Motif</p>
<p style="text-align: center;">Spring 2</p>	<p style="text-align: center;">Cricket</p> <ul style="list-style-type: none"> • Consolidate batting/fielding/bowling • Create, understand and apply attacking/defensive tactics in game  <ul style="list-style-type: none"> • 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 	<p style="text-align: center;">Tennis</p> <ul style="list-style-type: none"> • Game application • Game application, mixed ability doubles, round robin games  <ul style="list-style-type: none"> • Apply attacking and defensive tactics effectively in mixed ability and round-robin game situations, adapting strategies to different opponents. • Communicate and collaborate with teammates to maintain structure, create space, and exploit opportunities. • Make quick, informed choices during games, balancing risk and reward to benefit the team.

		<ul style="list-style-type: none"> • Adjust play style and tactics to accommodate mixed ability partners or opponents, showing fairness and inclusivity. • Maintain skill execution, control, and composure across multiple games and changing scenarios.
<p>Vocabulary</p>	<p>Year 6: Tactics, Umpire, Boundary, Four Runs, Six Runs, Over</p>	<p>Year 6: Tactics, Space, Outwit, Forehand, Backhand, Volley, Doubles, Serve</p>
<p>Summer 1</p>	<p style="text-align: center;">Athletics</p> <ul style="list-style-type: none"> • Running for speed competition • Running for distance competition • Throwing competition • Jumping competition  <ul style="list-style-type: none"> • Maintain maximum speed with efficient technique, finishing strongly and adjusting stride and effort to compete effectively. • Pace themselves strategically over longer distances, showing stamina, rhythm, and awareness of opponents' positions. • Apply coordinated technique in competitive throws (e.g., javelin, shot 	<p style="text-align: center;">Gymnastics</p> <ul style="list-style-type: none"> • Introduction to matching/mirroring • Application of matching/mirroring learning • onto apparatus • Sequence development  <ul style="list-style-type: none"> • Confidently perform matching and mirroring skills with a partner, demonstrating control, symmetry, and timing. • Apply matching and mirroring techniques effectively onto apparatus, maintaining balance, tension, and body alignment.

	<p>put), balancing power, accuracy, and control to maximise performance.</p> <ul style="list-style-type: none"> • Perform jumps (standing, long, or triple jump) with coordinated technique, using strength, balance, and rhythm to achieve maximum distance or height. • Make tactical decisions during competitive events, adjusting technique, effort, and pacing based on opponents' performance and personal goals. 	<ul style="list-style-type: none"> • Create and perform sequences that integrate matching, mirroring, and other gymnastic skills smoothly, showing fluency and flow. • Demonstrate extension, control, and precision in all movements, with smooth transitions and attention to shapes and body tension.
Vocabulary	Year 6: Tactics, Teamwork, Speed, Distance, Evaluation, False Start, Events	Year 6: Excellent Gymnastics, Flow, Levels, Matching, Mirroring, Unison, Canon
Summer 2	<p style="text-align: center;">Gymnastics</p> <ul style="list-style-type: none"> • Introduction to matching/mirroring • Application of matching/mirroring learning • onto apparatus • Sequence development  <ul style="list-style-type: none"> • Confidently perform matching and mirroring skills with a partner, demonstrating control, symmetry, and timing. • Apply matching and mirroring techniques effectively onto apparatus, maintaining balance, tension, and body alignment. • Create and perform sequences that integrate matching, mirroring, and other 	<p style="text-align: center;">Striking & Fielding: Rounders</p> <ul style="list-style-type: none"> • Introduction to full rounders • Consolidate fielding tactics • Refine our understanding of what happens if the batter misses or hits the ball backwards • Batting considerations  <ul style="list-style-type: none"> • 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

	<p>gymnastic skills smoothly, showing fluency and flow.</p> <ul style="list-style-type: none"> • Demonstrate extension, control, and precision in all movements, with smooth transitions and attention to shapes and body tension. 	
<p>Vocabulary</p>	<p>Year 6: Excellent Gymnastics, Flow, Levels, Matching, Mirroring, Unison, Canon</p>	<p>Year 6: Tactics, Fielder, Bowling, Run Out, Outfielder, Umpire,</p>

Onyx Class – Year C

Hockey

- Consolidate keeping possession, develop officiating
- Consolidate defending
- Create, understand and apply attacking/defending tactics in game situations



- Keep possession under pressure using a variety of dribbling and passing techniques, making effective decisions to retain the ball.
- Apply tackling, blocking, and marking techniques confidently, anticipating opponents' moves to regain possession.
- Create and apply attacking strategies (e.g., using width, quick passing, and movement off the ball) to build scoring opportunities.
- Organise and apply defensive strategies (e.g., pressing, delaying, or double-teaming) to stop attacks and transition into attack.
- Apply rules fairly and consistently while officiating small games, showing understanding of the flow and safety of the game.

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

Autumn 1

Vocabulary

Year 6: Tactics, Attack, Defending, Counter Attack, Free Hit

Year 6: Tactics, Transition, Umpire, Netball Positions, Marking

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

Football

- Consolidate keeping possession, develop officiating
- Consolidate defending
- Organise formations and manage teams
- Organise formations decide tactics, manage teams 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.

Autumn 2

Vocabulary

Year 6: Tactics, Transition, Referee, Back/End Line, Centre Line, Retrievers

Year 6: Tactics, Transition, Counter Attacker, Referee, Through Ball, Man to Man Marking

Tae Kwan-Do



Planned, led and assessed by a specialist teacher.


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



Spring 1

		<ul style="list-style-type: none"> • 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.
<p style="text-align: center;">Vocabulary</p>		<p>Year 6: Excellent Dancers, Expression, Creativity, Emotion, Prejudice, Discrimination, Choreographer, Motif</p>
<p style="text-align: center;">Spring 2</p>	<p style="text-align: center;">Cricket</p> <ul style="list-style-type: none"> • Consolidate batting/fielding/bowling • Create, understand and apply attacking/defensive tactics in game  <ul style="list-style-type: none"> • 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 	<p style="text-align: center;">Tri-Golf</p> <ul style="list-style-type: none"> • Consolidate playing against an opponent • Consolidate playing against an opponent in teams • Team Better Ball: Introducing 'Power Play' • The Little Sticks Cup  <ul style="list-style-type: none"> • Apply advanced decision-making when playing against an opponent, adapting shot choice (roller or launcher) to maximise scoring chances.

		<ul style="list-style-type: none"> • Work effectively in pairs/teams, using communication and tactics (e.g., selecting the most consistent or powerful player for a shot) to outscore opponents. • Use 'Power Play' opportunities strategically in Team Better Ball, balancing risk and reward to gain an advantage. • Demonstrate composure, accuracy, and consistency under pressure in "Little Sticks Cup" competitions, showing fairness, sportsmanship, and tactical awareness.
<p>Vocabulary</p>	<p>Year 6: Tactics, Umpire, Boundary, Four Runs, Six Runs, Over</p>	<p>Year 6: Match Play, Team Scramble, Team Better Ball, Team Alternate Shot, Penalty Shot</p>
<p>Summer 1</p>	<p style="text-align: center;">Athletics</p> <ul style="list-style-type: none"> • Running for speed competition • Running for distance competition • Throwing competition • Jumping competition  <ul style="list-style-type: none"> • Maintain maximum speed with efficient technique, finishing strongly and adjusting stride and effort to compete effectively. • Pace themselves strategically over longer distances, showing stamina, 	<p style="text-align: center;">Gymnastics</p> <ul style="list-style-type: none"> • Introduction to matching/mirroring • Application of matching/mirroring learning • onto apparatus • Sequence development  <ul style="list-style-type: none"> • Confidently perform matching and mirroring skills with a partner, demonstrating control, symmetry, and timing.

	<p>rhythm, and awareness of opponents' positions.</p> <ul style="list-style-type: none"> • Apply coordinated technique in competitive throws (e.g., javelin, shot put), balancing power, accuracy, and control to maximise performance. • Perform jumps (standing, long, or triple jump) with coordinated technique, using strength, balance, and rhythm to achieve maximum distance or height. • Make tactical decisions during competitive events, adjusting technique, effort, and pacing based on opponents' performance and personal goals. 	<ul style="list-style-type: none"> • Apply matching and mirroring techniques effectively onto apparatus, maintaining balance, tension, and body alignment. • Create and perform sequences that integrate matching, mirroring, and other gymnastic skills smoothly, showing fluency and flow. • Demonstrate extension, control, and precision in all movements, with smooth transitions and attention to shapes and body tension. •
<p>Vocabulary</p>	<p>Year 6: Tactics, Teamwork, Speed, Distance, Evaluation, False Start, Events</p>	<p>Year 6: Excellent Gymnastics, Flow, Levels, Matching, Mirroring, Unison, Canon</p>
<p>Summer 2</p>	<p>Gymnastics</p> <ul style="list-style-type: none"> • Introduction to matching/mirroring • Application of matching/mirroring learning • onto apparatus • Sequence development  <ul style="list-style-type: none"> • Confidently perform matching and mirroring skills with a partner, demonstrating control, symmetry, and timing. • Apply matching and mirroring techniques effectively onto apparatus, 	<p>Striking & Fielding: Rounders</p> <ul style="list-style-type: none"> • Introduction to full rounders • Consolidate fielding tactics • Refine our understanding of what happens if the batter misses or hits the ball backwards • Batting considerations  <ul style="list-style-type: none"> • Link together different skills in a game consistently and effectively, such as passing the ball on the move.

	<p>maintaining balance, tension, and body alignment.</p> <ul style="list-style-type: none"> • Create and perform sequences that integrate matching, mirroring, and other gymnastic skills smoothly, showing fluency and flow. • Demonstrate extension, control, and precision in all movements, with smooth transitions and attention to shapes and body tension. • 	<p>Thoroughly evaluate their own and others work suggesting thoughtful and appropriate improvements</p>
<p>Vocabulary</p>	<p>Year 6: Excellent Gymnastics, Flow, Levels, Matching, Mirroring, Unison, Canon</p>	<p>Year 6: Tactics, Fielder, Bowling, Run Out, Outfielder, Umpire,</p>

Progression of Skills (Year Groups)

EYFS – Year 2

EYFS	Locomotion: Walking	Locomotion: Jumping
	<ul style="list-style-type: none"> • Explore/develop walking • Explore walking in different pathways • Sustain walking • Explore marching • Apply walking into a game 	<ul style="list-style-type: none"> • Explore/develop jumping • Apply jumping into a game • Jumping for distance • Explore jumping high • Explore hopping
Year 1	<p style="text-align: center;">Locomotion: Running</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Recap jumping • Develop jumping • Explore how jumping affects our bodies • Explore skipping • Apply skipping and jumping into a game
Year 2	<p style="text-align: center;">Locomotion: Dodging</p> <ul style="list-style-type: none"> • Explore dodging • Develop dodging • Apply dodging: Explore attacking and defending • Apply dodging in teams 	<ul style="list-style-type: none"> • Consolidate jumping • Apply jumping into a game • Linking jumping • Explore jumping combinations • Develop jumping combinations

	Ball Skills Hands 1	Ball Skills Feet	Ball Skills Hands 2
EYFS	<ul style="list-style-type: none"> • Explore pushing • Explore rolling • Explore bouncing • Explore bouncing into space • Combine pushing and rolling • Combine rolling, pushing and bouncing 	<ul style="list-style-type: none"> • Explore moving with a ball using our feet • Develop moving with a ball using our feet • Understand dribbling • Develop dribbling against an opponent 	<ul style="list-style-type: none"> • Explore throwing overarm • Explore throwing underarm • Explore rolling • Explore stopping a ball • Explore catching
Year 1	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Develop moving the ball using the feet • Apply dribbling into games • Consolidate dribbling • Explore kicking (passing) • Apply kicking (passing) to score a point 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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

	Gymnastics	Dance
EYFS	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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

		<ul style="list-style-type: none"> • Creating movements that represent a superhero rescuing/saving, someone/something • Exploring character movements
Year 2	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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)

	Games for Understanding	Rackets, Bats and Balls
EYFS	<ul style="list-style-type: none"> • Taking turns/keeping the score • Understanding and playing by the rules • Avoiding a defender • Preventing an attacker from scoring 	<ul style="list-style-type: none"> • N/A
Year 1	<ul style="list-style-type: none"> • Understanding the principles of attack/defence • Applying attacking/ defending principles into a game • Consolidate attacking/defending 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Attacking/defending as a team • Understanding the transition between defence and attack • Create and apply attacking/ defensive tactics 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Introduce and explore agility • Introduce and explore balance • Introduce and explore coordination: Bouncing, rolling and throwing 	<ul style="list-style-type: none"> • Introducing teamwork • Develop teamwork • Building trust and developing communication • Cooperation and communication • Explore simple strategies • Problem solving: Consolidate teamwork
Year 2	<ul style="list-style-type: none"> • Consolidate agility • Consolidate balancing: Explore balancing on apparatus • Introduce and explore coordination: Dribbling and kicking 	<ul style="list-style-type: none"> • Introducing teamwork • Develop teamwork • Building trust and developing communication • Cooperation and communication • Explore simple strategies • Problem solving: Consolidate teamwork

Year 3 – Year 6

	Dodgeball	Football	OAA
Year 3	<ul style="list-style-type: none"> • Developing changing direction • Introduce throwing with accuracy • Introduce catching • Develop moving, changing direction at speed 	<ul style="list-style-type: none"> • Introduce/develop dribbling keeping control • Introduce passing and receiving • Combine dribbling and passing to create space • Develop passing, receiving and dribbling 	<ul style="list-style-type: none"> • Creating and applying simple tactics • Developing leadership • Develop communication as a team • Create defending and attacking tactics as a team
Year 4	<ul style="list-style-type: none"> • Introduce jumping and ducking • Develop throwing with accuracy and power over an increased distance • Develop catching • Consolidate dodging, jumping and ducking 	<ul style="list-style-type: none"> • Refine dribbling • Turning • Refine passing and receiving • Develop passing and dribbling creating space • Introduce shooting 	<ul style="list-style-type: none"> • Benches and mats challenge • Round the clock card challenge • The pen challenge • The river rope challenge • Caving challenges
Year 5	<ul style="list-style-type: none"> • Introduce blocking • Consolidate catching • Understand where we throw and why we need to throw with accuracy and power • Explore basic attacking and defending tactics 	<ul style="list-style-type: none"> • Refine dribbling and passing to maintain possession • Introduce and develop defending • Develop shooting • Refine attacking skills, passing, dribbling and shooting, introduce officiating 	<ul style="list-style-type: none"> • Face orienteering • Cone orienteering • Point and return • Point to point • Timed course • Orienteering competition
Year 6	<ul style="list-style-type: none"> • Consolidate/understanding attacking and defending tactics • Transition between attack and defence • Applying the rules: Officiating games • Managing tactics and officiate games 	<ul style="list-style-type: none"> • Consolidate keeping possession, develop officiating • Consolidate defending • Organise formations and manage teams • Organise formations decide tactics, manage teams and officiate games 	<ul style="list-style-type: none"> • Understanding what makes an effective leader • Communicating as a leader • Introducing the STEP principle: Space, Task, Equipment and People

	Gymnastics	Athletics	Dance
Year 3	<ul style="list-style-type: none"> • Introduction to symmetry • Introduction to asymmetry • Application of learning onto apparatus • Sequence formation • Sequence completion 	<ul style="list-style-type: none"> • Explore running for speed • Explore acceleration • Introduce /develop relay: Running for speed in a team • Throwing: Accuracy vs distance • Standing Long Jump 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Introduction to bridges • Application of bridge learning onto apparatus • Develop sequences with bridges • Sequence formation • Sequence completion 	<ul style="list-style-type: none"> • Develop running at speed • Exploring our stride pattern • Exploring running at pace • Understand and apply tactics when running for distance • Javelin • Standing Triple Jump 	<ul style="list-style-type: none"> • Responding to stimuli working together • Extending sequences with a partner in character • Exploring two contrasting Relationships and interlinking dance moves
Year 5	<ul style="list-style-type: none"> • Introduction to Counter Balance • Application of Counter Balance learning onto apparatus • Sequence formation • Counter Tension • Sequence completion 	<ul style="list-style-type: none"> • Finishing a race • Evaluating our performance • Sprinting: My personal best • Relay changeovers • Shot Put • Introducing the Hurdles 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Introduction to matching/ mirroring • Application of matching/ mirroring learning onto apparatus • Sequence development 	<ul style="list-style-type: none"> • Running for speed competition • Running for distance competition • Throwing competition • Jumping competition 	<ul style="list-style-type: none"> • 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

	Netball	Tag Rugby	Cricket
Year 3	<ul style="list-style-type: none"> • Introduce passing, receiving and creating space • Develop/combine passing and moving • Combine/develop passing and shooting 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Understand the concept of batting and fielding • Introduce throwing overarm • Introduce throwing underarm • Introduce catching • Striking with intent
Year 4	<ul style="list-style-type: none"> • Refine passing and receiving • Develop passing and dribbling creating space • Develop passing, moving and shooting • Refine passing and shooting • Develop footwork 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 angles and speeds
Year 5	<ul style="list-style-type: none"> • Refine passing and receiving • Apply passing, footwork and shooting into mini games • Introduce officiating • Introduce defending • Explore the function of other passing styles 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Consolidate keeping possession, develop officiating • Consolidate defending 	<ul style="list-style-type: none"> • Consolidate passing and moving • Consolidate defending 	<ul style="list-style-type: none"> • Consolidate batting/fielding/bowling

	<ul style="list-style-type: none"> • Create, understand and apply attacking/defending tactics in game situations 	<ul style="list-style-type: none"> • Create, understand and apply attacking/defending tactics in game situations • Consolidate attacking and defending in min games 	<ul style="list-style-type: none"> • Create, understand and apply attacking/defensive tactics in game
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	Rounders	Handball	Hockey
Year 3	<ul style="list-style-type: none"> • Introduce to rounders Introduce overarm throwing • Apply overarm and underarm throwing Introduce stopping the ball • Application of stopping the ball in a game 	<ul style="list-style-type: none"> • Introduce passing, receiving and creating space • Develop passing and moving • Combine passing and moving Introduce shooting • Develop passing and shooting 	<ul style="list-style-type: none"> • Introduce dribbling; keeping control • Introduce passing and receiving • Combine dribbling and passing to create space • Develop passing, receiving and dribbling Introduce shooting
Year 4	<ul style="list-style-type: none"> • Develop fielding bowling with a backstop Introduce batting; how • Develop batting; where and why • Introduce and apply basic fielding tactics 	<ul style="list-style-type: none"> • Refine passing and receiving • Develop passing and creating space • Develop passing, moving and shooting • Combine passing and shooting Introduce defending 	<ul style="list-style-type: none"> • Refine dribbling and passing • Develop shooting; combine passing and dribbling to create shooting opportunities • Develop passing and dribbling creating space for attacking opportunities • Introduce defending, blocking and tackling
Year 5	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Consolidate passing and receiving • Explore the function of other passes • Develop defending • Develop passing and creating space, introduce officiating • Refine shooting 	<ul style="list-style-type: none"> • Develop defending; block and tacking • Recap and refine dribbling and passing to create attacking opportunities • Refine attacking skills, passing dribbling and shooting

			<ul style="list-style-type: none"> Refine defending skills developing transition from defence to attack
Year 6	<ul style="list-style-type: none"> Introduction to full rounders Consolidate fielding tactics Refine our understanding of what happens if the batter misses or hits the ball backwards Batting considerations 	<ul style="list-style-type: none"> Consolidate keeping possession, develop officiating Understand and apply defending tactics in game situations Consolidate defensive tactics; understand and apply defensive tactics in game scenarios 	<ul style="list-style-type: none"> Consolidate keeping possession, develop officiating Consolidate defending Create, understand and apply attacking/defending tactics in game situations

	Badminton	Tennis	Tri Golf
Year 3	<ul style="list-style-type: none"> Introduction tennis, outwitting an opponent Creating space to win a point Consolidate how to win a game introduce rackets Introduce the forehand 	<ul style="list-style-type: none"> Introduction tennis, outwitting an opponent Creating space to win a point Consolidate how to win a game introduce rackets Introduce the forehand 	<ul style="list-style-type: none"> Develop the underarm throw/roll for accuracy Combine throwing and rolling with accuracy to beat an opponent Introduce striking: Using Rollers (Putters) Develop striking for accuracy using Rollers (Putters)
Year 4	<ul style="list-style-type: none"> Developing the forehand Creating space to win a point using a racket Introduce the backhand Applying the forehand and backhand in game situations 	<ul style="list-style-type: none"> Developing the forehand Creating space to win a point using a racket Introduce the backhand Applying the forehand and backhand in game situations Applying the forehand and backhand creating space to win a point 	<ul style="list-style-type: none"> Introduce striking with Launchers Develop striking with accuracy with Launchers Develop striking for distance with Launchers Combine striking with Rollers and Launchers for distance and accuracy

	<ul style="list-style-type: none"> Applying the forehand and backhand creating space to win a point 		<ul style="list-style-type: none"> Combine striking with Rollers and Launchers to beat an opponent 1v1
Year 5	<ul style="list-style-type: none"> Controlling the game from the serve Applying the forehand and backhand creating space to win a point Introduce the forehand Introduction to badminton: Outwitting an opponent 	<ul style="list-style-type: none"> Introduce/develop the volley Controlling the game from the serve Doubles, understanding and applying tactics to win a point 	<ul style="list-style-type: none"> Consolidate striking for accuracy with Rollers Consolidate striking with Launchers Introduce playing with Hazards The Class "Championship" 1v1 and 2v2
Year 6	<ul style="list-style-type: none"> Doubles: Understanding and applying tactics to win a point Game application: Consolidate outwitting an opponent Explore and Apply different forehand and backhand shots during a game to win a point 	<ul style="list-style-type: none"> Game application Game application, mixed ability doubles, round robin games 	<ul style="list-style-type: none"> Consolidate playing against an opponent: Individual Match Play Consolidate playing against an opponent in teams: Team Scramble Introducing 'Power Plays'

	Health Related Exercise	Quidditch	Boccia
Year 3	<ul style="list-style-type: none"> Exploring relaxation techniques Performing and utilising meditative balances Applying relaxation techniques and using them effectively 	<ul style="list-style-type: none"> Introduce throwing with accuracy: Beaters (defender) and Bludgers Develop passing and receiving: Introducing the role of the Chaser (attacker) and the Quaffle 	<ul style="list-style-type: none"> Exploring sending Sending the ball: Understanding why we need to be accurate Sending the ball: Developing our sending technique and understanding of accuracy Introduce scoring in Boccia

		<ul style="list-style-type: none"> • Develop passing, moving and changing direction at speed (dodging) • Introduce Shooting 	
Year 4	<ul style="list-style-type: none"> • Creating and interpreting movements to help express ourselves and our emotions • Using mime to manage positive and negative emotions • Using mediative balances to help control and manage our emotions 	<ul style="list-style-type: none"> • Develop the role of the Beater (defender) • Develop the role of the Chaser (attacker) • Introduce the role of the Keeper • Refine dodging 	<ul style="list-style-type: none"> • Consolidating sending with accuracy in Boccia: Sending with pace and speed • Tactical Play: Applying accuracy into our Boccia games • Tactical Play: Defending in Boccia
Year 5	<ul style="list-style-type: none"> • Introduce Cardiovascular Fitness • Introduce Flexibility Fitness • Introduce Strength Fitness 	<ul style="list-style-type: none"> • Refine the role of the Chaser • Refine the role of the Beater • Refine the role of the Keeper • Introduce the Snitch and the Seekers 	<ul style="list-style-type: none"> • Sending the ball: Consolidating our understanding why we need to be accurate • Sending the ball: Refine our sending technique and understanding of accuracy • Sending the ball: Applying accuracy in teams
Year 6	<ul style="list-style-type: none"> • Consolidate Cardiovascular Fitness • Consolidate Flexibility Fitness • Consolidate Strength Fitness 	<ul style="list-style-type: none"> • Consolidate attacking/defending: Possession and Defensive scenarios • Understand and apply attacking tactics to game scenarios situations • Application of 'powers' into game play to challenge tactical thinking 	<ul style="list-style-type: none"> • Creating and applying basic tactics: Coaching and officiating Boccia games • Level 1 Competition: Pairs Boccia • Level 1 Competition: Team Boccia

Vocabulary Progression

EYFS- Year 6

EYFS

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 performs 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

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 perform.	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 performs 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	Wide	Wide means moving or balancing in ways where the body is extended (arms and legs) horizontally away from the centre of the

	for a 'warm up' is to reduce the risk of injuring a muscle.		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

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	Linking	Linking means successfully adding two	Tag	Tag is the method applied by the

	to score runs/points. The aim of the game for the batter (attacking team) is to score as many runs/points as possible.		movements together so that they flow one after the other.		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 intercepts 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	Orienteering	Orienteering is a sport that requires navigational skills using a map and/or	Try	A try is a method of scoring points in rugby. A try is scored when the

	portraying in their performance.		a compass to navigate from various points.		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	Creativity	Creativity refers to pupils using their imagination or original ideas when	Penalty	A penalty kick is a method of restarting the game following 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.		performing their dance actions		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	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	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.

	the opposite direction to where they were going.		solve a problem and achieve their goal.		
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

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	The 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	Emotion	Emotion refers to the feelings a dancer's character is feeling depending on their	Matching	Matching is where pupils perform exactly the same movements at the same time

	command run to the centre line to collect a ball.		circumstances, mood, or relationships with others.		
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	Excellent Dancers	Excellent dancers interpret the music, perform with good timing and musicality, show expression and creativity	Motivation	Motivation refers to the positive actions and behaviours an individual uses to help drive themselves, their partner

	batting square in the middle of the pitch. This is where the bowler stands when bowling the ball.		and are able to choreograph.		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 intercepts 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	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)

	lines. Players are eliminated if they cross the centre line.				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.

<p>Communication</p>	<p>Communication is the method of transferring information from one person or a group to another. Types of communication include verbal, nonverbal, written and visual.</p>	<p>High Press</p>	<p>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.</p>	<p>Pressure</p>	<p>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.</p>
<p>Compositional</p>	<p>Compositional means the ability to create a dance performance in relation to a poem or piece of music.</p>	<p>Improvisation</p>	<p>Improvisation means the ability to perform a dance sequence or movement to a particular piece of music or drama, spontaneously or without preparation.</p>	<p>Rebound</p>	<p>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.</p>
<p>Control Point</p>	<p>A control point is a marked waypoint used in orienteering. Control points are marked both on a map and on the ground.</p>	<p>Interconnecting</p>	<p>Interconnecting movements are movements that involve one pupil moving over, under, around another pupil or movements that involve two pupils connected to each other.</p>	<p>Recover</p>	<p>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.</p>
<p>Cooperation</p>	<p>Cooperation is another word used to define teamwork, meaning to work together to achieve a goal or complete a task.</p>	<p>Interesting</p>	<p>Interesting means pupils are thinking and being creative. This includes adding different levels and different connection</p>	<p>Referee</p>	<p>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</p>

			points to their balances and/or movements		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	Run Out (Cricket)	A run out occurs when a batter attempting a run, has not reached their	Serve	Serve is the method of starting a game of tennis. A pupil serves from the

	using our hands or a ramp towards a target.		ground when the stumps are successfully hit with the ball by the fielding team		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.