|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Autumn 1 | Autumn 2 | Spring 1 | | Spring 2 | | Summer 1 | | Summer 2 |
| **Nursery** | EYFS-FMS How to catch a star | EYFS-FMS- Space | EYFS-FMS- Seaside | | EYFS- Mini Beasts | | EYFS-FMS- Rumble in the Jungle | | EYFS- Super worm |
| **Reception** | EYFS-FMS- Fundamental Movement Skills  Weds 11:00-11.30 | EYFS-FMS-Jack and the Beanstalk | EYFS-FMS- Castles  Weds 11:00-11:30 | | EYFS-FMS-Rosies Walk | | EYFS-FMS-Elmer  Weds 11:00-11:30 | | EYFS-FMS- Hungry Caterpillar |
|  | | | | | | | | EYFS FMS- Transport |
| **Year 1** | Fundamental M Skills  Baseline Unit-Supertato | Y1 Dance  Three Little Pigs | | Y1 FMS  Rolling A Ball | Y1 Gymnastics 1  Weds 9:00-10:00 | Y1 FMS  Overarm Throw  Weds 9:00-10:00 | | Y1 Athletics | |
| Y1 FMS  Underarm throw  9:00-10:00 | Y1 FMS  Catching and Bouncing a ball  Weds 9:30-10:30 | | Y1 Gymnastics 2 | Y1 Dance -Maypole | Y1- FMS  Lost and Found | | Y1 Dance  Toy Story | |
| **Year 2** | Y2 FMS  20th C Playground Games  Weds 10:00-11:00 | Y2 Dance  Moving Along | | Y2 Games  Piggy in the Middle | Y2 Dance  Maypole | Y2 Dance  Seaside | | Y2 Athletics | |
| Y2 Striking and Fielding | Y2 FMS  Bounce Ball  Weds 10:00-11.30 | | Y2 Games  Net/wall | Y2 Gymnastics 1  Weds 10:00-11:00 | Y2-OAA  The Great Outdoors  Weds 10:00-11:00 | | Y2 FMS End of Key Stage Assessment | |
| **Year 3** | FMS Catch Up  Playground Games | FMS Catch Up  Catching and Bouncing | | Y3 Creative Games  Tag and Target  Weds 9:00-10:00 | Y3Gymnastics 1  Weds 1:00-2:00 | Y3 Dance  Superheroes | | Y3 Athletics | |
| Y3 Invasion Games  Weds 1:00-2:00 | Y3 Dance  Rock and Roll | | Y3 Gymnastics 2 | Y3 Net and Wall Games | Y3 Striking and Fielding | | Y3 OAA Teamwork  Weds 9:00-10:00 | |
| **Year 4** | Y4 Creative Games  Weds 2:05-2:55 | Y4 Gymnastics 1 | | Y4 Dance  The Great Plague | Y4 Gymnastics 2 | Y4 Dance  Myths and Legends | | Y4 Athletics | |
| Y4 Games  Net/ wall | Y4 Invasion Games  Weds 1:00-2:00 | | Y4 Target Games  Weds 10:00-11:00 | Y4 Striking and Fielding | Y4 Invasion Games | | Y4 OAA  Trust and Trails  Weds 10:00-11:00 | |
| **Year 5** | Y5 Games  Invasion-Hockey | Y5 Dance  Earthlings | | Y5 Gymnastics 1 | Y5 Net/Wall  Tennis | Y5 Striking and fielding  Rounders | | Y5 Striking and fielding  Cricket | |
| SWIMMING | SWIMMING | | Y5 Invasion -Rugby  Weds 1:00-2:00 | Y5 Gymnastics 2  Weds 2:00- 3:00 | Y5 OAA  Weds 1:00-2:00 | | Y5 Athletics  Weds 1:00-2:00 | |
| **Year 6** | Y6 Games  Invasion-Hockey | Y6 Gymnastics 1 | | Y6 Invasion -Rugby  Weds 2:00-3:00 | Y6 Dance  Robin Hood | Y6 Striking and fielding  Rounders | | Y6 Striking and fielding  Cricket | |
| Y6 Creative Games | Y6 OAA  Weds 2:00-3:00 | | Y6 Net/wall | Y6 Gymnastics 2 | Y6 OAA  Team building  Weds 2:00-3:00 | | Y6 Athletics  Weds 2:00-3:00 | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Nur** | **National Curriculum** | **Progression steps** | **Vocabulary** |
| **Autumn Term** | | | |
| Development Matters- Physical Development  30-50 months •Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. •Mounts stairs, steps or climbing equipment using alternate feet. •Walks downstairs, two feet to each step while carrying a small object. •Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. •Can stand momentarily on one foot when shown. •Can catch a large ball. | | | |
| Unit:1A | **EYFS-FMS How to Catch a Star** | Lesson 1 To balance on small and large body parts in the shape of a star. Lesson 2 To send a ball/ throwing equipment with increasing accuracy. Lesson 3 To jump and land appropriately. Lesson 4 To climb under over and through climbing equipment. Lesson 5 To practise throwing overarm. Lesson 6 To revise fundamental movement skills covered in the unit | Running Fast  Jumping for Distance  Hopping  Catching  Caterpillar walk  Balance on large and small body parts  Body tension  Jumping off and landing  Underarm throw  Overarm throw  Skipping  Climbing on large apparatus.  Hanging /swinging on ropes  Travel on hands  Travel on feet |
| Unit:1B | **EYFS-FMS- Space** | Lesson 1 To travel in a variety of ways Lesson 2 To show increasing control over an object pushing it Lesson 3 To perform a variety of gymnastic rolls Lesson 4 To over arm thro for distance Lesson 5 To climb nursery, play climbing equipment Lesson 6 To revise fundamental movement skills covered in the unit | Throw  Underarm  Roll an object  Jump  Land  Marching  Hopping  Crocodile walk  Running Fast  Jump for distance  Catching  Travel through apparatus  Balance on apparatus |
| **Spring Term** | | | |
| Unit:2A | **EYFS FMS- Seaside** | Lesson 1 To balance on small body parts.  To travel on hands and feet. Lesson 2 To show increasing control over an object pushing and patting it. Lesson 3 To perform a variety of gymnastic rolls. Lesson 4 To show increasing control over an object pushing and patting it. Lesson 5 To show increasing control over an object pushing and patting it.  To underarm throw with some accuracy. Lesson 6 To revise fundamental movement skills covered in the unit | Jump for distance  Underarm throw  Running Fast  Crab walk  Square bridge  Jumping off an object  Skipping  Starfish  Freeze  Jump for distance  Running Fast  Hopping  Catching  Push an object  Balance an object  Pat an object  Crab walk  Square bridge  Jumping off an object  Egg roll  Pencil roll  Teddy bear roll  Forwards roll  Rock and roll |
| Unit:2B | **EYFS-FMS- Mini Beasts** | Lesson 1 **To perform the basic skill of jumping**  **To travel over, under and throw climbing equipment** Lesson 2 **To travel over, under and through balance and climbing equipment.** Lesson 3 **To catch a large sponge ball** Lesson 4 **To catch with increasing accuracy.** Lesson 5 **To roll in a variety of ways.** Lesson 6 **To revise fundamental movement skills covered in the unit** | **Hopping**  **Catching**  **Jumping for distance**  **Overarm throw**  **Skipping**  **Caterpillar Walk**  **Rock and Roll**  **Egg roll**  **Teddy roll**  **Pencil roll**  **Forwards roll** |
| **Summer Term** | | | |
| Unit:3A | **EYFS-FMS- Rumble in the Jungle** | Lesson 1 To travel on hands and feet. Lesson 2 To travel on hands and feet. Lesson 3 To travel on hands and feet. Lesson 4 To roll in a variety of ways. Lesson 5 To use an underarm and over arm throw with increasing accuracy. Lesson 6 To revise fundamental movement skills covered in the unit. | Underarm throw  Running fast  Jumping for distance  Rock and Roll  Travel on hands and feet  Rolling a ball  One leg balance  Balancing on small and large body parts.  Body tension  Rock and Roll  Egg roll  Teddy roll  Pencil roll  Forwards roll |
| **Unit:3B** | **EYFS-FMS- Super worm** | Lesson 1 To perform the basic skill of jumping  To travel in a variety of ways low to the ground. Lesson 2 To travel around the space hopping and skipping. Lesson 3 To catch a large ball. Lesson 4 To travel under, over and through balancing and climbing equipment. Lesson 5 To pull themselves up on climbing equipment. Lesson 6 To revise fundamental movement skills covered in the un | Jumping for distance  Catching  Overarm throw  Hopping  Skipping with a rope  Skipping  Jumping  Running fast  Travel on hands and feet  Wiggly worm  Pointed toes  Balance on large and small body parts |

|  |  |  |  |
| --- | --- | --- | --- |
| **Reception** | **National Curriculum** | **Progression steps** | **Vocabulary** |
| **Autumn Term** | | | |
| Development Matters- Physical Development  40-60 months •Experiments with different ways of moving. • Jumps off an object and lands appropriately. •Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. •Travels with confidence and skill around, under, over and through balancing and climbing equipment. •Shows increasing control over an object in pushing, patting, throwing, catching or kicking it | | | |
| Unit:1A | **EYFS-FMS- Fundamental Movement Skills** | Lesson 1 To jump for distance.  To land appropriately. Lesson 2 To hop on both feet Lesson 3 To underarm throw for distance Lesson 4 To overarm throw for distance Lesson 5 To catch with increasing accuracy Lesson 6 To climb with confidence under, over and through climbing equipment. | Jumping for distance  Running fast  Hopping  Catching  Travel on hands and feet  Skipping  Underarm throw  Marching  Jump off equipment  Overarm throw  Bounce a ball  Pat a ball  Accuracy |
| Unit:1B | **EYFS-FMS- Jack and the Beanstalk** | Lesson 1 To experiment with different ways of moving.  To use increasing control over an object by touching, pushing, patting, throwing, or catching.  To move with control and co-ordination  To use a range of small and large equipment Lesson 2 To jump and land appropriately. Lesson 3 To roll in a variety of ways. Lesson 4 To roll a ball accurately. Lesson 5 To climb up and down apparatus using alternate feet. Lesson 6 To revise fundamental movement skills covered in the unit. | Running  Underarm throw  Jumping for distance  Travel on hands and feet  Catching  Hopping  Jumping and landing  Rolling a ball  Balance  Rolling – egg roll, rock and roll  Climbing  Balancing on small and large body parts  Jumps |
| **Spring Term** | | | |
| Unit:2A | **EYFS-FMS-Transport** | Lesson 1 To travel in a variety of ways.  To adjust speed and direction to avoid obstacles. Lesson 2 To show increasing control over an object pushing it. Lesson 3 To perform a variety of gymnastic rolls. Lesson 4 To over arm throw for distance Lesson 5 To climb nursery play climbing equipment Lesson 6 To revise fundamental movement skills covered in the unit | Jump for distance  Running fast  Underarm throw  Catching  Rolling an object  Travel under and through apparatus  Push an object  Balance on apparatus  Jump off apparatus  Egg roll  Pencil roll  Teddy Bear roll  Forwards roll  Rock and roll  Skipping  Travel on hands/feet  Balance on small and large body parts  Body tension |
| Unit:2B | **EYFS-FMS- Rosie’s Walk** | Lesson 1 To jump and land appropriately. Lesson 2 To experiment with different ways of travelling; shuffling, running, jumping, skipping, sliding and hopping. Lesson 3 To experiment with different ways of travelling; shuffling, running, jumping, skipping, sliding and hopping. Lesson 4 To climb under over and through climbing equipment. Lesson 5 To experiment with different ways of travelling on hands and feet. Lesson 6 To revise fundamental movement skills covered in the unit. | Running Fast  Jumping for Distance  Hopping  Catching  Underarm throw  Overarm throw  Balance on large and small body parts  Jumping off and landing  Skipping  Statues  Arabesque  Body tension  Travel on hands  Travel on feet  Climbing  Jumps: Star straddle Straight Tuck |
| **Summer Term** | | | |
| Unit:3A | **EYFS-FMS-Elmer** | **Lesson 1**  To make a range of shapes on small body parts.  To travel in a range of ways and negotiate space successfully.   * **Lesson 2**   To throw with increasing accuracy underarm.  To overarm throw for distance.   * **Lesson 3**   To perform a range of gymnastic rolls.  To move freely and with confidence when rolling.   * **Lesson 4**   To perform a range of gymnastic jumps.  To balance on one leg.  To balance on a range of small body parts.   * **Lesson 5**   To climb with confidence under, over and through climbing equipment.   * **Lesson 6**   To revise fundamental movement skills covered in the unit | Space  Travel  Under  Over  Through  Tall  Short  Fat  Thin  Different body parts  Climb  Balance  Jump  Straight  Star  Tuck |
| Unit:3B | **EYFS-The Hungry Caterpillar** | Lesson 1 To perform the basic skill of jumping  To travel in a variety of ways low to the ground. Lesson 2 To travel over, under and through balance and climbing equipment. Lesson 3 To balance on a range of body parts. Lesson 4 To throw under arm. Lesson 5 To roll in a variety of ways. Lesson 6 To revise fundamental movement skills covered in the unit | Jumping for distance  Running fast  Travelling hands/feet  Hopping  Skipping  Caterpillar walk  Balance on large/small body parts  Body tension  Pointed toes  One-foot balance |

|  |  |  |  |
| --- | --- | --- | --- |
| **Year 1** | **National Curriculum** | **Progression steps** | **Vocabulary** |
| **Autumn Term** | | | |
| Unit:1A | **Fundamental MM Skills**  **Baseline Unit-Supertato**  Travelling  Running, hopping, skipping, galloping.  Change direction easily i.e. dodging and swerving.  Travelling with an object i.e. beanbag, ball, bat and ball.  Sending  Roll a ball underarm.  Throw an object underarm (beanbag).  Throw an object overarm (beanbag, ball).  Kick a ball.  Aiming at various targets using different equipment (beanbag, ball, quoit, shuttlecock etc.).  Trap a ball with feet.  Catching a ball. | Lesson 1 To demonstrate the FMS of underarm throwing and hopping. Lesson 2 To demonstrate the FMS of jumping and skipping. Lesson 3 To demonstrate the FMS of catching and bouncing a ball Lesson 4 To demonstrate the FMS of rolling a ball and kicking. Lesson 5 To demonstrate the FMS of running and overarm throw. | Pencil roll  Eggroll  Carrot roll  Tucked roll  Underarm throw  Jumping  Skipping  Bounce/catch ball  Roll  Kick  Overarm  Creep  Supertato  Evil Pea |
| **Y1 FMS- Underarm throw**  Throw an object underarm (beanbag/ball).  Understand the concept of aiming and the need for accuracy.  Use a feint to try and win a target type game.  Describe what they have done or seen others doing. *i.e. opposite foot forward to throwing arm.*  Copy actions and ideas and use the information they collect to improve their skills | Lesson 1 To demonstrate an underarm throw with some accuracy.  To show a side gallop. Lesson 2 To demonstrate an underarm throw with some accuracy at different targets.  To show a side gallop. Lesson 3 To demonstrate an underarm throw with some accuracy at different targets.  To show a side gallop. Lesson 4 To demonstrate a simple tactic in a game. Lesson 5 To show two simple tactics in a game. Lesson 6 To show two simple tactics in a game. | Side Gallop  Underhand throw  Face direction of the throw Step forward with opposite foot to throwing hand  Follow through with arm.  Accuracy  Target  Tactic  Pretend (Feint) to throw one way  Look one way-throw the other |
| Unit:1B | **Y1 Dance -Three Little Pigs**  Use simple dance vocabulary to describe movement. *i.e. describe what body actions they see.*  Describe why they think particular actions have been chosen.  Describe how a dance makes them feel.  Choose movements to make own simple dance phrase with beginning, middle and ending.  Practise and repeat these movements so they can be performed in a controlled way.  Choose and link actions that express a mood, idea or feeling  Remember and repeat movements showing greater control, coordination and spatial awareness. | Lesson 1 To convey a character linking two movement ideas. Lesson 2 To convey a contrasting character, linking movement ideas. Lesson 3 To work with a partner to convey contrasting characters. Lesson 4 To work with a partner to convey contrasting characters. Lesson 5 Link travelling actions with a stillness to convey events within the story Lesson 6 Link sequences together to retell the story. | Travel  Jump  Link  Describe  Huff/Puff  Wolf  Pigs  Contrast-slow/quick  scuttle, scurry, run, tiptoe, sneak, creep, skip, spring  Light  Frantic  Fearful  Uncurl  Gesture  Pathways  Control  Co-ordination |
| **Y1 FMS- Catching and bouncing a ball**  Understand the concept of aiming and the need for accuracy.  Throw or hit an object into space to make it more difficult for their opponents.  Net and striking and fielding games – look for space to throw, hit or run into to help them score. Understand why they need to throw or hit into space. | Lesson 1 To demonstrate catching a ball with some accuracy. Lesson 2 To demonstrate catching and bouncing a ball with some accuracy. Lesson 3 To demonstrate catching and bouncing a ball with some accuracy. Lesson 4 To demonstrate catching and bouncing a ball with some accuracy. Lesson 5 To show a simple tactic in a game. Lesson 6 To apply a simple tactic in a game. | Catching  Accuracy  Determination  Bounce  Control  Cushion  Travelling (Side gallop, gallop, skipping, running)  C-operate  Dribble  Outwit |
| **Spring Term** | | | |
| Unit:2A | **Y1 FMS-Rolling a ball**  Understand the concept of aiming and the need for accuracy.  Net and striking and fielding games – look for space to throw, hit or run into to help them score. Understand why they need to throw or hit into space.  Roll a ball underarm.  Aiming at various targets using different equipment (beanbag, ball, quoit etc.) | Lesson 1 To demonstrate rolling a ball with some accuracy. Lesson 2 To demonstrate rolling different equipment with some accuracy. Lesson 3 To demonstrate rolling different equipment with some accuracy.  To show the skill of rolling equipment in different ways. Lesson 4 To demonstrate a simple tactic in a rolling game. Lesson 5 To show two simple tactics in a game. Lesson 6 To show two simple tactics in a game. | Bend  Release  Roll  Speed  Swerve  Swing  Opposite leg  Knee lift (fast running)  Practise  Accuracy  Co-operate  Outwit  Tactics  Defender  Attacker  Target |
| **Y1 Gymnastics 1**  Travelling – feet  Jog, skip, gallop, hop, walk forwards, backwards.  Travelling – hands and feet  Frog, Bunny, Crab, Bear, Caterpillar, Crocodile, Monkey, etc.  Shape  Wide, thin, tuck  Rolling  Rocking on back, pencil, egg rolls, dish roll, teddy / circle roll, forward roll.  Jumping  2 feet to 2 feet  2 feet to 2 feet for height with shape  Handle small and large apparatus  Mats, benches, tables. | **Y1 Gymnastics 1**  Travelling – feet  Jog, skip, gallop, hop, walk forwards, backwards.  Travelling – hands and feet  Frog, Bunny, Crab, Bear, Caterpillar, Crocodile, Monkey, etc.  Shape  Wide, thin, tuck  Rolling  Rocking on back, pencil, egg rolls, dish roll, teddy / circle roll, forward roll.  Jumping  2 feet to 2 feet  2 feet to 2 feet for height with shape  Handle small and large apparatus  Mats, benches, tables. | Travel  Pencil roll  Straight roll  Jump  Shape  Wide  Star  Hop  Bunny hop  Tuck  Link  Sequence  Practise  Perform  Respond |
| Unit:2B | **Y1 Gymnastics 2**  Front support, balance on 4 & 3 points, large body parts, tummy, back, bottom, shoulder.  Create and link simple combinations of 2/3 actions / skills *e.g. travel and balance.*  2 feet to 2 feet, 2 to 1 and 1 to 2.  2 feet to 2 feet for height with shape  Remember and repeat simple linked sequences.  To copy a partner’s sequence. | Lesson 1 To demonstrate different shapes in a sequence.**﻿** Lesson 2 To demonstrate a sequence using travelling, and 3 balances. Lesson 3 To demonstrate a sequence using travelling, and 2 balances on large body parts. Lesson 4 To demonstrate a sequence using travelling, balance and 2 rolling actions. Lesson 5 To show a sequence using the skills of travelling, balance and 3 jumps on the floor and apparatus. Lesson 6 To show the skills of combining travelling, rolling, balancing and jumping into a sequence using apparatus. | Travel  Low/high  Shape  Tuck  Straight  Star  Jump: 1-2, 2-2, 2-1  Land  Bend knees  Arms in air  Head up  Different speeds  Direction  Bear Walk  Caterpillar  Front Support  Explore  2/3 Point Balances  Toes pointed  Sequence/Link  Copy  Courage |
| **Y1 Dance- Maypole**  Practise and repeat these movements so they can be performed in a controlled way.  Remember and repeat movements showing greater control, coordination and spatial awareness.  Describe how a dance makes them feel. | Lesson 1 To practise how to skip holding a ribbon Lesson 2 To practise keeping in time to music and holding a ribbon Lesson 3 To practise and learn a specific dance- red/blue skip yellow/green stay still and swap after dancing Lesson 4 To practise and learn following in threes Lesson 5 To practise for May Day Performance Lesson 6 To practise for May Day Performance | Tradition  Maypole  Ribbons  Sitters  Skip  Speed  Control  Skipping  Changing in threes |
| **Summer Term** | | | |
|  | **Y1 FMS- Overarm throw**  Travelling with an object i.e. beanbag, ball, bat and ball.  Throw an object overarm (beanbag, ball).  Aiming at various targets using different equipment (beanbag, ball, quoit etc.) | Lesson 1 To demonstrate an overarm throw with some accuracy. Lesson 2 To demonstrate an overarm throw with some accuracy.  To show a fast running technique. Lesson 3 To demonstrate an overarm throw with some accuracy in a game.  To show a fast running technique. Lesson 4 To demonstrate a simple tactic in a game Lesson 5 To demonstrate a simple tactic in a game Lesson 6 To demonstrate a simple tactic in a game | Overarm Throw  Stand sideways  Step forward with opposite foot to throwing arm  Hold opposite arm up for balance and aim  Follow through with arm after releasing object  Tactic  Target  Tactics  Speed  Change of direction  Accuracy  Space |
| **Y1 FMS- Lost and Found**  Fundamental Movement Skills  Running, hopping, skipping, galloping.  Jumping  Catching and bouncing a ball  Sending  Roll a ball underarm.  Throw an object underarm.  Throw an object overarm (beanbag, ball).  Kick a ball. | Lesson 1 To demonstrate the FMS of underarm throwing and hopping. Lesson 2 To demonstrate the FMS of an overarm throw and skipping. Lesson 3 To assess the fundamental movement skills of catching and bouncing a ball.  To develop fundamental movement skills. Lesson 4 To demonstrate the FMS of running and jumping. Lesson 5 To demonstrate the FMS of and kicking and rolling a ball. | Jumping for distance  Running fast  Hopping  Catching  Skipping  Underarm throw  Overarm throw  Bounce a ball  Kick a ball  Accuracy |
| Unit:3B | **Y1 Athletics**  Running, hopping, skipping, galloping.  Jumping  Catching and bouncing a ball  Sending  Roll a ball underarm.  Throw an object underarm.  Throw an object overarm (beanbag, ball). | * **Lesson 1**   To show a hopping skill with rhythm.  To demonstrate rolling a ball with some accuracy.   * **Lesson 2**   To show running and changing direction quickly.  To demonstrate throwing underarm with some accuracy.   * **Lesson 3**   To demonstrate jumping as far as possible and landing safely with control.   * **Lesson 4**   To show good posture when running fast.  To demonstrate rolling a ball with some accuracy and control.   * **Lesson 5**   To complete a running and jumping course.   * **Lesson 6**   To demonstrate the skills of running and changing direction. | Throw  High  Low  Skip  Aim  Fast  Slow  Safely  Step  Bounce  Jump  Leap  Hop  Repeat  Run  Walking  Jogging  Accelerate  Push  Take off  Landing  Evaluate  Improve |
| **Y1 Dance- Toy Story**  Body Actions  Copy and explore basic body actions from a range of stimuli (words, poetry, pictures, sounds , objects)  Vary speed, strength, energy and tension of their movements.  Choose movements to make own simple dance phrase with beginning, middle and ending.  Practise and repeat these movements so they can be performed in a controlled way.  Choose and link actions that express a mood, idea or feeling  Remember and repeat movements showing greater control, coordination and spatial awareness | Lesson 1 To link movements to show different character of a variety of different toys. Lesson 2 To convey the different emotions within a relationship. Lesson 3 To link travel, turn and stillness within a sequence depicting a different mood. Lesson 4 To travel from one space to another using different pathways and levels. Lesson 5 To work in a group to create a sequence. Lesson 6 To combine all the dance sequences in order to retell aspects of the story. | Travel  Stillness  Direction  Space  Body parts  Levels  Speed |

|  |  |  |  |
| --- | --- | --- | --- |
| **Year 2** | **National Curriculum** | **Progression steps** | **Vocabulary** |
| **Autumn Term** | | | |
| Unit: 1A | **Y2 Games -20th Century Playground**  Recognise and use space in a game.  Understand the concept of aiming and the need for accuracy.  Use a feint to try and win a game.  Throw or hit an object into space to make it more difficult for their opponents.  Invasion type game – understand to pass the ball to a person in space (Y2).  Net and striking and fielding games – look for space to throw, hit or run into to help them score. Understand why they need to throw or hit into space. | * **Lesson 1**   To develop the skill of dodging/changing direction when playing a tig game.   * **Lesson 2**   To develop the skill of hopping when playing a game.   * **Lesson 3**   To demonstrate catching a ball with some control. To throw underarm with some accuracy.   * **Lesson 4**   To throw a ball underarm to a partner with some accuracy.  To catch a ball.  To demonstrate a side gallop.   * **Lesson 5**   To show the ready position  To catch a ball  To perform a side gallop.   * **Lesson 6**   To catch a ball from the ready position.  To strike a ball to a partner   * **Lesson 7**   To strike a ball with some accuracy.  To apply a simple tactic in a net/wall | Striking  Catching  Gallop  Own space  Team  Speed  Direction  Passing  Controlling  Shooting  Scoring  Co-operate  Encourage  Tactics |
| Unit | **Y2 Striking and Fielding**  Throw an object underarm (beanbag).  Throw an object overarm (beanbag, ball).  Aiming at various targets using different equipment (beanbag, ball, quoit, shuttlecock etc.).  Striking a ball with a bat.  Catching a ball.  Catching a ball at different heights.  Travelling with an object i.e. beanbag, ball, bat and ball.  Sending  Throw an object overarm (beanbag, ball).  Striking a ball with a bat.  Receiving  Catching a ball. | Catching a ball at different heights. Lesson 1 To demonstrate and overarm throw for distance. Lesson 2 To strike a ball for distance.  To play a simple striking and fielding game. Lesson 3 To strike a ball for distance.  To play a simple striking and fielding game. Lesson 4 To strike a ball with accuracy for distance.  To play a simple striking and fielding game and use a simple tactic. Lesson 5 To play a simple striking and fielding game using a simple tactic Lesson 6 To play a simple striking and fielding game applying a simple tactic. | Striking  Catching  Own space  Team  Speed  Direction  Passing  Controlling  Tactic |
| **Y2 Dance- Moving Along**  Choose movements to make own simple dance phrase with beginning, middle and ending.  Practise and repeat these movements so they can be performed in a controlled way.  Choose and link actions that express a mood, idea or feeling  Remember and repeat movements showing greater control, coordination and spatial awareness.  Use simple dance vocabulary to describe movement. *i.e. describe what body actions they see.*  Describe why they think particular actions have been chosen.  Describe how a dance makes them feel. | Lesson 1 To be able to create travelling patterns  To be able select effective movements  To be able to develop and improve their work Lesson 2 To be able to create travelling patterns using a stimulus.  To be able select effective movements.  To be able to develop and improve their work. Lesson 3 To be able to create a pathway using a stimulus.  To be able to develop and improve work.  To be able to remember work and recreate it repetitively.  To be able to contribute to a whole class performance. Lesson 4 To be able to use a stimulus effectively.  To be able to remember work and recreate it repetitively.  To be able to work effectively within a group. Lesson 5 To be able to recall and perform session’s work.  To be able to use a stimulus effectively.  To be able to work effectively on our own and within a group to create travelling phrases. Lesson 6 To be able to participate in a whole class performance.  To be able to demonstrate spatial awareness, confidence and expression.  To be able to respond to own work using Dance words. | Travel  Stillness  Direction  Space  Body parts  Levels  Speed  Practice  Develop  Improve  Repeat  Phrase |
| Unit: 1B | **Y2 FMS-Bounce Ball**  Travelling  Running, dribbling.  Change direction easily i.e. dodging and swerving.  Travelling with an object  Sending  Throw an object underarm  Throw an object overarm  Aiming at various targets using different equipment (beanbag, ball, quoit, shuttlecock etc.).  Receiving  Catching a ball.  Catching a ball at different heights. | Lesson 1 To demonstrate bouncing a ball with some control Lesson 2 To demonstrate bouncing a ball with some control while moving. Lesson 3 To demonstrate bouncing a ball and passing in a simple game. Lesson 4 To demonstrate throwing a ball at a target with some accuracy. . Lesson 5 To demonstrate passing a ball with accuracy then move into a space.  To use a simple tactic in a game Lesson 6 To show a simple tactic in a game. | Bouncing  Catching  Own space  Team  Speed  Direction  Passing  Dribble  Cushion  Controlling  Shooting  Scoring |
| **SPRING Term** | | | |
| Unit: 2A | **Y2 Games-Piggy in the Middle**  Change direction easily i.e. dodging and swerving.  Travelling with an object i.e. beanbag, ball, bat and ball.  **Sending**  Throw an object underarm (beanbag).  Throw an object overarm (beanbag, ball).  Aiming at various targets using different equipment (beanbag, ball, quoit, shuttlecock etc.).  **Receiving**  Catching a ball.  Catching a ball at different heights.  Recognise and use space in a game.  Understand the concept of aiming and the need for accuracy.  Use a feint  Throw or hit an object into space to make it more difficult for their opponents.  Invasion type game – understand to pass the ball to a person in space (Y2). | Lesson 1 To demonstrate an underarm throw with some accuracy.  To show catching a ball with control. Lesson 2 To throw underarm with accuracy then move into a space.  To catch a ball with control Lesson 3 To demonstrate passing a ball with some accuracy then moving into a space. Lesson 4 To show a simple tactic in a game  To pass a ball with some accuracy then move into a space. Lesson 5 To use a simple tactic in a game. Lesson 6 To use a simple tactic in a game. | Striking  Catching  Own space  Underarm  Team  Speed  Space  Accuracy  Direction  Passing  Controlling  Shooting  Scoring  Tactics |
| **Y2 Net/Wall Games**  Travelling  Running, hopping, skipping, galloping.  Change direction easily i.e. dodging and swerving.  Travelling with an object i.e. beanbag, ball, bat and ball.  Sending  Throw an object underarm  Throw an object overarm  Aiming at various targets using different equipment (beanbag, ball, quoit, shuttlecock etc.).  Striking a ball with a bat.  Receiving  Catching a ball.  Catching a ball at different heights.  Recognise and use space in a game.  Understand the concept of aiming and the need for accuracy.  Use a feint to try and win a net type game.  Throw or hit an object into space to make it more difficult for their opponents.  Invasion type game – understand to pass the ball to a person in space (Y2).  Net and striking and fielding games – look for space to throw, hit or run into to help them score. Understand why they need to throw or hit into space. | Lesson 1 To demonstrate how to catch a ball.  To show a side gallop with some rhythm. Lesson 2 To show the ready position  To demonstrate how catch a ball Lesson 3 To show how to hold a bat  To demonstrating catching a ball from the ready position.  To strike a ball to a partner Lesson 4 To strike a ball with some accuracy.  To show a simple tactic in competitive fours. Lesson 5 To strike a ball with accuracy.  To apply a simple tactic in a net/wall game. Lesson 6 To demonstrate a simple tactic in a net/wall game to outwit an opponent. | Striking  Catching  Own space  Team  Speed  Underarm  Direction  Passing  Controlling  Shooting  Scoring  Tactics |
| **Y2 Dance -Maypole**  Practise and repeat these movements so they can be performed in a controlled way.  Remember and repeat movements showing greater control, coordination and spatial awareness.  Describe how a dance makes them feel. | Lesson 1 To practise and revise how to skip holding a ribbon Lesson 2 To practise keeping in time to music and holding a ribbon  Begin learning new dances Lesson 3 To practise and learn a specific dance- red/blue skip yellow/green stay still and swap after dancing Lesson 4 To practise and learn Changing in Threes/ Spider’s Web Lesson 5 To practise for May Day Performance Lesson 6 To practise for May Day Performance | Tradition  Maypole  Ribbons  Sitters  Skip  Speed  Control  Skipping  Following in Threes  Spider’s Web |
| **Y2 Gymnastics 1**  Create and link simple combinations of 2/3 actions / skills *e.g. travel and balance.*  To link “like” movements with a beginning, middle and end  To copy a partner’s sequence.  Remember and repeat simple linked sequences.  Link simple combinations of 3 / 4 actions / *skills e.g. jump, travel, roll, balance.*  Devise short sequence, clear begin, middle, and end.  Adapt sequence to include partner or apparatus.  Remember and repeat accurately, devised sequences. | **Lesson 1**   * To demonstrate jumping actions with different shapes in the air.   **Lesson 2**   * To show travelling actions using hands and feet. * To demonstrate balancing on large body parts.   **Lesson 3**   * To show an egg roll, pencil and teddy bear roll. * To create and demonstrate a sequence using rolling, jumping and travelling.   **Lesson 4**   * To perform jumping and rolling actions. * To create a sequence using rolling, jumping and travelling.   **Lesson 5**   * To create a sequence using travelling, balancing rolling, and jumping.   **Lesson 6**   * To create a sequence using travelling, balancing rolling, and jumping. | Forwards  Backwards  Sideways  Roll  Slow  Body parts  Shape  Jump  Travel  Balance  Stretch  Wide  Narrow  Sequence |
| **Summer Term** | | | |
| Unit: 3A | **Y2 Dance-Seaside**  Copy and explore basic body actions from a range of stimuli -Seaside  **Travel**  **Turn**  **Gesture**  **Stillness**  Copy simple movement patterns  Show and tell using body actions to explore moods, ideas and feelings.  Vary speed, strength, energy and tension of their movements.  Applying and Linking skills  Choose movements to make own simple dance phrase with beginning, middle and ending.  Practise and repeat these movements so they can be performed in a controlled way.  Choose and link actions that express a mood, idea or feeling  Remember and repeat movements showing greater control, coordination and spatial awareness. | Lesson 1 Explore a range of actions related to activities at the seaside. Lesson 2 To compose and perform a dance phrase showing the movements of the ocean.  To respond to a stimulus. Lesson 3 To select appropriate movements and body shapes to communicate ideas in relation to the texture, shapes of a variety of shells. Lesson 4 To explore body shapes and movements which communicate the different creatures the can find at the seaside. Lesson 5 To explore movements to depict life in a seaside village. Lesson 6 To remember, repeat and perform a short dance to represent life in a seaside village. | Travel  Stillness  Direction  Space  Body parts  Levels  Speed  Turn  Gesture  Rehearse  Seaside  Ocean  Practise  Communicate  Create  Explore |
| **Y2 OAA-The Great Outdoors**  To improve communication skills.  To improve ability to work with and trust others.  To undertake an adventure trail to develop communication skills.  To work safely with a partner in an adventurous environment.  To complete a Trail within the school grounds.  To increase confidence in decision making.  To know how to use a control card. | Lesson 1 Able to take responsibility for self and others.  Able to respect, trust and care for each other.  Can remember objects on a trail. Lesson 2 To cooperate and work together as a team.  Can work with a partner to undertake an adventurous journey. Lesson 3 Can work with others to complete a journey within the school grounds.  Can work collaboratively to record answers. Lesson 4﻿ Can work with others to complete a journey within the school grounds and mark a control card correctly.  Can make decisions about how to navigate safely, to a control site. | Communication  Trust  Support  co-operation  Participate  Instructions  Plan  Teamwork  Experiment  Choose  Map  Orientate  Set  Symbol  Control Card  Birds’ eye view |
| Unit 3B | **Y2 Athletics**  Running, hopping, skipping  Jumping  Sending  Throw an object underarm.  Throw an object overarm | Lesson 1﻿ To throw underarm accurately into a target.  To throw as far as possible. Lesson 2﻿ To throw overarm accurately.  To throw overarm for distance. Lesson 3﻿﻿ To throw using a push and two-handed throw for distance.  To jump for distance with control. Lesson 4 To throw using an underarm and overarm throw for distance and accuracy. Lesson 5 To throw underarm for accuracy.  To throw overarm for distance.  To complete an obstacle course with speed and agility. Lesson 6﻿ To throw underarm for accuracy.  To throw overarm for distance. | Throw  High  Low  Skip  Aim  Fast  Safely  Step  Bounce  Jump  Leap  Hop  Repeat  Run  Target  Overarm  Underarm  Walking  Jogging  Accelerate  Agility |
| **Y2 FMS End of Key Stage Assessment**  Travelling  Running  Change direction easily  Travelling with an object i.e. beanbag, ball, bat and ball.  Sending  Roll a ball underarm.  Throw an object underarm  Throw an object overarm  Kick a ball.  Aiming at various targets using different equipment (beanbag, ball, quoit, shuttlecock etc.).  Receiving  Trap a ball with feet.  Catching a ball.  Catching a ball at different heights. | Lesson 1 To throw underarm accurately into a target.  To throw as far as possible. Lesson 2﻿﻿ To throw overarm accurately.  To throw overarm for distance.  To run as fast as possible Lesson 3 To throw using a push and two- handed throw for distance.  To jump for distance with control. Lesson 4 To kick a ball for distance.  To catch a ball.  To complete an obstacle course. Lesson 5 To throw underarm for accuracy.  To throw overarm for distance.  To complete an obstacle course with speed and agility. Lesson 6﻿ To throw underarm for accuracy.  To throw overarm for distance. | Jumping for distance  Running fast  Hopping  Catching  Skipping  Underarm throw  Overarm throw  Kick a ball  Accuracy  Agility  Distance  Speed |

|  |  |  |  |
| --- | --- | --- | --- |
| **Year 3** | **National Curriculum** | **Progression steps** | **Vocabulary** |
| **Autumn Term** | | | |
| Unit: 1A | **Y2 Games -Revision Unit**  20th Century Playground  Recognise and use space in a game.  Understand the concept of aiming and the need for accuracy.  Use a feint to try and win a game.  Throw or hit an object into space to make it more difficult for their opponents.  Invasion type game – understand to pass the ball to a person in space .  Net and striking and fielding games – look for space to throw, hit or run into to help them score. Understand why they need to throw or hit into space. | Lesson 1 To develop the skill of dodging/changing direction when playing a tig game. Lesson 2 To develop the skill of hopping when playing a game. Lesson 3 To demonstrate catching a ball with some control. To throw underarm with some accuracy. Lesson 4 To throw a ball underarm to a partner with some accuracy.  To catch a ball.  To demonstrate a side gallop. Lesson 5 To show the ready position  To catch a ball  To perform a side gallop. Lesson 6 To catch a ball from the ready position.  To strike a ball to a partner Lesson 7 To strike a ball with some accuracy.  To apply a simple tactic in a net/wall | Striking  Catching  Gallop  Own space  Team  Speed  Direction  Passing  Controlling  Shooting  Scoring  Co-operate  Encourage  Tactics |
| **Y3 Invasion games-RUGBY**  Sending and Receiving – Invasion Games  Perform using a number of sending and receiving skills with consistency, accuracy, confidence and control and later speed.  Scoring Skills  Shoot and score accurately in a range of ways.  Shot from a distance and from close range.  Defending Skills  Know how to mark and defend their goal(s).  Ways of keeping the ball away from defenders.  How to mark a player and space.  Intercept and tackle to get the ball back. | * **Lesson 1**   To demonstrate passing a ball using a swing pass.  To move into space after using a swing pass in a game.   * **Lesson 2**   To demonstrate passing a ball using a swing pass.  To perform a feint when passing to outwit a defender.   * **Lessson 3**   To perform a swing pass and bounce pass in a game.  To apply a feint when passing to outwit a defender.   * **Lesson 4**   To perform a pass in an invasion game using a swing pass  To apply a simple tactic to outwit a defender.   * **Lesson 5**   To perform a pass in an invasion game using a swing pass.  To apply a simple tactic to outwit a defender. | Keep possession  Scoring tries  Keeping score  Making space  Pass/send/receive  Travel with a ball  Swing pass  Make use of space  Points/goals  Rules  Tactics  Defending |
| Unit:1B | **Y3 Revision- Catching and bouncing a ball**  Understand the concept of aiming and the need for accuracy.  Throw or hit an object into space to make it more difficult for their opponents.  Net and striking and fielding games – look for space to throw, hit or run into to help them score. Understand why they need to throw or hit into space. | Lesson 1 To demonstrate catching a ball with some accuracy. Lesson 2 To demonstrate catching and bouncing a ball with some accuracy. Lesson 3 To demonstrate catching and bouncing a ball with some accuracy. Lesson 4 To demonstrate catching and bouncing a ball with some accuracy. Lesson 5 To show a simple tactic in a game. Lesson 6 To apply a simple tactic in a game. | Catching  Accuracy  Determination  Bounce  Control  Cushion  Travelling (Side gallop, gallop, skipping, running)  C-operate  Dribble  Outwit |
| **Y3 Dance-Rock and Roll**  To create movement using a stimulus.  To explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group.  To create and link dance phrases using a simple dance structure or motif.  To use simple choreographic principles to create motifs.  To compose dances by using, adapting and developing steps, formations and patterning from different dance styles.  To explore, improvise and combine movement ideas fluently and effectively.  To perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups.  To perform more complex dance phrases that communicate character and narrative.  Perform in a whole class performance | Lesson 1 Pupils will be able to name different forms of rock and where they may be found in real-life.  Pupils will demonstrate shapes as a team using their bodies in interesting ways. Lesson 2 Pupils will be able to name the layers of the earth and describe their qualities through words and movements.  Pupils will be able to demonstrate unique movement ideas. Lesson 3 Pupils can sequence movement together into a structure.  Pupils can create effective travelling movements. Lesson 4 Pupils have created a travelling solo, following a defined pathway. Pupils can effectively use stillness in their performance. Lesson 5 Pupils have created a rhythmic circle dance performed in unison. Lesson 6 Pupils demonstrate increased movement ideas in the Don’t Wake the Volcano game and perform with increased confidence and timing in the class circle.  **﻿﻿﻿﻿﻿﻿** | Travel  Stillness  Direction  Space  Rock  Earth  Movement  Unison  Body parts  Levels  Speed  Space  Repetition  Action and reaction  Pattern |
| **Spring Term** | | | |
| Unit:2A | **Y3 Creative Games- Tag and Target**  Throw a ball underarm, overarm.  Intercept a ball.  Use a range of skills to keep possession and make progress towards a goal or target on their own and with others.  Choose when to pass or dribble, so they keep possession and make progress towards the goal.  Use a range of tactics to keep possession of the ball and get into positions to shoot or score. | Lesson 1 To perform the Fundamental Skill of Dodging Lesson 2 To perform the fundamental skill of dodging in a tag game Lesson 3 To demonstrate aiming skills using the FMS of throwing and rolling a ball Lesson 4 To demonstrate aiming skills using the FMS of throwing and rolling a ball in a target game Lesson 5 To send an object in a target game with accuracy. Lesson 6 To send an object in a target game with accuracy. | Keep possession  Scoring goals  Keeping score  Making space  Pass/send/receive  Travel with a ball  Make use of space  Points/goals  Rules  Tactics  Batting  Fielding  Defending  Hitting |
| **Y3 Gymnastics 1**  Travelling  Focus on developing quality of travelling actions both on feet and hands and feet.  Shape  As KS 1 and piked and straddle,  Focus on developing quality of shape and stillness. E.g. extended feet, hands, arms, legs.  Explore a range of symmetrical and asymmetrical actions.  Perform movements that are mirrored and/or matched.  Balance  Focus on developing balances on 1,2,3 or 4 points and large body parts.  Rolling  Focus on developing quality in all the different rolling actions from KS1.  Jumping  Focus on developing quality of jumping actions 2 :2, 2:1, 1:2, 1:1.  Jump with shapes in the air.  ½ turn jump.  Handle apparatus  Use all actions above on the floor and over, through, across and along apparatus.  Perform different combinations of actions and perform these with a change of speed, level or direction.  Develop tension, extension and transfer of weight in their actions | * **Lesson 1**   To demonstrate travelling with control on 4 points.  To show balances on 2 and 3 points of the body.   * **Lesson 2**   To show balances with stillness on 1,2,3 and 4 points of the body.  To combine actions of travelling and balance.   * **Lesson 3**   To demonstrate basic rolls with accuracy and control.  To move from one action to another smoothly.   * **Lesson 4**   To demonstrate jumping and landing safely.  To create and demonstrate a sequence to a partner.   * **Lesson 5**   To create and demonstrate a gymnastic sequence of at least six actions using travelling, rolling, jumping and balancing on small body parts.   * **Lesson 6**   To adapt and demonstrate a gymnastic sequence of at least six actions using travelling, rolling, jumping and balancing on small body parts with a change of direction and speed. | Travel  Balance  Roll  Jump  Land  Control  stretch  push  pull  step  still  slowly  tall  long  forwards  high  low  roll  copy  jump  land  balance  Combine/link  Sequence  Perform  Practise |
| Unit:2B | **Y3 Gymnastics 2**  Travelling  Focus on developing quality of travelling actions both on feet and hands and feet.  Shape  As KS 1 and piked and straddle,  Focus on developing quality of shape and stillness. E.g. extended feet, hands, arms, legs.  Explore a range of symmetrical and asymmetrical actions.  Balance  Focus on developing balances on 1,2,3 or 4 points and large body parts.  Rolling  Focus on developing quality in all the different rolling actions from KS1.  Jumping  Focus on developing quality of jumping actions 2 :2, 2:1, 1:2, 1:1.  Jump with shapes in the air.  ½ turn jump.  Handle apparatus  Use all actions above on the floor and over, through, across and along apparatus.  Perform different combinations of actions and perform these with a change of speed, level or direction.  Develop tension, extension and transfer of weight in their actions | * **Lesson 1**   To adapt and demonstrate a gymnastic sequence of at least six actions using travelling, rolling, jumping and balancing on small body parts with a change of direction and speed.   * **Lesson 2**   To show different travelling and balancing actions using the apparatus.   * **Lesson 3**   To use the apparatus to perform jumping actions.  To evaluate successful transitions between actions.   * **Lesson 4**   To use the apparatus to perform rolling actions.  To demonstrate successful transitions between travelling, balancing on small body parts, jumping and rolling.   * **Lesson 5**   To evaluate successful transitions between travelling, balancing on small body parts, jumping and rolling. | Travel  Balance  Roll  Jump  Land  Control  stretch  push  pull  step  still  slowly  tall  long  forwards  high  low  roll  copy  jump  land  balance  Combine/link  Transitions  Sequence  Perform  Practise |
| **Y3 Net/Wall Games**  Net Wall Games  Throw a ball underarm, overarm.  Intercept a ball.  Hold and swing the racket well and play shots on both sides of the body and above their heads.  Play shots with reasonable accuracy.  Keep a rally going that is not cooperative. | Lesson 1 Explore different throwing actions. Lesson 2 To consolidate throwing actions and practise catching. Lesson 3 Explore different ways of throwing.  Consolidate catching skills.  To suggest ideas and practices to improve their play. Lesson 4 Strike the ball using their hand or small bat. Lesson 5 Improve movement skills and body positions.  Familiarise them with a racquet and practise striking skills using a racquet. Lesson 6 To devise their own game.  Consolidate striking and ball control skills. | Underarm  Overarm  Keeping score  Pass/send/receive  Make use of space  Strike  Points  Control  Rules  Swing  Rally  Tactics  Batting  Fielding  Defending  Hitting |
| **Summer Term** | | | |
| Unit: | **Y3 Dance-Superheroes**  To create movement using a stimulus.  To explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group.  To create and link dance phrases using a simple dance structure or motif.  To use simple choreographic principles to create motifs.  To compose dances by using, adapting and developing steps, formations and patterning from different dance styles.  To explore, improvise and combine movement ideas fluently and effectively. | Lesson 1 To explore movement, communicating character Lesson 2 To explore movement, communicating character. Lesson 3 To use simple choreographic principles and perform a more complex dance phrases to communicate narrative with a partner.  To describe interpret and evaluate their own and others dance. Lesson 4 Use simple choreographic principles and perform a more complex dance phrases to communicate narrative with a partner Lesson 5 Create a sequence conveying more than one character. Convey a narrative involving two characters. Lesson 6 Work as a group to combine movements to create a sequence.  To combine sequences to create a final performance. | Travel  Stillness  Direction  Explore  Communicate  Interpret  Combine  Phrase  Space  Movement  Unison  Body parts  Levels  Speed  Space  Repetition  Action and reaction  Pattern |
| **Y3 Striking and Fielding**  Striking Fielding Games  Hit a ball off a tee.  Different ways of striking a ball using different equipment (e.g. rounders, cricket).  Catch a small ball with two hands.  Stop a ball and throw it back to partner, bowler or wicket keeper quickly and accurately.  Bowl underarm and overarm with increasing accuracy and speed.  Retrieve, intercept and stop a ball when fielding. | Lesson 1 To demonstrate an underarm throw with accuracy. Lesson 2 To demonstrate how to throw a ball underarm with some accuracy  To catch a ball in a striking and fielding game Lesson 3 To strike a ball from a tee or a drop feed. To catch a ball in striking and fielding game Lesson 4 To strike a ball from a tee or a drop feed. To apply a simple tactic in a striking and fielding game. Lesson 5 to demonstrate bowling a ball underarm with accuracy. To apply simple tactics in a modified striking and fielding game Lesson 6 Evaluation – to make a simple assessment of their own performance based on the success criteria | Underarm  Accuracy  Scoring goals  Keeping score  Making space  Catch  Pass/send/receive  Travel with a ball  Make use of space  Points/goals  Rules  Tactics  Batting  Fielding  Defending  Hitting |
| Unit | **Y3 Athletics**  Choose skills and equipment to meet the challenges they are set. E.g by increasing the distance thrown.  Use different techniques, speeds and effort to meet challenges set for running, jumping and throwing  To pass a quoit/baton to a teammate in a relay.  To perform a hop, step and jump. | Lesson 1 To throw using a pull action.  To explore different running techniques. Lesson 2 To perform the sling throwing action.  To develop jumping actions (two feet to two feet for distance). Lesson 3 To throw using a push action. Lesson 4 To throw for distance using a pull, push and sling throw.  To pass a quoit/baton to a teammate in a relay.  To perform a hop, step and jump. Lesson 5 To perform pull, push and sling throw.  To perform a combination of 5 jumps Lesson 6 To perform pull, push and sling throw.  To perform a combination of 5 jumps. | Pull  Technique  Distance  Sprint  Sling  Steady pace  Push  Accuracy  Hop, step, jump  Height  Combine  Record |
| **Y3 OAA-The Teamwork**  To improve communication skills.  To improve ability to work with and trust others.  To undertake an adventure trail to develop communication skills.  To work safely with a partner in an adventurous environment.  To complete a Trail within the school grounds.  To increase confidence in decision making.  To know how to use a control card. | Lesson 1 To demonstrate working as part of a team to solve challenges. Lesson 2 To demonstrate cooperating and working together as a team to complete challenges. Lesson 3 To cooperate and work together as a team to complete challenges. Lesson 4 To show encouragement and support to team members.  To demonstrate concise instructions Lesson 5 To explain how they worked as a team to solve challenges. Lesson 6 To demonstrate how to work as a team using individual strengths. To explain how they chose their team roles. | Communication  Trust  Support  Co-operation  Participate  Instructions  Plan  Teamwork  Encourage  Solve  Role  Experiment  Choose |

|  |  |  |  |
| --- | --- | --- | --- |
| **Year 4** | **National Curriculum** | **Progression steps** | **Vocabulary** |
| **Autumn Term** | | | |
| Unit: 1A | **Y4 Creative Games**  Use a range of skills to keep possession and make progress towards a goal or target on their own and with others.  Choose when to pass or dribble, so they keep possession and make progress towards the goal.  Use a range of tactics to keep possession of the ball and get into positions to shoot or score.  Know how to mark and defend their goal(s).  Ways of keeping the ball away from defenders. | Lesson 1 To perform the Fundamental Skill of Dodging Lesson 2 To perform the fundamental skill of dodging in a tag game Lesson 3 To demonstrate aiming skills using the FMS of throwing and rolling a ball Lesson 4 To demonstrate aiming skills using the FMS of throwing and rolling a ball in a target game  To work co-operatively in a group to create a target game. Lesson 5 To send an object in a target game with accuracy.  To work in a group co-operatively to evaluate a target game. Lesson 6 **To send an object in a target game with accuracy.** | Dodging  Throwing  Rolling  Teamwork  One-handed pass  Tactic  Target  Accuracy  Travel  Control  Co-operate  Opponent  Evaluate |
| **Y4 Net/Wall Games**  Net Wall Games  Throw a ball underarm, overarm.  Intercept a ball.  Hold and swing the racket well and play shots on both sides of the body and above their heads.  Play shots with reasonable accuracy.  Keep a rally going that is not cooperative. | Lesson 1 To know why warming up is important. Lesson 2 ﻿To consolidate throwing actions  To suggest ideas and practices to improve their play Lesson 3 Strike the ball using their hand or small bat. Lesson 4 Strike the ball using their hand or small bat.  Choose a range of simple tactics to use in a simple game. Lesson 5 To develop range of striking skills suitable for net/wall type activities. | Warm up  Send/receive  Strike  Points  Control  Rules  Swing  Rally  Tactics  Hitting |
| Unit:1B | **Y4 Dance-The Great Plague**  To create movement using a stimulus.  To explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group.  To compose dances by using, adapting and developing steps, formations and patterning from different dance styles.  To explore, improvise and combine movement ideas fluently and effectively.  To perform dances expressively, using a range of performance skills.  To perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups.  To perform more complex dance phrases that communicate character and narrative.  Perform in a whole class performance. | Lesson 1 Pupils will have created their own solo and explored a range of new and innovative ways of moving. Pupils will know more about The Great Plague, its context and its symptoms. Lesson 2 Pupils will be able to name and demonstrate a variety of creative techniques in creating a group dance.  They will show a group dance using action, space dynamics and relationships. Lesson 3 Pupils will perform in perfect unison.  Pupils will be able to discuss how disease is spread.  Pupils will demonstrate teamwork skills. Lesson 4 Pupils will perform a whole class/group dance that depicts an activity in the photograph.  Pupils will articulate thoughts on the aftermath of the plague. Lesson 5 Pupils will perform the whole dance without teacher guidance.  Pupils will have developed dance, creative and performance skills and a stronger understanding of the stages of the Great Plague. | Great Plague  Solo  Travel  Stillness  Direction  Explore  Communicate  Interpret  Combine  Phrase  Space  Movement  Unison  Body parts  Levels  Speed  Space  Repetition  Action and reaction  Pattern |
| **Y4 Invasion Games**  Sending and Receiving – Invasion Games  Perform using a number of sending and receiving skills with consistency, accuracy, confidence and control and later speed.  Scoring Skills  Shoot and score accurately in a range of ways.  Shot from a distance and from close range. | Lesson 1 To demonstrate passing a ball using a one -handed pass accurately.  To move into space after using a one -handed pass in a game. Lesson 2 To pass a ball accurately to a teammate using a one- handed bounce pass.  To demonstrate a simple tactic in a game. Lesson 3 To demonstrate passing a handball with some accuracy.  To find space to receive a pass. Lesson 4 To demonstrate one handed passing with some control  To use simple tactics to outwit an opponent. Lesson 5 To shoot a ball with accuracy.  To use tactics to outwit an opponent.**﻿** Lesson 6 To use tactics to outwit an opponent.  To evaluate what worked well in a team. | Teamwork  Handball  One-handed pass  Tactic  Accuracy  Travel  Control  Opponent  Evaluate |
| **Spring Term** | | | |
| Unit:2A | **Y4 Gymnastics 1**  Perform different combinations of actions and perform these with a change of speed, level or direction.  Develop tension, extension and transfer of weight in their actions  Devise and perform a sequence of gymnastic actions, showing a clear beginning, middle and end.  Gradually increase their length of sequence.  Repeat accurately a sequence with more difficult actions with an emphasis on extension, clear body shape and changes in direction. | Lesson 1 To demonstrate travelling actions on feet and hands and feet.  To show balances in front and back support positions. Lesson 2 To demonstrate the dish and arch shape.  To combine travelling, jumping and balancing actions. Lesson 3 To demonstrate basic rolling actions.  Plan and perform a simple sequence to include travel, rolling, and jumping. Lesson 4 To demonstrate balance on one foot and arabesque.  Plan and perform a simple sequence to include travel, rolling, balance and jumping. Lesson 5 To create and demonstrate a gymnastics sequence of 6 actions. To teach a sequence to a partner and make simple assessments of quality of their performance. Lesson 6 To show a sequence of six moves that meets Level 1 competition criteria. | Travel  Balance  Roll  Jump  Land  Control  stretch  forwards  high  low  roll  copy  jump  land  balance  arabesque  Combine/link  Transitions  Sequence  Perform  Practise |
| **Y4 Target Games- Dodgeball**  Use a range of skills to keep possession and make progress towards a goal or target on their own and with others.  Choose when to pass or dribble, so they keep possession and make progress towards the goal.  Use a range of tactics to keep possession of the ball and get into positions to shoot or score.  Know how to mark and defend their goal(s).  Ways of keeping the ball away from defenders.  How to mark a player and space.  Intercept and tackle to get the ball back. | * **Lesson 1**   To demonstrate throwing a ball at a target using a one- handed pass. Lesson 2 To demonstrate throwing a ball at a target using a one- handed pass. Lesson 3 To demonstrate throwing a ball at a target using a one- handed throw with accuracy in a game situation. Lesson 4 To demonstrate throwing a ball at a target using a one- handed throw with accuracy in a game situation.  **﻿**Respect - To treat others how I would like to be treated. Lesson 5 To demonstrate throwing a ball at a target using a one- handed throw with accuracy in a game situation.  Respect – Accept the rules of the officials even if you disagree.  Recognise when other children are better at certain skills needed to play the game. | Dodging  One-handed throw  Teamwork  One-handed pass  Tactic  Target  Accuracy  Travel  Control  Co-operate  Opponent  Respect  Evaluate |
| Unit:2B | **Y4 Gymnastics 2**  Shape  As KS 1 and piked and straddle,  Focus on developing quality of shape and stillness. E.g. extended feet, hands, arms, legs.  Explore a range of symmetrical and asymmetrical actions.  Perform movements that are mirrored and/or matched.  Balance  Focus on developing balances on 1,2,3 or 4 points and large body parts.  Counter balance with a partner.  Counter tension with a partner.  Devise and perform a sequence of gymnastic actions, showing a clear beginning, middle and end.  Work with a partner to make up a short sequence using floor, mats and apparatus, showing consistency, fluency and clarity of movement.  Repeat accurately a sequence with more difficult actions with an emphasis on extension, clear body shape and changes in direction.  Adapt sequences to include a partner. | Lesson 1 To show a mirrored shape with a partner.  To create a sequence of gymnastic actions with a partner. Lesson 2 To show a matched balance with a partner.  To create a sequence of gymnastic actions with a partner.  Problem-Solving - To come up with different ideas with a partner to create a variety of matched balances. Lesson 3 To create a sequence of gymnastic actions including matched shapes and mirrored shapes with a partner.  **﻿﻿**Evaluation - To identify strengths of a performance and areas for improvements. To provide constructive feedback. Lesson 4 To create a sequence of gymnastic actions including matched shapes and mirrored shapes with a partner using apparatus.  **﻿﻿**Problem Solving - To adapt and perform a partner balance using apparatus. Lesson 5 To create a sequence of gymnastic actions including matched shapes and mirrored shapes with a partner using apparatus. | Travel  Balance  Match/ mirror  Counter tension  Counter balance  Jump  Land  Control  stretch  forwards  high  low  balance  arabesque  Combine/link  Adapt  Apparatus  Transitions  Sequence  Perform  Practise |
| **Y4 Striking and Fielding- Cricket**  Hit a ball off a tee.  Different ways of striking a ball using different equipment (e.g. rounders, cricket).  Catch a small ball with two hands.  Stop a ball and throw it back to partner, bowler or wicket keeper quickly and accurately.  Bowl underarm and overarm with increasing accuracy and speed.  Retrieve, intercept and stop a ball when fielding. | Lesson 1 To demonstrate an underarm throw with accuracy.  To catch a ball. Lesson 2 To demonstrate how to throw a ball underarm with some accuracy.  To catch a ball in a striking and fielding game.  To change my style of communication when I umpire. Lesson 3 To demonstrate how to strike a ball from a batting tee or drop feed.  To catch a ball in a striking and fielding game.    Communication - To explain a skill to other children clearly with confidence and conviction. Lesson 4 To demonstrate bowling a ball underarm.  To demonstrate striking a ball from a batting tee or drop feed.  To apply simple tactics in a modified competitive game.  Communication - To adapt my style of communication when playing Team Run. Lesson 5 To demonstrate bowling a ball underarm.  To strike a ball from a bowler, tee or drop feed.  To apply simple tactics in a modified competitive game.  Evaluation – To use the success criteria to identify the strengths of bowling and striking a ball. Lesson 6 To demonstrate bowling a ball underarm.  To strike a ball from a bowler, tee or drop feed.  To apply simple tactics in a modified competitive game.  **﻿**Evaluation – To use the success criteria to identify the tactics used in a game. | Overarm  Catch  Underarm  Communicate  Field  Wicket  Stumps  Tee  Bowling  Run |
| **Summer Term** | | | |
| Unit:3A | **Y4 Dance-Myths and Legends**  To create movement using a stimulus.  To explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group.  To compose dances by using, adapting and developing steps, formations and patterning from different dance styles.  To explore, improvise and combine movement ideas fluently and effectively.  To perform dances expressively, using a range of performance skills.  To perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups.  To perform more complex dance phrases that communicate character and narrative.  Perform in a whole class performance. | Lesson 1 Select travelling actions to convey different characters, along varied pathways.  Reflection – To think about what you have read, heard and seen and reflect that in your sequence. Lesson 2 To use a range of traveling steps following a planned pathway.  Reflection – To stop and think about what you are doing and how you are doing it. Lesson 3 To create a sequence with a partner.  To link sequences together. Lesson 4 To create a mirrored sequence with a partner that tells a story. Lesson 5 To explore the qualities of different characters.  Reflection – To listen and respond to feedback. Lesson 6 To create a full performance from both of the sequences made and demonstrate strong character skills throughout. | Midas  Marigold  Travel  Direction  Pathways  Character  Explore  Mirror  Communicate  Interpret  Combine  Phrase  Space  Movement  Unison  Body parts  Space  Reflect  Respond  Repetition  Action and reaction  Pattern |
| **Y4 Invasion Games- Netball**  Use a range of skills to keep possession and make progress towards a goal or target on their own and with others.  Choose when to pass so they keep possession and make progress towards the goal.  Use a range of tactics to keep possession of the ball and get into positions to shoot or score.  **Defending Skills**  Know how to mark and defend their goal(s).  Ways of keeping the ball away from defenders.  How to mark a player and space.  Intercept and tackle to get the ball back.  Position themselves well on court.  Try to make things difficult for the opponent by directing the ball to space, at different speeds and heights.  Choose throwing skills to make the game hard for their opponents.  Explain how to keep possession and describe how they and others have achieved it.  Identify what they do best and what they find difficult.  Explain the tactics and skills that they are confident with and use well in games. | Lesson 1 To demonstrate passing a ball using a chest pass.  To move into space after using a chest pass in a game. Lesson 2 To demonstrate passing a ball using a bounce pass. Lesson 3 To perform a chest pass and bounce pass in a game  To apply a feint when passing to outwit a defender. Lesson 4 To perform a pass in a game using a chest pass or bounce pass.  To apply a simple tactic to outwit a defender.**﻿﻿﻿** Lesson 5 To perform a pass in an invasion game using a chest pass or bounce pass.  To apply a simple tactic to outwit a defender Lesson 6 To perform a pass in an invasion game using a chest pass or bounce pass.  To apply a simple tactic to outwit a defender | Dodging  Throwing  Chest pass  Bounce pass  Rolling  Teamwork  One-handed pass  Tactic  Target  Accuracy  Travel  Control  Co-operate  Opponent  Evaluate |
| Unit:3B | **Y4 Athletics**  Choose skills and equipment to meet the challenges they are set eg by increasing the distance thrown.  Use different techniques, speeds and effort to meet challenges set for running, jumping and throwing  To pass a quoit/baton to a teammate in a relay.  To perform a hop, step and jump. | Lesson 1 To throw using a pull action.  To explore different running techniques. Lesson 2 To perform the sling throwing action.  To develop jumping actions (two feet to two feet for distance). Lesson 3 To throw using a push action. Lesson 4 To throw for distance using a pull, push and sling throw.  To pass a quoit/baton to a teammate in a relay.  To perform a hop, step and jump. Lesson 5 To perform pull, push and sling throw.  To perform a combination of 5 jumps Lesson 6 To perform pull, push and sling throw.  To perform a combination of 5 jumps. | Push  Accuracy  Hop, step, jump  Height  Combine  Record  Pull  Technique  Distance  Sprint  Sling  Steady pace |
| **Y4 OAA-Trust and Trails**  To improve communication skills.  To improve ability to work with and trust others.  To undertake an adventure trail to develop communication skills.  To work safely with a partner in an adventurous environment.  To complete a Trail within the school grounds.  To increase confidence in decision making.  To know how to use a control card.  Take part in outdoor and adventurous activity challenges  Develop communication and collaboration skills  Evaluate their own success  To take responsibility for self and others  Take part in activities that involve working with and trusting others  To work effectively as part of a team  Know some of the symbols on a orienteering map.  Know how set a map.  Know how to keep the map “set or “orientated” when they move around a simple course.  Know the eight points of a compass.  Record information accurately at the control marker.  Plan effectively to visit as many control markers in the time allowed.  To run safely with a map around a simple orienteering course.  Navigate to a control marker on a score event course. | Lesson 1 To demonstrate with a partner how to solve trust challenges.  Trust - To believe your partner will keep you safe. Lesson 2 Can work with others to complete a journey within the school grounds.  Communication – Can share responsibilities for the task with others in my group Lesson 3 To know how to use a control card.  To navigate safely to each control site.  Self-discipline - To listen to and respect the agreed rules. Lesson 4 To show how to keep a map “set" or “orientated”.  To know some of the symbols on a orienteering map. | Communication  Trust  Support  Co-operation  Participate  Instructions  Plan  Orientate  Map skills  Control card  Symbols  Teamwork  Encourage  Solve  Role  Experiment  Choose |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Year 5** | **National Curriculum** | | **Progression steps** | **Vocabulary** |
| **Autumn Term** | | | | |
| Unit:1A | **Y5 Invasion Games- Hockey**  Use a range of skills to keep possession and make progress towards a goal or target on their own and with others.  Choose when to pass or dribble, so they keep possession and make progress towards the goal.  Use a range of tactics to keep possession of the ball and get into positions to shoot or score.  Shoot and score accurately in a range of ways.  Shot from a distance and from close range.  Strike the ball accurately into spaces and different parts of the playing area.  Direct the ball away from fielders using different angles and speeds. | | Lesson 1 To show passing a ball to a teammate using a hockey stick. Lesson 2 To demonstrate dribbling and passing a ball using a hockey stick.  Responsibility - To complete my goal safely and to the best of my ability. Lesson 3 To demonstrate shooting a ball at a goal.  To select attacking tactics when playing a hockey type game.  Decision Making - To make a definite conclusion of when to pass and /or shoot when playing a hockey type game. Lesson 4 To demonstrate dribbling and shooting a ball using a hockey stick. To select attacking tactics when playing a game  Decision Making - To make decisions on when to pass the ball in a game situation. Lesson 5 To select attacking tactics when playing a game  Evaluation - To evaluate own work and that of others and suggest ways to improve. Lesson 6 To apply simple attacking and defending tactics when playing a hockey type game.  Evaluation - To evaluate own work and that of others and suggest ways to improve Lesson 7 To play a role in a competitive modified game  To select attacking tactics when playing a game  Evaluation - To evaluate success in a competitive modified competition. | Teamwork  Hockey  Passing  Dribbling  Handgrip  Shooting  Safety  Control  Attack  Defend  Tactic  Accuracy  Travel  Opponent  Evaluate |
| **Y5 Swimming Unit**  Overall learning outcomes from the National Curriculum to be taught:  • Swim competently, confidently and proficiently over a distance of at least 25 metres  • Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]  • Perform safe self-rescue in different water-based situations. | | Y5 Children will receive swimming lessons provide by Serco at Penwortham Leisure Centre | Back Floating  Breathing  Bubble and Breathing  Climbing out of the Pool  Conditioning  Diving  Free Floating  Independent Swimming  Front crawl  Breaststroke  Backstroke  Butterfly  Kicking  Submersion  Streamline Floating/Kicking  Turning  Life saving  Self-rescue |
| Unit:1B | **Y5 Dance-Earthlings**  To create movement using a stimulus.  To explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group.  To create and link dance phrases using a simple dance structure or motif.  To use simple choreographic principles to create motifs.  To compose dances by using, adapting and developing steps, formations and patterning from different dance styles.  To explore, improvise and combine movement ideas fluently and effectively. | | Lesson 1 Pupils will have created a solo and demonstrated decision-making skills in the creation of a new dance with a partner.  To create a solo depicting the differences in humans.  To demonstrate respect for a partner’s ideas and contributions. Lesson 2 Pupils will have well-structured group dances depicting their planet.  To respect the ideas of everyone in the group Lesson 3 Pupils have increased teamwork skills, spatial awareness and timing. Pupils have a group dance which follows a narrative.   To be respectful to others when working as a group to overcome difficulties Lesson 4 Pupils have created dances using different formations and performed in unison.  To create small group dances showing respect for other people's ideas Lesson 5 Pupils demonstrate creative skills and decision making in the creation of a new duet  To work with respect for one another when creating a new duet Lesson 6 Pupils will have selected, structured, rehearsed and performed their dances, demonstrating a broad range of skills acquired throughout the scheme | Alien  Signature  Travel  Direction  Pathways  Character  Explore  Mirror  Communicate  Interpret  Dance style  Technique  Pattern  Rhythm  Variation  Unison  Formation |
| **Y5 Swimming Unit** | | See Above Swimming Unit for Details |  |
| **Spring Term** | | | | |
| Unit:2A | **Y5 Gymnastics 1**  Balance  Focus on developing balances on 1,2,3 or 4 points and large body parts.  Counter balance with a partner.  Counter tension with a partner  Devise and perform a sequence of gymnastic actions, showing a clear beginning, middle and end.  Repeat accurately a sequence with more difficult actions with an emphasis on extension, clear body shape and changes in direction.  Adapt sequences to include a partner.  Develop tension, extension and transfer of weight in their actions  Make simple assessments of performance based on simple criteria given by the teacher.  Offer constructive ideas when working with a partner, including ideas on balance and transfer of weight.  Suggest improvements to speed, direction and level in the composition.  Watch performance and use criteria to make judgements and suggest improvements. | | Lesson 1 To perform partner balances.  To create a simple sequence of matched and mirrored partner balances.  To speak clearly, with confidence, when demonstrating a shape. Lesson 2 To perform a range of counter-balance actions with a partner.  A willingness to try out different partner balances with a partner.  A willingness to accept help from their partner. Lesson 3 To know the difference between counter balance and counter tension.  To perform a range of counter-tension actions with a partner.  A willingness to try out different partner balances with a partner. Lesson 4 To create a gymnastic sequence with counter balances and counter tension with a partner.  Evaluation - To identify strengths and areas for improvement through using the success criteria. Lesson 5 To create a gymnastic sequence with counter balances and counter tension with a partner.  Evaluation - To recognise strengths and areas for improvement in their performance. | Travel  Balance  Match/ mirror  Counter tension  Counter balance  Jump  Land  Control  stretch  forwards  high  low  balance  arabesque  Combine/link  Adapt  Apparatus  Transitions  Sequence  Perform  Practise  Evaluate |
| **Y5 Invasion Games- Rugby**  Sending and Receiving – Invasion Games  Perform using a number of sending and receiving skills with consistency, accuracy, confidence and control and later speed.  Scoring Skills  Shoot and score accurately in a range of ways.  Shot from a distance and from close range.  Defending Skills  Know how to mark and defend their goal(s).  Ways of keeping the ball away from defenders.  How to mark a player and space.  Intercept and tackle to get the ball back. | | Lesson 1 To demonstrate passing and catching a rugby ball with consistency, accuracy and control.  To make a definite conclusion of when to pass the ball when playing 3v1. Lesson 2 To pass and catch rugby ball with consistency, accuracy and control.  To make decisions on when to pass the ball. Lesson 3 To apply simple tactics when playing a rugby type game.  To make decisions on when to pass the ball in a game situation. Lesson 4 To apply simple tactics when playing a rugby-type game.  To evaluate own work and that of others and suggest ways to improve. Lesson 5 To apply simple attacking and defending tactics when playing a rugby-type game. To evaluate own work and that of others and suggest ways to improve. | Scoring tries  Keeping score  Making space  Pass/send/receive  Travel with a ball  Swing pass  Make use of space  Points/goals  Rules  Tactics  Defending  Keeping possession  Passing  Dribbling  Support  Marking  Attackers/defenders  Marking  Team play  Defending |
| Unit:2B | **Y5 Gymnastics 2**  Adapt sequences to include a partner.  Develop tension, extension and transfer of weight in their actions  Make simple assessments of performance based on simple criteria given by the teacher.  Offer constructive ideas when working with a partner, including ideas on balance and transfer of weight.  Suggest improvements to speed, direction and level in the composition.  Watch performance and use criteria to make judgements and suggest improvements.  Perform actions on the floor then from floor to apparatus, | | Lesson 1 To adapt a gymnastic sequence using apparatus and perform it with a partner.  To Seek and provide constructive feedback to help improve a sequence. Lesson 2 To create a gymnastic sequence with counter balances and counter tension with a partner using canon.  Evaluation - To Seek and provide constructive feedback to help improve a sequence. Lesson 3 To create a gymnastic sequence with counter balances and counter tension with a partner in canon using apparatus.  Evaluation - To Seek and provide constructive feedback to help improve a sequence. Lesson 4 To create a gymnastic sequence with counter balances and counter tension with a partner in canon and unison using apparatus.  Evaluation - To use success criteria to help evaluate and provide constructive feedback on a performance. Lesson 5 To create a gymnastic sequence with counter balances and counter tension with a partner in canon and unison using apparatus.  Evaluation - To recognise their own success through the success criteria. | Travel  Balance  Counter tension  Counter balance  Canon  Unison  Jump  Land  Control  stretch  high  low  balance  Combine/link  Adapt  Apparatus  Transitions  Sequence  Perform  Practise  Evaluate |
| **Y5 Net/Wall -Tennis**  Net Wall Games  Throw a ball underarm, overarm.  Hold and swing the racket well and play shots on both sides of the body and above their heads.  Play shots with reasonable accuracy.  Keep a rally going that is not cooperative.  Identify what they do best and what they find difficult. | | Lesson 1 To demonstrate a forehand shot with some consistency. Lesson 2 To demonstrate a forehand and backhand shot with some consistency. Lesson 3 To direct the ball reasonably well to their partner to continue a rally. Lesson 4 To demonstrate a simple tactic in a net type game (i.e. To be able to hit the ball to targets away from  their partner.) Lesson 5 To demonstrate a simple tactic in a net type game (i.e. To be able to hit the ball to targets away from  their partner.) Lesson 6 To play the game for the core task and incorporate tactics to score points. | Warm up  Send/receive  Strike  Points  Control  Rules  Swing  Rally  Tactics  Hitting  Back hand  Forehand  Control |
| **Summer Term** | | | | |
| Unit:3A | **Y5 Rounders**  Different ways of striking a ball using different equipment (e.g. rounders, cricket).  Catch a small ball with two hands.  Stop a ball and throw it back to partner, bowler or wicket keeper quickly and accurately.  Bowl underarm and overarm with increasing accuracy and speed.  Retrieve, intercept and stop a ball when fielding.  Choose and use batting or throwing skills to make the game hard for their opponents.  Strike the ball accurately into spaces and different parts of the playing area.  Direct the ball away from fielders using different angles and speeds. | Lesson 1 To demonstrate bowling underarm with accuracy.  To catch a ball when fielding.  To offer practical solutions to help teammates improve. Lesson 2 To strike a ball with a bat.  To throw a ball overarm when fielding.  To offer practical solutions to help teammates improve. Lesson 3 To demonstrate a bowl underarm with accuracy.  To set myself a goal when practising bowling and practice to improve. Lesson 4 To demonstrate an overarm throw when fielding a ball.  To explain where to strike a ball in a game.   To make a definite choice of where to strike the ball. Lesson 5 To demonstrate bowling with accuracy in a game.  To strike a ball with a bat.  To use tactics in a rounders type game.  Evaluation - To refer to the objectives and success criteria when evaluating a performance. Lesson 6 To demonstrate bowling underarm with accuracy in a game.  To strike a ball with a bat.  To use tactics in a rounders game.  Evaluation - To identify strengths and areas for improvement. | | Overarm  Catch  Underarm  Communicate  Field  Bowler  Backstop  Bases  Bowling  Run  Tactic  Direct ( strike) |
| **Y5 OAA**  To improve communication skills.  To improve ability to work with and trust others.  To undertake an adventure trail to develop communication skills.  To work safely with a partner in an adventurous environment.  To complete a Trail within the school grounds.  To increase confidence in decision making.  To know how to use a control card.  Take part in outdoor and adventurous activity challenges  Develop communication and collaboration skills  Evaluate their own success  To take responsibility for self and others  Take part in activities that involve working with and trusting others  To work effectively as part of a team | Lesson 1 Can communicate effectively  Can trust and work with others to solve problems  Can take responsibility for others Lesson 2 Can listen attentively, record information accurately and apply strategies for remembering important information  Can follow instructions and work with others to complete a complex task Lesson 3 Can work effectively as part of a team to solve problems  Can generate and share ideas  Can review performance and apply learning Lesson 4 Can share ideas confidently, when working as part of a team  Can review a performance and apply the learning to complete a task successfully.  Can work effectively as part of a team. Lesson 5 Can recognise the important role played by all team members  Can organise time and resources within a team  Can encourage others to improve performance | | Communication  Trust  Support  Co-operation  Participate  Share  Instructions  Plan  Orientate  Map skills  Control card  Symbols  Teamwork  Encourage  Solve  Role  Experiment  Choose  Problem solve  Complex  Review |
| Unit:3B | **Y5 Striking and Fielding- Cricket**  Different ways of striking a ball using different equipment (e.g. rounders, cricket).  Catch a small ball with two hands.  Stop a ball and throw it back to partner, bowler or wicket keeper quickly and accurately.  Bowl underarm and overarm with increasing accuracy and speed.  Retrieve, intercept and stop a ball when fielding.  Recognise and describe the best points in an individuals and a team’s performance.  Identify aspects of their own and others performances that needs improving. | Lesson 1 To demonstrate bowling underarm with accuracy.  To catch a ball when fielding.  To offer practical solutions to help teammates improve. Lesson 2 To strike a ball with a cricket bat off a tee.  To bowl overarm with accuracy.  To offer practical solutions to help teammates improve. Lesson 3 To demonstrate a bowl overarm with accuracy.  To strike a ball with a cricket bat off a tee with consistency.  To set myself a goal when practising bowling and practice to improve. Lesson 4 To bowl overarm with accuracy in a game.  To apply a tactic in a cricket type game.  To make a definite choice of where to strike the ball. Lesson 5 To demonstrate bowling overarm with accuracy in a game.  To strike a ball with a cricket bat in a game.  To use tactics in a cricket type game.  Evaluation - To refer to the objectives and success criteria when evaluating a performance. Lesson 6 To demonstrate bowling overarm with accuracy and consistency in a game.  To apply tactics in a modified competitive cricket game.   Evaluation - To identify strengths and areas for improvement. | | Overarm  Catch  Underarm  Communicate  Field  Wicket  Stumps  Tee  Bowling  Run  Fielding  Retrieve  Intercept  Accuracy  Apply  Tactics  Modify |
| **Y5 Athletics**  Choose skills and equipment to meet the challenges they are set. E.g by increasing the distance thrown.  Use different techniques, speeds and effort to meet challenges set for running, jumping and throwing  To pass a quoit/baton to a teammate in a relay.  To perform a hop, step and jump.  Identify what they do best and what they find difficult. | Lesson 1 To perform running techniques for short and long distances.  To perform a pull and push throw.  To set myself goals to improve in the run and throw challenge. Lesson 2 To take off and land one foot to one foot (same and other).  To perform a pull throw.  To develop running for a distance.  - To practice to improve my throwing and jumping skills. Lesson 3 To take off and land one foot to two.  To perform a push throw.  To develop running for speed.  To set a goal and be committed to practice to improve my performance. Lesson 4 To take off and land using a combination of jumps.  To perform a sling throw.  To develop running techniques at different speeds.  To show willpower when performing skills I find difficult and not give up but keep trying. Lesson 5 To take off and land using a hop, step and jump.  To perform a heave throw.  To develop running techniques.  To show willpower when performing skills I find difficult and not give up but keep trying. Lesson 6 To take off part in an athletics event and recording times and distances.  To try to be the best I can be in the challenges. | | Push throw  Pull throw  Heave throw  Accuracy  Hop, step, jump  Height  Combine  Record  Pull  Technique  Distance  Sprint  Sling  Steady pace  Jogging  Walk  Landing  Control  Preferred Landing foot Time  Stamina  Obstacles  Stance  Speed  Relay  Hop, step, jump |

|  |  |  |  |
| --- | --- | --- | --- |
| **Year 6** | **National Curriculum** | **Progression steps** | **Vocabulary** |
| **Autumn Term** | | | |
| Unit: 1A | **Y5 Invasion Games- Hockey**  Use a range of skills to keep possession and make progress towards a goal or target on their own and with others.  Choose when to pass or dribble, so they keep possession and make progress towards the goal.  Use a range of tactics to keep possession of the ball and get into positions to shoot or score.  Shoot and score accurately in a range of ways.  Shot from a distance and from close range.  Strike the ball accurately into spaces and different parts of the playing area.  Direct the ball away from fielders using different angles and speeds.  Explain the tactics and skills that they are confident with and use well in games.  Look for specific things in a game and explain how well they are being done. i.e. marking an opponent.  Explain why a performance is good.  Recognise and describe the best points in an individuals and a team’s performance. | Lesson 1 To show passing a ball to a teammate using a hockey stick.  To organise myself and the equipment and complete tasks to the best of my ability and safely. Lesson 2 To demonstrate dribbling and passing a ball using a hockey stick.  To complete my goal safely and to the best of my ability. Lesson 3 To demonstrate shooting a ball at a goal.  To select attacking tactics when playing a hockey type game.  To make a definite conclusion of when to pass and /or shoot when playing a hockey type game. Lesson 4 To demonstrate dribbling and shooting a ball using a hockey stick. To select attacking tactics when playing a game  To make decisions on when to pass the ball in a game situation. Lesson 5 To select attacking tactics when playing a game  Evaluation - To evaluate own work and that of others and suggest ways to improve. Lesson 6 To apply simple attacking and defending tactics when playing a hockey type game.  Evaluation - To evaluate own work and that of others and suggest ways to improve Lesson 7 To play a role in a competitive modified game  To select attacking tactics when playing a game  Evaluation - To evaluate success in a competitive modified competition. | Teamwork  Hockey  Passing  Dribbling  Handgrip  Shooting  Safety  Control  Attack  Defend  Tactic  Accuracy  Travel  Opponent  Evaluate  Decision Making |
| **Y6 Creative Games- Rugby-type**  Sending and Receiving – Invasion Games  Perform using a number of sending and receiving skills with consistency, accuracy, confidence and control and later speed.  Scoring Skills  Shoot and score accurately in a range of ways.  Shot from a distance and from close range.  Defending Skills  Know how to mark and defend their goal(s).  Ways of keeping the ball away from defenders.  How to mark a player and space.  Intercept and tackle to get the ball back.  Look for specific things in a game and explain how well they are being done. i.e. marking an opponent.  Explain why a performance is good.  Recognise and describe the best points in an individuals and a team’s performance. | Lesson 1 To demonstrate passing and catching a rugby ball with consistency, accuracy and control.  To make a definite conclusion of when to pass the ball when playing 3v1. Lesson 2 To pass and catch rugby ball with consistency, accuracy and control.  To make decisions on when to pass the ball. Lesson 3 To apply simple tactics when playing a rugby type game.  To make decisions on when to pass the ball in a game situation. Lesson 4 To apply simple tactics when playing a rugby-type game.  Evaluation - To evaluate own work and that of others and suggest ways to improve. Lesson 5 To apply simple attacking and defending tactics when playing a rugby-type game.  Evaluation - To evaluate own work and that of others and suggest ways to improve. | Making space  Pass/send/receive  Travel with a ball  Swing pass  Make use of space  Points/goals  Rules  Tactics  Defending  Keeping possession  Passing  Dribbling  Support  Marking  Attackers/defenders  Marking  Team play  Evaluate  Adapt  Defending |
| Unit:1B | **Y6 Gymnastics 1**  Adapt sequences to include a partner and group.  Develop tension, extension and transfer of weight in their actions  Make simple assessments of performance based on simple criteria given by the teacher.  Offer constructive ideas when working with a partner, including ideas on balance and transfer of weight.  Suggest improvements to speed, direction and level in the composition.  Watch performance and use criteria to make judgements and suggest improvements.  Perform actions on the floor then from floor to apparatus, | Lesson 1 To perform shapes and balances with a partner.  To make positive suggestions to my partner and experiment with different shapes and balances. Lesson 2 To demonstrate counter balance and counter tension paired balances using apparatus.  To make positive suggestions to my partner and experiment with different shapes and balances using apparatus. Lesson 3 To demonstrate a group counter balance.  To create a gymnastic sequence with counter balances and counter tension in a group.  To plan and organise so that as a group we complete the group balance to the best of our ability. Lesson 4 To create a gymnastic sequence with counter balances and counter tension with a partner.  To plan and organise so that as a group we complete the group balance to the best of our ability. Lesson 5 To demonstrate paired and group counter balances in unison.  To create a sequence of gymnastic actions, paired and group balances.  To recognise strengths and areas for improvement in their performance. Lesson 6 To create a sequence of gymnastic actions, paired and group balances.  To recognise strengths and areas for improvement in their performance. | Travel  Balance  Counter tension  Counter balance  Jump  Land  Control  stretch  forwards  high  low  balance  Experiment  Combine/link  Adapt  Apparatus  Transitions  Sequence  Perform  Practise  Evaluate  Improve |
| **Y6 OAA**  To improve communication skills.  To improve ability to work with and trust others.  To undertake an adventure trail to develop communication skills.  To work safely with a partner in an adventurous environment.  To complete a Trail within the school grounds.  To increase confidence in decision making.  To know how to use a control card.  Take part in outdoor and adventurous activity challenges  Develop communication and collaboration skills  Evaluate their own success  To take responsibility for self and others  Take part in activities that involve working with and trusting others  To work effectively as part of a team | Lesson 1 Can communicate effectively  Can trust and work with others to solve problems  Can take responsibility for others Lesson 2 Can listen attentively, record information accurately and apply strategies for remembering important information  Can follow instructions and work with others to complete a complex task Lesson 3 Can work effectively as part of a team to solve problems  Can generate and share ideas  Can review performance and apply learning Lesson 4 Can share ideas confidently, when working as part of a team  Can review a performance and apply the learning to complete a task successfully.  Can work effectively as part of a team. Lesson 5 Can recognise the important role played by all team members  Can organise time and resources within a team  Can encourage others to improve performance | Communication  Trust  Support  Co-operation  Participate  Share  Instructions  Plan  Orientate  Map skills  Control card  Symbols  Teamwork  Encourage  Solve  Role  Experiment  Choose  Problem solve  Complex  Review |
| **Spring Term** | | | |
| Unit:2A | **Y6 Invasion Games- Rugby**  Sending and Receiving – Invasion Games  Perform using a number of sending and receiving skills with consistency, accuracy, confidence and control and later speed.  Scoring Skills  Shoot and score accurately in a range of ways.  Shot from a distance and from close range.  Defending Skills  Know how to mark and defend their goal(s).  Ways of keeping the ball away from defenders.  How to mark a player and space.  Intercept and tackle to get the ball back.  Kicking a rugby ball | Lesson 1 To pass a ball backwards with accuracy to a teammate.    To support and praise others when practising a new skill and playing in a game. Lesson 2 To apply simple tactics when playing a rugby-type game.  To have a positive attitude and offer positive feedback to my teammates. Lesson 3 To apply simple attacking tactics when playing a rugby-type game.  To support others in my team when playing a game. Lesson 4 To kick a rugby ball with some accuracy and confidence.  To keep trying to kick a rugby ball even if it is difficult. Lesson 5 To apply simple attacking and defending tactics when playing a rugby-type game.  Evaluation - To use the success criteria to identify the strengths of the attacking team. Lesson 6 To apply simple tactics when playing a competitive rugby-type game.  To evaluate own work and that of others, and suggest ways to improve. | Scoring tries  Keeping score  Making space  Passing backwards  Travel with a ball  Swing pass  Make use of space  Keeping possession  Passing  Dribbling  Kicking  Support  Marking  Attackers/defenders  Marking  Team play  Defending |
| **Y6 Net/Wall -Tennis**  Net Wall Games  Throw a ball underarm, overarm.  Hold and swing the racket well and play shots on both sides of the body and above their heads.  Play shots with reasonable accuracy.  Keep a rally going that is not cooperative.  Identify what they do best and what they find difficult. | Lesson 1 To demonstrate a forehand shot with some consistency. Lesson 2 To demonstrate a forehand and backhand shot with some consistency. Lesson 3 To direct the ball reasonably well to their partner to continue a rally. Lesson 4 To demonstrate a simple tactic in a net type game (i.e. To be able to hit the ball to targets away from  their partner.) Lesson 5 To demonstrate a simple tactic in a net type game (i.e. To be able to hit the ball to targets away from  their partner.) Lesson 6 To play the game for the core task and incorporate tactics to score points. | Warm up  Send/receive  Strike  Points  Control  Rules  Swing  Rally  Tactics  Hitting  Back hand  Forehand  Control |
| Unit:2B | **Y6 Dance-Robin Hood**  To create movement using a stimulus.  To explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group.  To create and link dance phrases using a simple dance structure or motif.  To use simple choreographic principles to create motifs.  To compose dances by using, adapting and developing steps, formations and patterning from different dance styles.  To explore, improvise and combine movement ideas fluently and effectively.  To talk about how they might improve their dances.  To describe and evaluate some of the compositional features. of dances performed with a partner and in a group.  To understand how a dance is formed and performed.  To evaluate, refine and develop their own and others' work. | Lesson 1 To explore the qualities of different characters. Lesson 2 To convey the emotions, mood and feelings of the characters in the story. Lesson 3 To explore movements showing a conflict using props. Lesson 4 To create sequence using props showing a conflict between contrasting characters. Lesson 5 To use own ideas from written work to create an ending to the story sequence. Lesson 6 To link all sequences to produce a complete story dance. | Robin Hood  Feelings/emotions of characters  Travel  Direction  Pathways  Character  Explore  Mirror  Communicate  Interpret  Dance style  Technique  Pattern  Rhythm  Variation  Unison  Formation |
| **Y6 Gymnastics 2**  Adapt sequences to include a partner and group.  Develop tension, extension and transfer of weight in their actions  Make simple assessments of performance based on simple criteria given by the teacher.  Offer constructive ideas when working with a partner, including ideas on balance and transfer of weight.  Suggest improvements to speed, direction and level in the composition.  Watch performance and use criteria to make judgements and suggest improvements.  Perform actions on the floor then from floor to apparatus, | Lesson 1 To demonstrate a part weight bearing balance.  To generate ideas and explore different balances with a partner without fear of failure. Lesson 2 To create a sequence of gymnastic actions, paired and group balances using apparatus.  To make positive suggestions to my partner/group and experiment with adapting the sequence by using different apparatus. Lesson 3 To create and perform a sequence of gymnastic actions, paired and group balances using apparatus.   To identify strengths and areas for improvement in a group sequence and provide. Lesson 4 To create and perform a group sequence using apparatus.  To recognise ways to improve the group sequence through using the success criteria. | Travel  Balance  Counter tension  Counter balance  Jump  Land  Control  stretch  forwards  high  low  balance  Experiment  Combine/link  Adapt  Apparatus  Transitions  Sequence  Perform  Practise  Improve  Evaluate |
| **Summer Term** | | | |
| Unit:3A | **Y6 Rounders**  Different ways of striking a ball using different equipment (e.g. rounders, cricket).  Catch a small ball with two hands.  Stop a ball and throw it back to partner, bowler or wicket keeper quickly and accurately.  Bowl underarm and overarm with increasing accuracy and speed.  Retrieve, intercept and stop a ball when fielding.  Choose and use batting or throwing skills to make the game hard for their opponents.  Strike the ball accurately into spaces and different parts of the playing area.  Direct the ball away from fielders using different angles and speeds.  Recognise and describe the best points in an individuals and a team’s performance.  Identify aspects of their own and others performances that needs improving. | Lesson 1 To demonstrate bowling underarm with accuracy.  To catch a ball when fielding.  To offer practical solutions to help teammates improve. Lesson 2 To strike a ball with a bat.  To throw a ball overarm when fielding.  To offer practical solutions to help teammates improve. Lesson 3 To demonstrate a bowl underarm with accuracy.  To strike a ball with a bat off a tee.   To set myself a goal when practising bowling and practice to improve. Lesson 4 To demonstrate an overarm throw when fielding a ball.  To explain where to strike a ball in a game.  To make a definite choice of where to strike the ball. Lesson 5 To demonstrate bowling with accuracy in a game.  To strike a ball with a bat.  To use tactics in a rounders type game.  To refer to the objectives and success criteria when evaluating a performance. Lesson 6 To demonstrate bowling underarm with accuracy in a game.  To strike a ball with a bat.  To use tactics in a rounders game.  To identify strengths and areas for improvement. | Overarm  Catch  Underarm  Communicate  Field  Bowler  Backstop  Bases  Bowling  Run  Tactic  Direct strike) |
| **Y6 OAA- Team building**  To improve communication skills.  To improve ability to work with and trust others.  To undertake an adventure trail to develop communication skills.  To work safely with a partner in an adventurous environment.  To complete a Trail within the school grounds.  To increase confidence in decision making.  To know how to use a control card.  Take part in outdoor and adventurous activity challenges  Develop communication and collaboration skills  Evaluate their own success  To take responsibility for self and others  Take part in activities that involve working with and trusting others  To work effectively as part of a team | Lesson 1 Can communicate effectively  Can trust and work with others to solve problems  Can take responsibility for others  To use supportive and encouraging language when working with others Lesson 2 Can listen attentively, record information accurately and apply strategies for remembering important information  Can follow instructions and work with others to complete a complex task  Understand the need for effective communication when working with others Lesson 3 Can work effectively as part of a team to solve problems  Can generate and share ideas  Can review performance and apply learning  Understand the need to review performance and apply learning Lesson 4 Can share ideas confidently, when working as part of a team  Can review a performance and apply the learning to complete a task successfully.  Can work effectively as part of a team.  Confident to share ideas without fear of failure. Lesson 5 Can recognise the important role played by all team members  Can organise time and resources within a team  Can encourage others to improve performance  Understand and accept my role within a team challenge | Communication  Trust  Support  Co-operation  Participate  Share  Instructions  Teamwork  Encourage  Solve  Role  Experiment  Choose  Problem solve  Complex  Review |
| Unit:3B | **Y6 Striking and Fielding- Cricket**  Different ways of striking a ball using different equipment (e.g. rounders, cricket).  Catch a small ball with two hands.  Stop a ball and throw it back to partner, bowler or wicket keeper quickly and accurately.  Bowl underarm and overarm with increasing accuracy and speed.  Retrieve, intercept and stop a ball when fielding.  Recognise and describe the best points in an individuals and a team’s performance.  Identify aspects of their own and others performances that needs improving. | Lesson 1 To demonstrate bowling underarm with accuracy.  To catch a ball when fielding.  Encouragement - To offer practical solutions to help teammates improve. Lesson 2 To strike a ball with a cricket bat off a tee.  To bowl overarm with accuracy.  To offer practical solutions to help teammates improve. Lesson 3 To demonstrate a bowl overarm with accuracy.  To strike a ball with a cricket bat off a tee with consistency.  To set myself a goal when practising bowling and practice to improve. Lesson 4 To bowl overarm with accuracy in a game.  To apply a tactic in a cricket type game.  To make a definite choice of where to strike the ball. Lesson 5 To demonstrate bowling overarm with accuracy in a game.  To strike a ball with a cricket bat in a game.  To use tactics in a cricket type game.  To refer to the objectives and success criteria when evaluating a performance. Lesson 6 To demonstrate bowling overarm with accuracy and consistency in a game.  To apply tactics in a modified competitive cricket game.  To identify strengths and areas for improvement. | Overarm  Catch  Underarm  Communicate  Field  Wicket  Stumps  Tee  Bowling  Run  Fielding  Retrieve  Intercept  Accuracy  Apply  Tactics  Modify |
| **Y6 Athletics**  Choose skills and equipment to meet the challenges they are set. E.g by increasing the distance thrown.  Use different techniques, speeds and effort to meet challenges set for running, jumping and throwing  To pass a quoit/baton to a teammate in a relay.  To perform a hop, step and jump.  Identify what they do best and what they find difficult. | Lesson 1 To perform running techniques for short and long distances.  To perform a pull and push throw.  To set myself goals to improve in the run and throw challenge. Lesson 2 To take off and land one foot to one foot (same and other).  To perform a pull throw.  To develop running for a distance.  To practise to improve my throwing and jumping skills. Lesson 3 To take off and land one foot to two.  To perform a push throw.  To develop running for speed.  To set a goal and be committed to practice to improve my performance. Lesson 4 To take off and land using a combination of jumps.  To perform a sling throw.  To develop running techniques at different speeds.  To show willpower when performing skills I find difficult and not give up but keep trying. Lesson 5 To take off and land using a hop, step and jump.  To perform a heave throw.  To develop running techniques.  **﻿**To show willpower when performing skills I find difficult and not give up but keep trying. Lesson 6 To take part in an athletics event and record times and distances.   To try to be the best I can be in the challenges. | Push throw  Pull throw  Heave throw  Accuracy  Hop, step, jump  Height  Combine  Record  Pull  Technique  Distance  Sprint  Sling  Steady pace  Jogging  Walk  Landing  Control  Preferred Landing foot Time  Stamina  Obstacles  Stance  Speed  Relay  Hop, step, jump |