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|  | 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 SkillsWeds 11:00-11.30 | EYFS-FMS-Jack and the Beanstalk | EYFS-FMS- CastlesWeds 11:00-11:30 | EYFS-FMS-Rosies Walk | EYFS-FMS-ElmerWeds 11:00-11:30 | EYFS-FMS- Hungry Caterpillar |
|  | EYFS FMS- Transport |
| **Year 1** | Fundamental M SkillsBaseline Unit-Supertato |  Y1 DanceThree Little Pigs   | Y1 FMSRolling A Ball | Y1 Gymnastics 1Weds 9:00-10:00 | Y1 FMSOverarm ThrowWeds 9:00-10:00 | Y1 Athletics |
| Y1 FMSUnderarm throw9:00-10:00 | Y1 FMSCatching and Bouncing a ballWeds 9:30-10:30 | Y1 Gymnastics 2 | Y1 Dance -Maypole | Y1- FMSLost and Found | Y1 DanceToy Story |
| **Year 2** | Y2 FMS20th C Playground GamesWeds 10:00-11:00 | Y2 DanceMoving Along |  Y2 Games Piggy in the Middle  | Y2 DanceMaypole | Y2 DanceSeaside | Y2 Athletics |
| Y2 Striking and Fielding |  Y2 FMS Bounce BallWeds 10:00-11.30 |  Y2 Games Net/wall | Y2 Gymnastics 1Weds 10:00-11:00 | Y2-OAAThe Great OutdoorsWeds 10:00-11:00 | Y2 FMS End of Key Stage Assessment |
| **Year 3** | FMS Catch UpPlayground Games | FMS Catch UpCatching and Bouncing | Y3 Creative GamesTag and TargetWeds 9:00-10:00 | Y3Gymnastics 1Weds 1:00-2:00 | Y3 DanceSuperheroes | Y3 Athletics |
| Y3 Invasion GamesWeds 1:00-2:00 | Y3 DanceRock and Roll | Y3 Gymnastics 2 | Y3 Net and Wall Games | Y3 Striking and Fielding | Y3 OAA TeamworkWeds 9:00-10:00 |
| **Year 4** | Y4 Creative GamesWeds 2:05-2:55 | Y4 Gymnastics 1 | Y4 Dance The Great Plague | Y4 Gymnastics 2 | Y4 DanceMyths and Legends | Y4 Athletics |
| Y4 GamesNet/ wall | Y4 Invasion GamesWeds 1:00-2:00 | Y4 Target GamesWeds 10:00-11:00 | Y4 Striking and Fielding | Y4 Invasion Games | Y4 OAATrust and TrailsWeds 10:00-11:00 |
| **Year 5** | Y5 GamesInvasion-Hockey | Y5 DanceEarthlings | Y5 Gymnastics 1 | Y5 Net/WallTennis | Y5 Striking and fieldingRounders | Y5 Striking and fieldingCricket |
| SWIMMING | SWIMMING | Y5 Invasion -RugbyWeds 1:00-2:00 | Y5 Gymnastics 2Weds 2:00- 3:00 | Y5 OAAWeds 1:00-2:00 | Y5 AthleticsWeds 1:00-2:00 |
| **Year 6** | Y6 GamesInvasion-Hockey | Y6 Gymnastics 1 | Y6 Invasion -RugbyWeds 2:00-3:00 | Y6 DanceRobin Hood | Y6 Striking and fielding Rounders | Y6 Striking and fieldingCricket |
| Y6 Creative Games | Y6 OAAWeds 2:00-3:00 | Y6 Net/wall | Y6 Gymnastics 2 | Y6 OAATeam buildingWeds 2:00-3:00 | Y6 AthleticsWeds 2:00-3:00 |

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| **Nur** | **National Curriculum** | **Progression steps** | **Vocabulary** |
| **Autumn Term** |
| Development Matters- Physical Development30-50 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 1To balance on small and large body parts in the shape of a star.Lesson 2To send a ball/ throwing equipment with increasing accuracy.Lesson 3To jump and land appropriately.Lesson 4To climb under over and through climbing equipment.Lesson 5To practise throwing overarm.Lesson 6To revise fundamental movement skills covered in the unit | Running FastJumping for DistanceHoppingCatchingCaterpillar walkBalance on large and small body partsBody tensionJumping off and landingUnderarm throwOverarm throwSkippingClimbing on large apparatus.Hanging /swinging on ropesTravel on hands Travel on feet |
| Unit:1B | **EYFS-FMS- Space** | Lesson 1To travel in a variety of waysLesson 2To show increasing control over an object pushing it Lesson 3To perform a variety of gymnastic rollsLesson 4To over arm thro for distanceLesson 5To climb nursery, play climbing equipmentLesson 6To revise fundamental movement skills covered in the unit | Throw UnderarmRoll an objectJumpLandMarchingHoppingCrocodile walkRunning FastJump for distanceCatching Travel through apparatusBalance on apparatus  |
| **Spring Term** |
| Unit:2A | **EYFS FMS- Seaside** | Lesson 1To balance on small body parts.To travel on hands and feet.Lesson 2To show increasing control over an object pushing and patting it.Lesson 3To perform a variety of gymnastic rolls.Lesson 4To show increasing control over an object pushing and patting it. Lesson 5To show increasing control over an object pushing and patting it. To underarm throw with some accuracy.Lesson 6To revise fundamental movement skills covered in the unit | Jump for distanceUnderarm throwRunning FastCrab walkSquare bridgeJumping off an objectSkippingStarfishFreezeJump for distanceRunning FastHoppingCatchingPush an objectBalance an objectPat an objectCrab walkSquare bridgeJumping off an objectEgg rollPencil rollTeddy bear rollForwards rollRock 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 1To travel on hands and feet.Lesson 2To travel on hands and feet.Lesson 3To travel on hands and feet.Lesson 4To roll in a variety of ways.  Lesson 5To use an underarm and over arm throw with increasing accuracy. Lesson 6To revise fundamental movement skills covered in the unit. | Underarm throwRunning fastJumping for distanceRock and RollTravel on hands and feetRolling a ballOne leg balanceBalancing on small and large body parts.Body tensionRock and RollEgg rollTeddy rollPencil rollForwards roll |
| **Unit:3B** | **EYFS-FMS- Super worm** | Lesson 1To perform the basic skill of jumpingTo travel in a variety of ways low to the ground.Lesson 2To travel around the space hopping and skipping.Lesson 3To catch a large ball.Lesson 4To travel under, over and through balancing and climbing equipment.Lesson 5To pull themselves up on climbing equipment.Lesson 6To revise fundamental movement skills covered in the un | Jumping for distanceCatching Overarm throwHoppingSkipping with a ropeSkippingJumpingRunning fastTravel on hands and feetWiggly wormPointed toesBalance on large and small body parts |

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| **Reception** | **National Curriculum** | **Progression steps** | **Vocabulary** |
| **Autumn Term** |
| Development Matters- Physical Development40-60 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 1To jump for distance.To land appropriately.Lesson 2To hop on both feetLesson 3To underarm throw for distanceLesson 4To overarm throw for distanceLesson 5To catch with increasing accuracyLesson 6To climb with confidence under, over and through climbing equipment. | Jumping for distanceRunning fastHopping CatchingTravel on hands and feetSkipping Underarm throwMarchingJump off equipmentOverarm throwBounce a ballPat a ballAccuracy |
| Unit:1B | **EYFS-FMS- Jack and the Beanstalk** | Lesson 1To 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-ordinationTo use a range of small and large equipmentLesson 2To jump and land appropriately.Lesson 3To roll in a variety of ways.Lesson 4To roll a ball accurately.Lesson 5To climb up and down apparatus using alternate feet.  Lesson 6To revise fundamental movement skills covered in the unit. | RunningUnderarm throwJumping for distanceTravel on hands and feetCatchingHoppingJumping and landingRolling a ballBalanceRolling – egg roll, rock and rollClimbingBalancing on small and large body partsJumps |
| **Spring Term** |
| Unit:2A | **EYFS-FMS-Transport** | Lesson 1To travel in a variety of ways.To adjust speed and direction to avoid obstacles. Lesson 2To show increasing control over an object pushing it. Lesson 3To perform a variety of gymnastic rolls.Lesson 4To over arm throw for distance  Lesson 5To climb nursery play climbing equipment  Lesson 6To revise fundamental movement skills covered in the unit | Jump for distanceRunning fastUnderarm throwCatchingRolling an objectTravel under and through apparatusPush an objectBalance on apparatusJump off apparatusEgg rollPencil rollTeddy Bear rollForwards rollRock and rollSkippingTravel on hands/feetBalance on small and large body partsBody tension |
| Unit:2B | **EYFS-FMS- Rosie’s Walk** | Lesson 1To jump and land appropriately.Lesson 2To experiment with different ways of travelling; shuffling, running, jumping, skipping, sliding and hopping.Lesson 3To experiment with different ways of travelling; shuffling, running, jumping, skipping, sliding and hopping.Lesson 4To climb under over and through climbing equipment.Lesson 5To experiment with different ways of travelling on hands and feet.Lesson 6To revise fundamental movement skills covered in the unit. | Running FastJumping for DistanceHoppingCatchingUnderarm throwOverarm throwBalance on large and small body partsJumping off and landingSkippingStatuesArabesqueBody tensionTravel on hands Travel on feetClimbingJumps: 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 TravelUnder OverThroughTallShortFatThinDifferent body partsClimbBalanceJumpStraightStarTuck |
| Unit:3B | **EYFS-The Hungry Caterpillar** | Lesson 1To perform the basic skill of jumpingTo travel in a variety of ways low to the ground.Lesson 2To travel over, under and through balance and climbing equipment.Lesson 3To balance on a range of body parts.Lesson 4To throw under arm.Lesson 5To roll in a variety of ways.Lesson 6To revise fundamental movement skills covered in the unit | Jumping for distanceRunning fastTravelling hands/feetHoppingSkippingCaterpillar walkBalance on large/small body partsBody tensionPointed toesOne-foot balance |

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| **Year 1** | **National Curriculum** | **Progression steps** | **Vocabulary** |
| **Autumn Term** |
| Unit:1A | **Fundamental MM Skills****Baseline Unit-Supertato**TravellingRunning, hopping, skipping, galloping.Change direction easily i.e. dodging and swerving.Travelling with an object i.e. beanbag, ball, bat and ball.SendingRoll 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 1To demonstrate the FMS of underarm throwing and hopping.Lesson 2To demonstrate the FMS of jumping and skipping.Lesson 3To demonstrate the FMS of catching and bouncing a ballLesson 4To demonstrate the FMS of rolling a ball and kicking.Lesson 5To demonstrate the FMS of running and overarm throw. | Pencil rollEggrollCarrot rollTucked rollUnderarm throwJumping SkippingBounce/catch ballRollKickOverarmCreepSupertatoEvil 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 1To demonstrate an underarm throw with some accuracy.To show a side gallop.Lesson 2To demonstrate an underarm throw with some accuracy at different targets.To show a side gallop.Lesson 3To demonstrate an underarm throw with some accuracy at different targets.To show a side gallop.Lesson 4To demonstrate a simple tactic in a game.Lesson 5To show two simple tactics in a game.Lesson 6To show two simple tactics in a game. | Side GallopUnderhand throw Face direction of the throw Step forward with opposite foot to throwing hand Follow through with arm.AccuracyTargetTacticPretend (Feint) to throw one wayLook 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 1To convey a character linking two movement ideas. Lesson 2To convey a contrasting character, linking movement ideas. Lesson 3To work with a partner to convey contrasting characters.  Lesson 4To work with a partner to convey contrasting characters.  Lesson 5Link travelling actions with a stillness to convey events within the storyLesson 6Link sequences together to retell the story. | TravelJumpLinkDescribeHuff/PuffWolfPigsContrast-slow/quickscuttle, scurry, run, tiptoe, sneak, creep, skip, springLightFranticFearfulUncurlGesturePathwaysControlCo-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 1To demonstrate catching a ball with some accuracy.Lesson 2To demonstrate catching and bouncing a ball with some accuracy.Lesson 3To demonstrate catching and bouncing a ball with some accuracy.Lesson 4To demonstrate catching and bouncing a ball with some accuracy.Lesson 5To show a simple tactic in a game.Lesson 6To apply a simple tactic in a game. | CatchingAccuracyDeterminationBounceControlCushionTravelling (Side gallop, gallop, skipping, running)C-operateDribbleOutwit |
| **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 1To demonstrate rolling a ball with some accuracy.Lesson 2To demonstrate rolling different equipment with some accuracy.Lesson 3To demonstrate rolling different equipment with some accuracy.To show the skill of rolling equipment in different ways.Lesson 4To demonstrate a simple tactic in a rolling game.Lesson 5To show two simple tactics in a game.Lesson 6To show two simple tactics in a game. | BendReleaseRollSpeedSwerveSwingOpposite legKnee lift (fast running)PractiseAccuracyCo-operateOutwitTacticsDefenderAttackerTarget |
| **Y1 Gymnastics 1**Travelling – feetJog, skip, gallop, hop, walk forwards, backwards.Travelling – hands and feetFrog, Bunny, Crab, Bear, Caterpillar, Crocodile, Monkey, etc.Shape Wide, thin, tuckRolling 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 – feetJog, skip, gallop, hop, walk forwards, backwards.Travelling – hands and feetFrog, Bunny, Crab, Bear, Caterpillar, Crocodile, Monkey, etc.Shape Wide, thin, tuckRolling 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.  | TravelPencil rollStraight rollJumpShapeWideStarHopBunny hopTuck LinkSequencePractisePerformRespond |
| 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 1To demonstrate different shapes in a sequence.**﻿**Lesson 2To demonstrate a sequence using travelling, and 3 balances.Lesson 3To demonstrate a sequence using travelling, and 2 balances on large body parts.Lesson 4To demonstrate a sequence using travelling, balance and 2 rolling actions.Lesson 5To show a sequence using the skills of travelling, balance and 3 jumps on the floor and apparatus.Lesson 6To show the skills of combining travelling, rolling, balancing and jumping into a sequence using apparatus. | TravelLow/highShapeTuckStraightStarJump: 1-2, 2-2, 2-1LandBend kneesArms in airHead upDifferent speedsDirectionBear WalkCaterpillarFront SupportExplore2/3 Point BalancesToes pointedSequence/LinkCopyCourage |
| **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 1To practise how to skip holding a ribbonLesson 2To practise keeping in time to music and holding a ribbonLesson 3To practise and learn a specific dance- red/blue skip yellow/green stay still and swap after dancingLesson 4To practise and learn following in threesLesson 5To practise for May Day PerformanceLesson 6To practise for May Day Performance | TraditionMaypoleRibbonsSittersSkipSpeedControlSkippingChanging 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 1To demonstrate an overarm throw with some accuracy.Lesson 2To demonstrate an overarm throw with some accuracy.To show a fast running technique.Lesson 3To demonstrate an overarm throw with some accuracy in a game.To show a fast running technique.Lesson 4To demonstrate a simple tactic in a gameLesson 5To demonstrate a simple tactic in a gameLesson 6To 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 objectTacticTargetTacticsSpeedChange of directionAccuracySpace |
| **Y1 FMS- Lost and Found**Fundamental Movement SkillsRunning, hopping, skipping, galloping.JumpingCatching and bouncing a ballSendingRoll a ball underarm.Throw an object underarm.Throw an object overarm (beanbag, ball).Kick a ball. | Lesson 1To demonstrate the FMS of underarm throwing and hopping.Lesson 2To demonstrate the FMS of an overarm throw and skipping.Lesson 3To assess the fundamental movement skills of catching and bouncing a ball.To develop fundamental movement skills.Lesson 4To demonstrate the FMS of running and jumping.Lesson 5To demonstrate the FMS of and kicking and rolling a ball. | Jumping for distanceRunning fastHopping CatchingSkipping Underarm throwOverarm throwBounce a ballKick a ballAccuracy |
| Unit:3B | **Y1 Athletics**Running, hopping, skipping, galloping.JumpingCatching and bouncing a ballSendingRoll 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. | ThrowHighLowSkipAimFastSlowSafelyStepBounceJumpLeapHopRepeatRunWalkingJoggingAcceleratePushTake offLandingEvaluate Improve |
| **Y1 Dance- Toy Story**Body ActionsCopy 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 1To link movements to show different character of a variety of different toys.Lesson 2To convey the different emotions within a relationship.Lesson 3To link travel, turn and stillness within a sequence depicting a different mood.Lesson 4To travel from one space to another using different pathways and levels.Lesson 5To work in a group to create a sequence.Lesson 6To combine all the dance sequences in order to retell aspects of the story. | TravelStillnessDirectionSpaceBody partsLevelsSpeed |

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| **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 positionTo catch a ballTo 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 | StrikingCatchingGallopOwn spaceTeamSpeed DirectionPassingControllingShootingScoringCo-operate EncourageTactics |
| 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.SendingThrow an object overarm (beanbag, ball).Striking a ball with a bat.ReceivingCatching a ball. | Catching a ball at different heights.Lesson 1To demonstrate and overarm throw for distance.Lesson 2To strike a ball for distance.To play a simple striking and fielding game.Lesson 3To strike a ball for distance.To play a simple striking and fielding game.Lesson 4To strike a ball with accuracy for distance.To play a simple striking and fielding game and use a simple tactic.Lesson 5To play a simple striking and fielding game using a simple tacticLesson 6To play a simple striking and fielding game applying a simple tactic. | StrikingCatchingOwn spaceTeamSpeed DirectionPassingControllingTactic |
| **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 1To be able to create travelling patternsTo be able select effective movementsTo be able to develop and improve their work Lesson 2To 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 3To 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 4To 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 5To 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 6To 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.  | TravelStillnessDirectionSpaceBody partsLevelsSpeedPracticeDevelopImproveRepeatPhrase |
| Unit: 1B |  **Y2 FMS-Bounce Ball**TravellingRunning, dribbling.Change direction easily i.e. dodging and swerving.Travelling with an objectSendingThrow an object underarm Throw an object overarm Aiming at various targets using different equipment (beanbag, ball, quoit, shuttlecock etc.). ReceivingCatching a ball.Catching a ball at different heights. | Lesson 1To demonstrate bouncing a ball with some controlLesson 2To demonstrate bouncing a ball with some control while moving.Lesson 3To demonstrate bouncing a ball and passing in a simple game. Lesson 4To demonstrate throwing a ball at a target with some accuracy. .Lesson 5To demonstrate passing a ball with accuracy then move into a space. To use a simple tactic in a gameLesson 6To show a simple tactic in a game. | BouncingCatchingOwn spaceTeamSpeed DirectionPassingDribbleCushionControllingShootingScoring |
| **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 1To demonstrate an underarm throw with some accuracy.To show catching a ball with control.Lesson 2To throw underarm with accuracy then move into a space.To catch a ball with controlLesson 3To demonstrate passing a ball with some accuracy then moving into a space.Lesson 4To show a simple tactic in a gameTo pass a ball with some accuracy then move into a space.Lesson 5To use a simple tactic in a game.Lesson 6To use a simple tactic in a game. | StrikingCatchingOwn spaceUnderarmTeamSpeed SpaceAccuracyDirectionPassingControllingShootingScoringTactics |
| **Y2 Net/Wall Games**TravellingRunning, hopping, skipping, galloping.Change direction easily i.e. dodging and swerving.Travelling with an object i.e. beanbag, ball, bat and ball.SendingThrow 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.ReceivingCatching 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 1To demonstrate how to catch a ball.To show a side gallop with some rhythm.Lesson 2To show the ready positionTo demonstrate how catch a ballLesson 3To show how to hold a batTo demonstrating catching a ball from the ready position.To strike a ball to a partnerLesson 4To strike a ball with some accuracy.To show a simple tactic in competitive fours. Lesson 5To strike a ball with accuracy.To apply a simple tactic in a net/wall game.Lesson 6To demonstrate a simple tactic in a net/wall game to outwit an opponent. | StrikingCatchingOwn spaceTeamSpeed UnderarmDirectionPassingControllingShootingScoringTactics |
| **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 1To practise and revise how to skip holding a ribbonLesson 2To practise keeping in time to music and holding a ribbonBegin learning new dancesLesson 3To practise and learn a specific dance- red/blue skip yellow/green stay still and swap after dancingLesson 4To practise and learn Changing in Threes/ Spider’s WebLesson 5To practise for May Day PerformanceLesson 6To practise for May Day Performance | TraditionMaypoleRibbonsSittersSkipSpeedControlSkippingFollowing in ThreesSpider’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 endTo 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.
 | ForwardsBackwardsSidewaysRollSlowBody partsShapeJumpTravelBalanceStretch Wide NarrowSequence |
| **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 skillsChoose 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 1Explore a range of actions related to activities at the seaside.  Lesson 2To compose and perform a dance phrase showing the movements of the ocean.  To respond to a stimulus.  Lesson 3To select appropriate movements and body shapes to communicate ideas in relation to the texture, shapes of a variety of shells.Lesson 4To explore body shapes and movements which communicate the different creatures the can find at the seaside.  Lesson 5To explore movements to depict life in a seaside village.Lesson 6To remember, repeat and perform a short dance to represent life in a seaside village. | TravelStillnessDirectionSpaceBody partsLevelsSpeedTurn GestureRehearseSeasideOceanPractiseCommunicateCreateExplore |
| **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 1Able to take responsibility for self and others.Able to respect, trust and care for each other.Can remember objects on a trail.Lesson 2To cooperate and work together as a team. Can work with a partner to undertake an adventurous journey.Lesson 3Can work with others to complete a journey within the school grounds.Can work collaboratively to record answers.Lesson 4﻿Can 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 Supportco-operationParticipateInstructionsPlanTeamworkExperimentChooseMapOrientateSetSymbolControl CardBirds’ eye view |
| Unit 3B | **Y2 Athletics**Running, hopping, skippingJumpingSendingThrow an object underarm.Throw an object overarm | Lesson 1﻿To throw underarm accurately into a target.To throw as far as possible.Lesson 2﻿To throw overarm accurately.To throw overarm for distance. Lesson 3﻿﻿To throw using a push and two-handed throw for distance.To jump for distance with control. Lesson 4To throw using an underarm and overarm throw for distance and accuracy.Lesson 5To throw underarm for accuracy.To throw overarm for distance.To complete an obstacle course with speed and agility. Lesson 6﻿To throw underarm for accuracy.To throw overarm for distance.  | Throw High Low Skip AimFastSafelyStep Bounce Jump Leap Hop Repeat Run Target Overarm Underarm Walking Jogging Accelerate Agility |
| **Y2 FMS End of Key Stage Assessment**TravellingRunningChange direction easily Travelling with an object i.e. beanbag, ball, bat and ball.SendingRoll 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.). ReceivingTrap a ball with feet.Catching a ball.Catching a ball at different heights. | Lesson 1To throw underarm accurately into a target.To throw as far as possible. Lesson 2﻿﻿To throw overarm accurately.To throw overarm for distance.To run as fast as possible Lesson 3To throw using a push and two- handed throw for distance.To jump for distance with control. Lesson 4To kick a ball for distance.To catch a ball.To complete an obstacle course.Lesson 5To throw underarm for accuracy.To throw overarm for distance.To complete an obstacle course with speed and agility.Lesson 6﻿To throw underarm for accuracy.To throw overarm for distance. | Jumping for distanceRunning fastHopping CatchingSkipping Underarm throwOverarm throwKick a ballAccuracyAgilityDistanceSpeed |

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| **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 1To develop the skill of dodging/changing direction when playing a tig game.Lesson 2To develop the skill of hopping when playing a game.Lesson 3To demonstrate catching a ball with some control. To throw underarm with some accuracy. Lesson 4To throw a ball underarm to a partner with some accuracy.To catch a ball.To demonstrate a side gallop.Lesson 5To show the ready positionTo catch a ballTo perform a side gallop.Lesson 6To catch a ball from the ready position.To strike a ball to a partnerLesson 7To strike a ball with some accuracy.To apply a simple tactic in a net/wall | StrikingCatchingGallopOwn spaceTeamSpeed DirectionPassingControllingShootingScoringCo-operate EncourageTactics |
| **Y3 Invasion games-RUGBY**Sending and Receiving – Invasion GamesPerform using a number of sending and receiving skills with consistency, accuracy, confidence and control and later speed.Scoring SkillsShoot and score accurately in a range of ways.Shot from a distance and from close range.Defending SkillsKnow 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 possessionScoring triesKeeping scoreMaking spacePass/send/receiveTravel with a ballSwing passMake use of spacePoints/goals RulesTacticsDefending |
| 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 1To demonstrate catching a ball with some accuracy.Lesson 2To demonstrate catching and bouncing a ball with some accuracy.Lesson 3To demonstrate catching and bouncing a ball with some accuracy.Lesson 4To demonstrate catching and bouncing a ball with some accuracy.Lesson 5To show a simple tactic in a game.Lesson 6To apply a simple tactic in a game. | CatchingAccuracyDeterminationBounceControlCushionTravelling (Side gallop, gallop, skipping, running)C-operateDribbleOutwit |
|  **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 1Pupils 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 2Pupils 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 3Pupils can sequence movement together into a structure.Pupils can create effective travelling movements. Lesson 4Pupils have created a travelling solo, following a defined pathway. Pupils can effectively use stillness in their performance. Lesson 5Pupils have created a rhythmic circle dance performed in unison.Lesson 6Pupils demonstrate increased movement ideas in the Don’t Wake the Volcano game and perform with increased confidence and timing in the class circle.**﻿﻿﻿﻿﻿﻿**  | TravelStillnessDirectionSpaceRockEarthMovementUnisonBody partsLevelsSpeedSpaceRepetitionAction and reactionPattern |
| **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 1To perform the Fundamental Skill of DodgingLesson 2To perform the fundamental skill of dodging in a tag gameLesson 3To demonstrate aiming skills using the FMS of throwing and rolling a ballLesson 4To demonstrate aiming skills using the FMS of throwing and rolling a ball in a target gameLesson 5To send an object in a target game with accuracy.Lesson 6To send an object in a target game with accuracy. | Keep possessionScoring goalsKeeping scoreMaking spacePass/send/receiveTravel with a ballMake use of spacePoints/goals RulesTacticsBattingFieldingDefendingHitting |
| **Y3 Gymnastics 1**TravellingFocus on developing quality of travelling actions both on feet and hands and feet.ShapeAs 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. BalanceFocus on developing balances on 1,2,3 or 4 points and large body parts.RollingFocus on developing quality in all the different rolling actions from KS1.JumpingFocus on developing quality of jumping actions 2 :2, 2:1, 1:2, 1:1.Jump with shapes in the air.½ turn jump.Handle apparatusUse 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. | TravelBalanceRollJumpLandControlstretchpushpullstepstillslowlytalllongforwardshighlowrollcopyjumplandbalanceCombine/linkSequencePerformPractise |
| Unit:2B | **Y3 Gymnastics 2**TravellingFocus on developing quality of travelling actions both on feet and hands and feet.ShapeAs 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. BalanceFocus on developing balances on 1,2,3 or 4 points and large body parts.RollingFocus on developing quality in all the different rolling actions from KS1.JumpingFocus on developing quality of jumping actions 2 :2, 2:1, 1:2, 1:1.Jump with shapes in the air.½ turn jump.Handle apparatusUse 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. | TravelBalanceRollJumpLandControlstretchpushpullstepstillslowlytalllongforwardshighlowrollcopyjumplandbalanceCombine/linkTransitionsSequencePerformPractise |
| **Y3 Net/Wall Games**Net Wall GamesThrow 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 1Explore different throwing actions.Lesson 2To consolidate throwing actions and practise catching.Lesson 3Explore different ways of throwing.Consolidate catching skills.To suggest ideas and practices to improve their play.Lesson 4Strike the ball using their hand or small bat.Lesson 5Improve movement skills and body positions.Familiarise them with a racquet and practise striking skills using a racquet.Lesson 6To devise their own game.Consolidate striking and ball control skills. | UnderarmOverarmKeeping scorePass/send/receiveMake use of spaceStrikePointsControlRulesSwing RallyTacticsBattingFieldingDefendingHitting |
| **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 1To explore movement, communicating characterLesson 2To explore movement, communicating character.Lesson 3To 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 4Use simple choreographic principles and perform a more complex dance phrases to communicate narrative with a partnerLesson 5Create a sequence conveying more than one character. Convey a narrative involving two characters. Lesson 6Work as a group to combine movements to create a sequence. To combine sequences to create a final performance. | TravelStillnessDirectionExploreCommunicateInterpretCombinePhraseSpaceMovementUnisonBody partsLevelsSpeedSpaceRepetitionAction and reactionPattern |
| **Y3 Striking and Fielding**Striking Fielding GamesHit 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 1To demonstrate an underarm throw with accuracy.Lesson 2To demonstrate how to throw a ball underarm with some accuracyTo catch a ball in a striking and fielding gameLesson 3To strike a ball from a tee or a drop feed. To catch a ball in striking and fielding gameLesson 4To strike a ball from a tee or a drop feed. To apply a simple tactic in a striking and fielding game.Lesson 5to demonstrate bowling a ball underarm with accuracy. To apply simple tactics in a modified striking and fielding gameLesson 6Evaluation – to make a simple assessment of their own performance based on the success criteria | Underarm AccuracyScoring goalsKeeping scoreMaking spaceCatchPass/send/receiveTravel with a ballMake use of spacePoints/goals RulesTacticsBattingFieldingDefendingHitting |
| 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 throwingTo pass a quoit/baton to a teammate in a relay.To perform a hop, step and jump. | Lesson 1To throw using a pull action.To explore different running techniques. Lesson 2To perform the sling throwing action.To develop jumping actions (two feet to two feet for distance). Lesson 3To throw using a push action. Lesson 4To 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 5To perform pull, push and sling throw.To perform a combination of 5 jumpsLesson 6To perform pull, push and sling throw.To perform a combination of 5 jumps. | PullTechniqueDistance Sprint SlingSteady pace PushAccuracy Hop, step, jumpHeight CombineRecord  |
| **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 1To demonstrate working as part of a team to solve challenges.Lesson 2To demonstrate cooperating and working together as a team to complete challenges.Lesson 3To cooperate and work together as a team to complete challenges.Lesson 4To show encouragement and support to team members.To demonstrate concise instructionsLesson 5To explain how they worked as a team to solve challenges.Lesson 6To demonstrate how to work as a team using individual strengths. To explain how they chose their team roles. | Communication Trust SupportCo-operationParticipateInstructionsPlanTeamworkEncourageSolveRoleExperimentChoose |

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| **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 1To perform the Fundamental Skill of DodgingLesson 2To perform the fundamental skill of dodging in a tag gameLesson 3To demonstrate aiming skills using the FMS of throwing and rolling a ballLesson 4To demonstrate aiming skills using the FMS of throwing and rolling a ball in a target gameTo work co-operatively in a group to create a target game.Lesson 5To 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.** | DodgingThrowingRollingTeamworkOne-handed passTacticTargetAccuracyTravelControlCo-operateOpponentEvaluate |
| **Y4 Net/Wall Games**Net Wall GamesThrow 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 1To know why warming up is important.Lesson 2﻿To consolidate throwing actionsTo suggest ideas and practices to improve their playLesson 3Strike the ball using their hand or small bat.Lesson 4Strike the ball using their hand or small bat.Choose a range of simple tactics to use in a simple game.Lesson 5To develop range of striking skills suitable for net/wall type activities. | Warm upSend/receiveStrikePointsControlRulesSwing RallyTacticsHitting |
| 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 1Pupils 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 2Pupils 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 3Pupils will perform in perfect unison.Pupils will be able to discuss how disease is spread.Pupils will demonstrate teamwork skills.Lesson 4Pupils 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 5Pupils 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 PlagueSoloTravelStillnessDirectionExploreCommunicateInterpretCombinePhraseSpaceMovementUnisonBody partsLevelsSpeedSpaceRepetitionAction and reactionPattern |
| **Y4 Invasion Games**Sending and Receiving – Invasion GamesPerform using a number of sending and receiving skills with consistency, accuracy, confidence and control and later speed.Scoring SkillsShoot and score accurately in a range of ways.Shot from a distance and from close range. | Lesson 1To demonstrate passing a ball using a one -handed pass accurately.To move into space after using a one -handed pass in a game.Lesson 2To pass a ball accurately to a teammate using a one- handed bounce pass.To demonstrate a simple tactic in a game.Lesson 3To demonstrate passing a handball with some accuracy.To find space to receive a pass. Lesson 4To demonstrate one handed passing with some controlTo use simple tactics to outwit an opponent.Lesson 5To shoot a ball with accuracy.To use tactics to outwit an opponent.**﻿**Lesson 6To use tactics to outwit an opponent.To evaluate what worked well in a team. | TeamworkHandballOne-handed passTacticAccuracyTravelControlOpponentEvaluate |
| **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 actionsDevise 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 1To demonstrate travelling actions on feet and hands and feet.To show balances in front and back support positions.Lesson 2To demonstrate the dish and arch shape.To combine travelling, jumping and balancing actions. Lesson 3To demonstrate basic rolling actions.Plan and perform a simple sequence to include travel, rolling, and jumping. Lesson 4To demonstrate balance on one foot and arabesque.Plan and perform a simple sequence to include travel, rolling, balance and jumping. Lesson 5To 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 6To show a sequence of six moves that meets Level 1 competition criteria.  | TravelBalanceRollJumpLandControlstretchforwardshighlowrollcopyjumplandbalancearabesqueCombine/linkTransitionsSequencePerformPractise |
| **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 2To demonstrate throwing a ball at a target using a one- handed pass. Lesson 3To demonstrate throwing a ball at a target using a one- handed throw with accuracy in a game situation. Lesson 4To 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 5To 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. | DodgingOne-handed throwTeamworkOne-handed passTacticTargetAccuracyTravelControlCo-operateOpponentRespectEvaluate |
| Unit:2B | **Y4 Gymnastics 2**ShapeAs 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. BalanceFocus 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 1To show a mirrored shape with a partner.To create a sequence of gymnastic actions with a partner.Lesson 2To 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 3To 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 4To 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 5To create a sequence of gymnastic actions including matched shapes and mirrored shapes with a partner using apparatus. | TravelBalanceMatch/ mirrorCounter tensionCounter balanceJumpLandControlstretchforwardshighlowbalancearabesqueCombine/linkAdaptApparatusTransitionsSequencePerformPractise |
| **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 1To demonstrate an underarm throw with accuracy.To catch a ball. Lesson 2To 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 3To 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 4To 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 5To 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 6To 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. | OverarmCatchUnderarmCommunicateFieldWicketStumpsTeeBowlingRun |
| **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 1Select 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 2To 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 3To create a sequence with a partner.To link sequences together.Lesson 4To create a mirrored sequence with a partner that tells a story.Lesson 5To explore the qualities of different characters.Reflection – To listen and respond to feedback.Lesson 6To create a full performance from both of the sequences made and demonstrate strong character skills throughout. | Midas MarigoldTravelDirectionPathwaysCharacterExploreMirrorCommunicateInterpretCombinePhraseSpaceMovementUnisonBody partsSpaceReflectRespondRepetitionAction and reactionPattern |
| **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 1To demonstrate passing a ball using a chest pass.To move into space after using a chest pass in a game.Lesson 2To demonstrate passing a ball using a bounce pass.Lesson 3To perform a chest pass and bounce pass in a gameTo apply a feint when passing to outwit a defender.Lesson 4To perform a pass in a game using a chest pass or bounce pass.To apply a simple tactic to outwit a defender.**﻿﻿﻿**Lesson 5To perform a pass in an invasion game using a chest pass or bounce pass.To apply a simple tactic to outwit a defenderLesson 6To perform a pass in an invasion game using a chest pass or bounce pass.To apply a simple tactic to outwit a defender | DodgingThrowingChest passBounce passRollingTeamworkOne-handed passTacticTargetAccuracyTravelControlCo-operateOpponentEvaluate |
| 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 throwingTo pass a quoit/baton to a teammate in a relay.To perform a hop, step and jump. | Lesson 1To throw using a pull action.To explore different running techniques. Lesson 2To perform the sling throwing action.To develop jumping actions (two feet to two feet for distance). Lesson 3To throw using a push action. Lesson 4To 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 5To perform pull, push and sling throw.To perform a combination of 5 jumpsLesson 6To perform pull, push and sling throw.To perform a combination of 5 jumps. | PushAccuracy Hop, step, jumpHeight CombineRecordPullTechniqueDistance Sprint SlingSteady 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 challengesDevelop communication and collaboration skillsEvaluate their own successTo take responsibility for self and othersTake part in activities that involve working with and trusting othersTo work effectively as part of a teamKnow 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 1To demonstrate with a partner how to solve trust challenges.Trust - To believe your partner will keep you safe.Lesson 2Can work with others to complete a journey within the school grounds.Communication – Can share responsibilities for the task with others in my groupLesson 3To 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 4To show how to keep a map “set" or “orientated”.To know some of the symbols on a orienteering map. | Communication Trust SupportCo-operationParticipateInstructionsPlanOrientateMap skillsControl cardSymbolsTeamworkEncourageSolveRoleExperimentChoose |

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| **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 1To show passing a ball to a teammate using a hockey stick.Lesson 2To demonstrate dribbling and passing a ball using a hockey stick.Responsibility - To complete my goal safely and to the best of my ability.Lesson 3To 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 4To 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 5To select attacking tactics when playing a gameEvaluation - To evaluate own work and that of others and suggest ways to improve.Lesson 6To 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 improveLesson 7To play a role in a competitive modified gameTo select attacking tactics when playing a gameEvaluation - To evaluate success in a competitive modified competition. | TeamworkHockeyPassingDribblingHandgripShootingSafetyControlAttackDefendTacticAccuracyTravelOpponentEvaluate |
| **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 FloatingBreathingBubble and BreathingClimbing out of the PoolConditioningDiving Free FloatingIndependent SwimmingFront crawlBreaststrokeBackstrokeButterflyKickingSubmersionStreamline Floating/KickingTurningLife savingSelf-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 1Pupils 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 2Pupils will have well-structured group dances depicting their planet.To respect the ideas of everyone in the groupLesson 3Pupils 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 difficultiesLesson 4Pupils have created dances using different formations and performed in unison.To create small group dances showing respect for other people's ideasLesson 5Pupils demonstrate creative skills and decision making in the creation of a new duetTo work with respect for one another when creating a new duetLesson 6Pupils will have selected, structured, rehearsed and performed their dances, demonstrating a broad range of skills acquired throughout the scheme | AlienSignatureTravelDirectionPathwaysCharacterExploreMirrorCommunicateInterpretDance styleTechniquePatternRhythmVariationUnisonFormation |
|  **Y5 Swimming Unit** | See Above Swimming Unit for Details |  |
| **Spring Term** |
| Unit:2A | **Y5 Gymnastics 1**BalanceFocus on developing balances on 1,2,3 or 4 points and large body parts.Counter balance with a partner.Counter tension with a partnerDevise 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 actionsMake 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 1To perform partner balances.To create a simple sequence of matched and mirrored partner balances.To speak clearly, with confidence, when demonstrating a shape.Lesson 2To 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 3To 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 4To 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 5To create a gymnastic sequence with counter balances and counter tension with a partner.Evaluation - To recognise strengths and areas for improvement in their performance. | TravelBalanceMatch/ mirrorCounter tensionCounter balanceJumpLandControlstretchforwardshighlowbalancearabesqueCombine/linkAdaptApparatusTransitionsSequencePerformPractiseEvaluate |
| **Y5 Invasion Games- Rugby**Sending and Receiving – Invasion GamesPerform using a number of sending and receiving skills with consistency, accuracy, confidence and control and later speed.Scoring SkillsShoot and score accurately in a range of ways.Shot from a distance and from close range.Defending SkillsKnow 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 1To 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 2To pass and catch rugby ball with consistency, accuracy and control.To make decisions on when to pass the ball.Lesson 3To apply simple tactics when playing a rugby type game.To make decisions on when to pass the ball in a game situation.Lesson 4To apply simple tactics when playing a rugby-type game.To evaluate own work and that of others and suggest ways to improve.Lesson 5To 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 triesKeeping scoreMaking spacePass/send/receiveTravel with a ballSwing passMake use of spacePoints/goals RulesTacticsDefendingKeeping possessionPassingDribblingSupportMarkingAttackers/defenders MarkingTeam playDefending |
| Unit:2B | **Y5 Gymnastics 2**Adapt sequences to include a partner. Develop tension, extension and transfer of weight in their actionsMake 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 1To adapt a gymnastic sequence using apparatus and perform it with a partner.To Seek and provide constructive feedback to help improve a sequence.Lesson 2To 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 3To 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 4To 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 5To 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. | TravelBalanceCounter tensionCounter balanceCanonUnisonJumpLandControlstretchhighlowbalanceCombine/linkAdaptApparatusTransitionsSequencePerformPractiseEvaluate |
| **Y5 Net/Wall -Tennis**Net Wall GamesThrow 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 1To demonstrate a forehand shot with some consistency.Lesson 2To demonstrate a forehand and backhand shot with some consistency.Lesson 3To direct the ball reasonably well to their partner to continue a rally.Lesson 4To demonstrate a simple tactic in a net type game (i.e. To be able to hit the ball to targets away fromtheir partner.)Lesson 5To demonstrate a simple tactic in a net type game (i.e. To be able to hit the ball to targets away fromtheir partner.)Lesson 6To play the game for the core task and incorporate tactics to score points. | Warm upSend/receiveStrikePointsControlRulesSwing RallyTacticsHittingBack handForehandControl |
| **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 1To demonstrate bowling underarm with accuracy.To catch a ball when fielding.To offer practical solutions to help teammates improve.Lesson 2To strike a ball with a bat.To throw a ball overarm when fielding. To offer practical solutions to help teammates improve.Lesson 3To demonstrate a bowl underarm with accuracy.To set myself a goal when practising bowling and practice to improve.Lesson 4To 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 5To 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 6To 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. | OverarmCatchUnderarmCommunicateFieldBowlerBackstopBasesBowlingRunTacticDirect ( 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 challengesDevelop communication and collaboration skillsEvaluate their own successTo take responsibility for self and othersTake part in activities that involve working with and trusting othersTo work effectively as part of a team | Lesson 1Can communicate effectivelyCan trust and work with others to solve problemsCan take responsibility for othersLesson 2Can listen attentively, record information accurately and apply strategies for remembering important informationCan follow instructions and work with others to complete a complex taskLesson 3Can work effectively as part of a team to solve problemsCan generate and share ideasCan review performance and apply learningLesson 4Can share ideas confidently, when working as part of a teamCan review a performance and apply the learning to complete a task successfully.Can work effectively as part of a team.Lesson 5Can recognise the important role played by all team membersCan organise time and resources within a teamCan encourage others to improve performance | Communication Trust SupportCo-operationParticipateShareInstructionsPlanOrientateMap skillsControl cardSymbolsTeamworkEncourageSolveRoleExperimentChooseProblem solveComplexReview |
| 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 1To demonstrate bowling underarm with accuracy.To catch a ball when fielding. To offer practical solutions to help teammates improve.Lesson 2To strike a ball with a cricket bat off a tee.To bowl overarm with accuracy.To offer practical solutions to help teammates improve.Lesson 3To 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 4To 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 5To 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 6To 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. | OverarmCatchUnderarmCommunicateFieldWicketStumpsTeeBowlingRunFieldingRetrieveInterceptAccuracyApplyTacticsModify |
| **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 throwingTo 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 1To 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 2To 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 3To 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 4To 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 5To 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 6To 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 throwPull throwHeave throwAccuracy Hop, step, jumpHeight CombineRecordPullTechniqueDistance Sprint SlingSteady pace JoggingWalk LandingControl Preferred Landing foot Time Stamina Obstacles Stance Speed RelayHop, step, jump |

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| **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 1To 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 2To demonstrate dribbling and passing a ball using a hockey stick.To complete my goal safely and to the best of my ability.Lesson 3To 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 4To demonstrate dribbling and shooting a ball using a hockey stick. To select attacking tactics when playing a gameTo make decisions on when to pass the ball in a game situation.Lesson 5To select attacking tactics when playing a gameEvaluation - To evaluate own work and that of others and suggest ways to improve.Lesson 6To 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 improveLesson 7To play a role in a competitive modified gameTo select attacking tactics when playing a gameEvaluation - To evaluate success in a competitive modified competition. | TeamworkHockeyPassingDribblingHandgripShootingSafetyControlAttackDefendTacticAccuracyTravelOpponentEvaluateDecision Making |
| **Y6 Creative Games- Rugby-type**Sending and Receiving – Invasion GamesPerform using a number of sending and receiving skills with consistency, accuracy, confidence and control and later speed.Scoring SkillsShoot and score accurately in a range of ways.Shot from a distance and from close range.Defending SkillsKnow 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 1To 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 2To pass and catch rugby ball with consistency, accuracy and control. To make decisions on when to pass the ball.Lesson 3To apply simple tactics when playing a rugby type game. To make decisions on when to pass the ball in a game situation.Lesson 4To apply simple tactics when playing a rugby-type game.Evaluation - To evaluate own work and that of others and suggest ways to improve.Lesson 5To 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 spacePass/send/receiveTravel with a ballSwing passMake use of spacePoints/goals RulesTacticsDefendingKeeping possessionPassingDribblingSupportMarkingAttackers/defenders MarkingTeam playEvaluateAdaptDefending |
| Unit:1B | **Y6 Gymnastics 1**Adapt sequences to include a partner and group. Develop tension, extension and transfer of weight in their actionsMake 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 1To perform shapes and balances with a partner.To make positive suggestions to my partner and experiment with different shapes and balances.Lesson 2To 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 3To 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 4To 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 5To 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 6To create a sequence of gymnastic actions, paired and group balances.To recognise strengths and areas for improvement in their performance. | TravelBalanceCounter tensionCounter balanceJumpLandControlstretchforwardshighlowbalanceExperimentCombine/linkAdaptApparatusTransitionsSequencePerformPractiseEvaluateImprove |
| **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 challengesDevelop communication and collaboration skillsEvaluate their own successTo take responsibility for self and othersTake part in activities that involve working with and trusting othersTo work effectively as part of a team | Lesson 1Can communicate effectivelyCan trust and work with others to solve problemsCan take responsibility for othersLesson 2Can listen attentively, record information accurately and apply strategies for remembering important informationCan follow instructions and work with others to complete a complex taskLesson 3Can work effectively as part of a team to solve problemsCan generate and share ideasCan review performance and apply learningLesson 4Can share ideas confidently, when working as part of a teamCan review a performance and apply the learning to complete a task successfully.Can work effectively as part of a team.Lesson 5Can recognise the important role played by all team membersCan organise time and resources within a teamCan encourage others to improve performance | Communication Trust SupportCo-operationParticipateShareInstructionsPlanOrientateMap skillsControl cardSymbolsTeamworkEncourageSolveRoleExperimentChooseProblem solveComplexReview |
| **Spring Term** |
| Unit:2A | **Y6 Invasion Games- Rugby**Sending and Receiving – Invasion GamesPerform using a number of sending and receiving skills with consistency, accuracy, confidence and control and later speed.Scoring SkillsShoot and score accurately in a range of ways.Shot from a distance and from close range.Defending SkillsKnow 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 1To 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 2To apply simple tactics when playing a rugby-type game.To have a positive attitude and offer positive feedback to my teammates.Lesson 3To apply simple attacking tactics when playing a rugby-type game.To support others in my team when playing a game.Lesson 4To kick a rugby ball with some accuracy and confidence.To keep trying to kick a rugby ball even if it is difficult.Lesson 5To 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 6To apply simple tactics when playing a competitive rugby-type game.To evaluate own work and that of others, and suggest ways to improve. | Scoring triesKeeping scoreMaking spacePassing backwardsTravel with a ballSwing passMake use of spaceKeeping possessionPassingDribblingKickingSupportMarkingAttackers/defenders MarkingTeam playDefending |
| **Y6 Net/Wall -Tennis**Net Wall GamesThrow 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 1To demonstrate a forehand shot with some consistency.Lesson 2To demonstrate a forehand and backhand shot with some consistency.Lesson 3To direct the ball reasonably well to their partner to continue a rally.Lesson 4To demonstrate a simple tactic in a net type game (i.e. To be able to hit the ball to targets away fromtheir partner.)Lesson 5To demonstrate a simple tactic in a net type game (i.e. To be able to hit the ball to targets away fromtheir partner.)Lesson 6To play the game for the core task and incorporate tactics to score points. | Warm upSend/receiveStrikePointsControlRulesSwing RallyTacticsHittingBack handForehandControl |
| 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 1To explore the qualities of different characters.Lesson 2To convey the emotions, mood and feelings of the characters in the story.Lesson 3To explore movements showing a conflict using props.Lesson 4To create sequence using props showing a conflict between contrasting characters.Lesson 5To use own ideas from written work to create an ending to the story sequence.Lesson 6To link all sequences to produce a complete story dance. | Robin HoodFeelings/emotions of charactersTravelDirectionPathwaysCharacterExploreMirrorCommunicateInterpretDance styleTechniquePatternRhythmVariationUnisonFormation |
| **Y6 Gymnastics 2**Adapt sequences to include a partner and group. Develop tension, extension and transfer of weight in their actionsMake 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 1To demonstrate a part weight bearing balance.To generate ideas and explore different balances with a partner without fear of failure.Lesson 2To 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 3To 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 4To create and perform a group sequence using apparatus.To recognise ways to improve the group sequence through using the success criteria. | TravelBalanceCounter tensionCounter balanceJumpLandControlstretchforwardshighlowbalanceExperimentCombine/linkAdaptApparatusTransitionsSequencePerformPractiseImproveEvaluate |
| **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 1To demonstrate bowling underarm with accuracy.To catch a ball when fielding.To offer practical solutions to help teammates improve.Lesson 2To strike a ball with a bat.To throw a ball overarm when fielding.To offer practical solutions to help teammates improve.Lesson 3To 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 4To 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 5To 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 6To 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. | OverarmCatchUnderarmCommunicateFieldBowlerBackstopBasesBowlingRunTacticDirect 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 challengesDevelop communication and collaboration skillsEvaluate their own successTo take responsibility for self and othersTake part in activities that involve working with and trusting othersTo work effectively as part of a team | Lesson 1Can communicate effectivelyCan trust and work with others to solve problemsCan take responsibility for othersTo use supportive and encouraging language when working with othersLesson 2Can listen attentively, record information accurately and apply strategies for remembering important informationCan follow instructions and work with others to complete a complex taskUnderstand the need for effective communication when working with othersLesson 3Can work effectively as part of a team to solve problemsCan generate and share ideasCan review performance and apply learningUnderstand the need to review performance and apply learningLesson 4Can share ideas confidently, when working as part of a teamCan 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 5Can recognise the important role played by all team membersCan organise time and resources within a teamCan encourage others to improve performanceUnderstand and accept my role within a team challenge | Communication Trust SupportCo-operationParticipateShareInstructionsTeamworkEncourageSolveRoleExperimentChooseProblem solveComplexReview |
| 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 1To demonstrate bowling underarm with accuracy.To catch a ball when fielding. Encouragement - To offer practical solutions to help teammates improve.Lesson 2To strike a ball with a cricket bat off a tee.To bowl overarm with accuracy.To offer practical solutions to help teammates improve.Lesson 3To 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 4To 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 5To 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 6To 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. | OverarmCatchUnderarmCommunicateFieldWicketStumpsTeeBowlingRunFieldingRetrieveInterceptAccuracyApplyTacticsModify |
| **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 throwingTo 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 1To 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 2To 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 3To 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 4To 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 5To 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 6To take part in an athletics event and record times and distances. To try to be the best I can be in the challenges. | Push throwPull throwHeave throwAccuracy Hop, step, jumpHeight CombineRecordPullTechniqueDistance Sprint SlingSteady pace JoggingWalk LandingControl Preferred Landing foot Time Stamina Obstacles Stance Speed RelayHop, step, jump |