



The Beeches Primary School - PE Curriculum Progression Map

Redeveloped - March 2023



Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Skill	<p>Games</p> <p>Use a small range of underarm throwing and rolling skills</p>	<p>Games</p> <p>Use a small range of collecting and receiving skills.</p>	<p>Gymnastics</p> <p>Travel around under, over and through balancing and climbing equipment.</p>	<p>Dance and Movement</p> <p>Copy and explore basic actions. Begin to combine movements using different parts of the body. Practise moving expressively and clearly. Show some rhythmic intention in their movements.</p>	<p>Striking and Fielding</p> <p>Show increasing control when throwing a ball. Shows increasing control over an object pushing, passing, throwing and catching.</p>	<p>Athletics</p> <p>Start to perform fundamental skills at an emergency level Travelling skills Running fast Sending skills - roll a ball underarm, underarm throw, overarm throw</p>
Knowledge	<p>Show some awareness of the space available and a basic awareness of others around the space.</p>	<p>Choose and use a small range of basic skills and ideas in a simple game.</p> <p>Understand physical activity starts with a gentle warm-up and finishes with a calming cooldown.</p> <p>Understand when, where and how they can be active while in school.</p>	<p>Begin to associate basic gymnastic actions with words, signs and symbols.</p> <p>Understand how to use space properly and develop control of their body.</p>	<p>Recognise a beginning and ending of a sequence. Recognise and participate in simple action rhymes and dance stories. Show an awareness of self and others; recognise changes in their bodies when active.</p>	<p>Moves freely and with pleasure and confidence in a range of skilful ways. Able to respond to simple instructions showing a good understanding of safety when using equipment</p>	<p>Run skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</p> <p>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles</p>

Prior Knowledge	Nursery -	Use a small range of underarm throwing and rolling skills Use a small range of collecting and receiving skills.	Travel around under, over and through balancing and climbing equipment.			
Vocabulary	Throw, catch, kick, roll, bounce, space, beanbag, ball, cone, quoit, bat, hands, feet, play	Throw, catch, kick, roll, bounce, space, beanbag, ball, cone, quoit, bat, hands, feet, play	Small, tall, wide, narrow, lift, carry, crawl, slide, feet, hands, toes, fingers, head, elbows, tummy, shoulders, bottom. Control, stoppable, flinging (arms).	Small, tall, wide, narrow, lift, carry, crawl, slide, feet, hands, toes, fingers, head, elbows, tummy, shoulders, bottom.	Strike, catch throw, aim,	Run, Throw, Balance
Sports	Universal	Universal	Gymnastics	Football, Basketball, Tennis	Cricket and Rounders	Track and Field
Trips and/or experiences						Sports Day

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Skill	Games Use basic underarm rolling and hitting skills.	Games Intercept, retrieve and stop a beanbag and a medium-sized ball with some consistency. Sometimes catch a beanbag and a medium sized ball.	Gymnastics 2 elements. Two ways of travelling link them together to make a movement phrase. Start and finish shapes.	Dance and Movement Perform basic body actions Perform a sequence with clear beginning, middle and end. Use different parts of the body singly and in combination.	Striking and Fielding Strike a ball off a tee Look for space to throw, hit or run into to help team score Understand why they need to throw or hit into a space	Athletics Explore and practise a variety of athletic movements and apply athletic skills and techniques to a variety of activities. Show understanding and a basic level of control, coordination and consistency when running. Experiment with different jump techniques, showing

						control, coordination and consistency throughout. Develop coordination and balance whilst exploring different running, jumping and throwing techniques. Develop the overarm, underarm and pull throw technique, understanding the difference between sprinting and running over longer distances.
Knowledge	<p>Track balls and other equipment sent to them, moving in line with the ball to collect it.</p> <p>Understand what it means to feel safe in physical education lessons and at playtimes.</p> <p>Understand how being active is healthier than sitting still.</p>	<p>Throw, hit and kick a ball in a variety of ways, depending on the needs of the game. Control their body and limbs well.</p> <p>Understand what it means to feel safe in physical education lessons and at playtimes.</p> <p>Understand how being active is healthier than sitting still.</p>	<p>Understand how to use space and apparatus safely. Choose and link like actions Remember and repeat. Show control and co-ordination when travelling and when still.</p> <p>Understand how to exercise muscles and joints safely. Learning to lift and carry apparatus in a safe manner. Warm-up safely and effectively and understand how</p>	<p>Show some sense of dynamic, expressive and rhythmic qualities in their own dance. Talk about dance. Remember and repeat short dance phrases and simple dances. Recognise how daily physical activity can improve their health Talk about what happens to the body when it is active. To understand how being active is healthier than sitting still.</p>	<p>Develop fundamental movement skills, becoming increasingly confident and competent moving fluently, changing direction and speed. Throw/hit a ball in different ways eg. High, low, fast, slow showing basic control. Successfully receive (catch/stop) a ball, understanding the concept of moving to get in line with the ball to receive it. Apply skills and tactics in</p>	<p>Be able to evaluate their performance using time; Know and understand quicker and slower ways of travelling; Develop fundamental movement skills. E.g. hopping, skipping...; Engage in competitive and cooperative physical activities in a range of increasingly challenging situations;</p>

			warming-up is part of being healthy. Learn how to monitor, describe and compare simple changes that happen to their breathing and heart when they are active and when they are sitting still.		simple games, including recognising space and using it to your advantage.	
Prior Knowledge	<p>Show some awareness of the space available and a basic awareness of others around the space.</p> <p>Understand physical activity starts with a gentle warm-up and finishes with a calming cooldown.</p> <p>Understand when, where and how they can be active while in school.</p>	<p>Choose and use a small range of basic skills and ideas in a simple game.</p> <p>Understand physical activity starts with a gentle warm-up and finishes with a calming cooldown.</p> <p>Understand when, where and how they can be active while in school.</p>	<p>Begin to associate basic gymnastic actions with words, signs and symbols.</p> <p>Understand how to use space properly and develop control of their body.</p>	<p>Recognise a beginning and ending of a sequence. Recognise and participate in simple action rhymes and dance stories. Show an awareness of self and others; recognise changes in their bodies when active.</p>	<p>Show increasing control when throwing a ball. Shows increasing control over an object pushing, passing, throwing and catching. Moves freely and with pleasure and confidence in a range of skilful ways. Able to respond to simple instructions showing a good understanding of safety when using equipment</p>	<p>Run skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</p> <p>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles</p>
Vocabulary	Avoid, track (a ball), strike, overarm, free space, own space, opposite, racket, send, receive, pairs, hit, game, target, aim.	Avoid, track (a ball), strike, overarm, free space, own space, opposite, racket, send, receive, pairs, hit, game, target, aim.	Rolling, travelling, balancing, climbing, tense, relaxed, curled, jump, land, rock, roll, grip, hang, push, pull, bounce, hop, skip, step, spring, direction, tension, extension,	Words to describe actions: gallop, skip, jump, hop, bounce, spring, turn, spin, freeze, statue, directions: forwards, backwards, sideways space: near, far, in and out, on the spot,	Strike, catch throw, aim,	Run, throw, balance

			slow, stop, still, mat, bench. Describe what they do in their movement phrases including start and finish positions. Posture, spine, muscles squeezing and relaxing, joints.	own. moods and feelings (expressive qualities), e.g. jolly, stormy nature of movement (dynamic qualities), e.g. fast, strong, gentle, fast, slow formation: star, arches, circles, square, long set change direction, clockwise and counter clockwise physical activity improving health: muscles, joints, bones, being active, hearts, lungs Being active: tired, hot, sweaty, heart rate		
Sports	Universal	Universal	Gymnastics	Dance, Yoga/Zumba	Cricket and Rounders	Track and Field
Trips and/or experiences						Sports Day

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Skill	Games Perform basic skills of rolling, striking and kicking with more confidence.	Games Catch and throw in simple movement games.	Gymnastics Up to 4 elements. A clear starting position and that moves smoothly	Dance and Movement Perform body actions with control (set counts) and coordination. Link actions and	Striking and Fielding Strike a ball off a tee Strike with a drop feed	Athletics Develop coordination and balance whilst exploring different running, jumping and

			between shapes and actions	remember and repeat dance phrases of two or more specific steps.	Look for space to throw, hit or run into to help team score Understand why they need to throw or hit into a space Understand the concept of aiming and the need for accuracy Throw or hit an object into a space to make it more difficult for their opponents	throwing techniques. Develop the overarm, underarm and pull throw technique, understanding the difference between sprinting and running over longer distances.
Knowledge	Show awareness of opponents and teammates when playing games.	Apply skills in a variety of simple games	Perform with control, co-ordination and variety. Use wide range of gymnastic agilities and actions confidently on floor and apparatus. Show contrasts in shape, combining stretched and tucked shapes and dish and arch shapes	Choose movements with different dynamic qualities to create a dance phrase that expresses an idea, mood or feeling. Describe their movements and feelings using simple dance vocabulary. Show some awareness of the health benefits of being active. To understand the role of physical activity in achieving energy balance, and why energy balance is	Develop fundamental movement skills, becoming increasingly confident and competent moving fluently, changing direction and speed. Throw/hit a ball in different ways eg. High, low, fast, slow showing basic control. Successfully receive (catch/stop) a ball, understanding the concept of moving to get in line with the ball to receive it. Apply skills and tactics in simple games,	Be able to attempt a variety of throwing techniques in order to improve accuracy; Know and understand how the position of the body affects throwing performance; Develop fundamental movement skills, becoming increasingly confident and access a broad range of activities to extend their agility, balance and coordination; Engage in competitive and

				part of being healthy.	including recognising space and using it to your advantage.	cooperative physical Activities in a range of increasingly challenging situations; Be able to perform 1:2, 2:2, 2:1 and 1:1 jumps Know and understand how different jumping techniques affect distance travelled;
Prior Knowledge	<p>Track balls and other equipment sent to them, moving in line with the ball to collect it.</p> <p>Understand what it means to feel safe in physical education lessons and at playtimes. Understand how being active is healthier than sitting still.</p>	<p>Throw, hit and kick a ball in a variety of ways, depending on the needs of the game. Control their body and limbs well.</p> <p>Understand what it means to feel safe in physical education lessons and at playtimes. Understand how being active is healthier than sitting still.</p>	<p>Understand how to use space and apparatus safely. Choose and link like actions Remember and repeat. Show control and co-ordination when travelling and when still.</p> <p>Understand how to exercise muscles and joints safely. Learning to lift and carry apparatus in a safe manner. Warm-up safely and effectively and understand how warming-up is part of being healthy. Learn how to monitor, describe and compare simple changes that happen</p>	<p>Show some sense of dynamic, expressive and rhythmic qualities in their own dance. Talk about dance. Remember and repeat short dance phrases and simple dances. Recognise how daily physical activity can improve their health Talk about what happens to the body when it is active. To understand how being active is healthier than sitting still.</p>	<p>Develop fundamental movement skills, becoming increasingly confident and competent moving fluently, changing direction and speed. Throw/hit a ball in different ways eg. High, low, fast, slow showing basic control. Successfully receive (catch/stop) a ball, understanding the concept of moving to get in line with the ball to receive it. Apply skills and tactics in simple games, including recognising space and using it to your advantage.</p>	<p>Be able to evaluate their performance using time; Know and understand quicker and slower ways of travelling; Develop fundamental movement skills. E.g. hopping, skipping...; Engage in competitive and cooperative physical activities in a range of increasingly challenging situations;</p>

			to their breathing and heart when they are active and when they are sitting still.			
Vocabulary	Rebound, speed, direction, pass, control, shoot, score, grids, lines, opponent, teammate, aim, pass, accurate, strike. Breathing rate, body temperature, heart pumping, muscles and joints.	Rebound, speed, direction, pass, control, shoot, score, grids, lines, opponent, teammate, aim, pass, accurate, strike. Breathing rate, body temperature, heart pumping, muscles and joints.	Control, hang, swing, sequence, copy, upside down, take off, smooth, turn, backwards, sideways, twist, high, medium, low, zigzag, angular, circular, under, over, through, towards, in front, behind. Posture, muscles, body tension, body shapes, stretch, arch, dish, tuck.	Words to describe: body parts, body actions, directions and levels relationships: near/far; meeting/parting; advancing/retreating; leading/following; mirroring/matching Pathways e.g. curved, zigzag. moods, ideas and feelings e.g. happy, angry, calm, excited, sad, lonely A forest i.e. creepy shadowy, swaying, under and over, wrapped around, through, tangled, entwining, hanging, creepers, stillness, silence, supporting. salsa poise and posture body focus steps: - basic, pivot, turn, beats and pulse, expression rhythm exaggeration, artistry areography, choreography, dynamics,	Strike, catch throw, aim,	Run, throw, jump, balance, sprint

				synchronised, simultaneous, How it feels to dance or watch dance. Benefits of being active: heart, skeleton, oxygen, stretch, muscles, stamina, heart rate recovery, warm-up, cool down		
Sports	Universal	Universal	Gymnastics	Dance. Yoga, Zumba	Cricket and Rounders	Track and Field
Trips and/or experiences						Sports Day

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Skill	<p>Invasion Games</p> <p>Throw and catch with control to keep possession and score 'goals'. Keep possession with some success when using equipment that is not used for throwing and catching skills e.g. a hockey stick.</p>	<p>Outdoor Adventure</p> <p>Use simple plans and diagrams to help them follow a short trail and go from one place to another.</p>	<p>Gymnastics</p> <p>5 elements. Contrasting actions and shapes. Show extension when balancing and flow when transferring your weight.</p>	<p>Net, Court and Wall Games</p> <p>Keep up a continuous game, using a range of throwing and catching skills and techniques. Use a small range of basic racket skills.</p>	<p>Striking and Fielding</p> <p>Use a range of skills, e.g. throwing, striking, intercepting and stopping a ball, with some control and accuracy. Carry out tactics successfully.</p>	<p>Athletics</p> <p>Run at fast, medium and slow speeds, changing speed and direction. Link running and jumping activities with some fluency, control and consistency.</p>
Knowledge	<p>Make effective decisions when they have the ball. Be aware of space and use it to support team mates and</p>	<p>Respond to a challenge or problem they are set. Work and behave safely and co-operatively with others,</p>	<p>Show contrast in shape and change of direction. Adapt sequences to suit different types of apparatus and a</p>	<p>Choose and use a range of simple tactics for sending the ball in different ways to make it difficult for their</p>	<p>Choose, apply and practise skills and simple tactics to suit the game. Play games well using a variety of skills and</p>	<p>Run at fast, medium and slow speeds, changing speed and direction; Be able to run, jump and throw using a variety of</p>

	<p>cause problems for the opposition. Decide quickly where and when to pass the ball, showing good awareness of what is going on around them.</p> <p>Understand the purposes of warming up and cooling down. Understand how warming up and cooling down is linked to health.</p>	<p>discussing how to follow trails and solve problems. Comment on how they tackled tasks and followed safety advice.</p>	<p>partner's ability. Recognise how strength and suppleness affect quality of performance.</p> <p>Perform sequences showing a range of body shapes, maintaining good posture throughout. Recognise the risks of high impact activities.</p> <p>Lift, lower and carry safely and effectively and understand how this is linked to health.</p>	<p>opponent. Change the pace, length and direction of their throws/shots to outwit the opponent. Identify practices to help them improve.</p> <p>Understand how physical activity benefits social and emotional health</p>	<p>equipment. Monitor activity levels.</p>	<p>techniques Know and understand how altering the movement of any parts of the body during performance affects end results Learn to use skills in different ways and link them to make actions Develop an understanding of how to improve in different physical activities.</p> <p>Assess and reduce risk that can impact on safe participation in PESSPA activities. Understand the need to adhere to simple safety rules and practices. Understand when the body uses more energy</p>
<p>Prior Knowledge</p>			<p>Perform with control, co-ordination and variety. Use wide range of gymnastic abilities and actions confidently on floor and apparatus. Show contrasts in shape, combining stretched</p>		<p>Use a range of skills, e.g. throwing, striking, intercepting and stopping a ball, with some control and accuracy. Carry out tactics successfully.</p>	<p>Take part in a relay activity, remembering when to run and what to do; Throw a variety of objects, changing their action for accuracy and distance.</p>

			and tucked shapes and dish and arch shapes			
Vocabulary	<p>Possession, goal, hockey, shield, width, depth, support, mark, cover, rules, rugby, netball, invasion.</p> <p>Mobiliser, pulse raiser, flexibility.</p>	<p>Map, locate, route, compass, direction, trail, remember, obstacle, objects, symbol, control card, co-operate, teamwork.</p> <p>Safety advice, rules and procedures, danger.</p>	<p>Inverted, contrasting, extension, flow, combinations, half turn, sustained, explosive, stretched. Suggest ways a performance can be improved including smooth, fluent transitions and controlled movements. Strengthening muscles, increasing flexibility, postural muscles, joint mobility. High impact, force, absorbing impact.</p>	<p>Technique, racket, assess, pace, badminton, tennis, table-tennis, squash, volleyball.</p>	<p>Rounders, cricket, baseball, softball, out, field, bat, run.</p> <p>Health benefits, energetic, 60mins per day</p>	<p>Run, catch, hop, skip, step, sideways, forwards, backwards, throw high, low, near, straight, aim, drop, bounce, fast, medium, slow, pace, safely.</p> <p>Listening, instructions, rules, risk, hygiene, body temperature. Energy, easy, moderate, energetic, body fuel.</p>
Sports	Hockey, Rugby, Football	Using simple trails/ diagrams	Gymnastics	Basketball, Netball, Tennis,	Cricket and Rounders	Track and Field
Trips and/or experiences	Quick Sticks Hockey Tournament Y3/4		Gymnastic Event at Spirals Gym Y3/4	Dodgeball Event Y3/4 Targeted Football Tournament Y3/4	Swimming Cricket Tournament y3/4	Swimming / LIDO/ Sports Day

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Skill	<p>Invasion Games</p> <p>Play games with some fluency and accuracy, using a range of throwing and catching techniques. Use a small number of basic tactics for attacking.</p>	<p>Outdoor Adventure</p> <p>Use maps and diagrams to orientate themselves and to travel around a simple course. Respond when the task or environment changes and the challenge increases.</p>	<p>Gymnastics</p> <p>6 elements. Teach your sequence to a partner, and then perform it so that both of you start and finish at the same time. e.g. four twisted shapes and two ways of travelling</p>	<p>Net, Court and Wall Games</p> <p>Use a wide range of throwing, catching and hitting skills, on both sides of their body with accuracy and consistency. Change the pace, length and direction of their shots, with control to outwit their opponent and defend their court</p>	<p>Striking and Fielding</p> <p>Use a range of skills, e.g. throwing, striking, intercepting and stopping a ball, with increasing control, accuracy and some consistency. Choose and vary skills and tactics to suit the situation in a game.</p>	<p>Athletics</p> <p>Understand and demonstrate the difference between sprinting and running for sustained periods. Know and demonstrate a range of throwing techniques. Throw with some accuracy and power into a target area. Perform a range of jumps, showing consistent technique and sometimes using a short run-up.</p>
Knowledge	<p>Find ways of attacking successfully when using other skills. Use a variety of simple tactics for attacking well, keeping possession of the ball as a team and getting into positions to score.</p> <p>Understand what it means to feel safe and talk about their emotions when playing games.</p>	<p>Plan sensible responses to physical challenges or problems, talking and working with others in their group.</p> <p>Conduct simple risk assessments.</p> <p>Understanding how to keep safe.</p> <p>Identify parts of the work that were successful and</p>	<p>Plan, perform and repeat longer sequences that include changes of speed, level, clear shapes and quality of movement.</p> <p>Demonstrate exercises that strengthen major muscle groups.</p> <p>Understand the short- and long-term risks associated with lifting, carrying and</p>	<p>Select and practice a range of simple tactics for sending the ball in different ways to outwit their opponent and defend their court. Use and interpret rules fairly.</p>	<p>Collect, stop and intercept a ball with increasing efficiency and decide where to direct it. Set up small games. Know rules and use them fairly to keep games going.</p> <p>Understand which activities they enjoy, and that individuals have different feelings about the types and</p>	<p>Link running and jumping activities with some fluency, control and consistency; Make up and repeat a short sequence of linked jumps; Take part in a relay activity, remembering when to run and what to do; Throw a variety of objects, changing their action for accuracy and distance; Recognize when their heart</p>

		respond to feedback on how to go about their work differently.	lowering with poor technique.		amounts of activity they do.	rate, temperature and breathing rate have changed
Prior Knowledge	<p>Make effective decisions when they have the ball. Be aware of space and use it to support team mates and cause problems for the opposition. Decide quickly where and when to pass the ball, showing good awareness of what is going on around them.</p> <p>Understand the purposes of warming up and cooling down. Understand how warming up and cooling down is linked to health.</p>	Respond to a challenge or problem they are set. Work and behave safely and co-operatively with others, discussing how to follow trails and solve problems. Comment on how they tackled tasks and followed safety advice.	<p>Show contrast in shape and change of direction. Adapt sequences to suit different types of apparatus and a partner's ability. Recognise how strength and suppleness affect quality of performance.</p> <p>Perform sequences showing a range of body shapes, maintaining good posture throughout. Recognise the risks of high impact activities.</p> <p>Lift, lower and carry safely and effectively and understand how this is linked to health.</p>	<p>Understand how physical activity benefits social and emotional health</p> <p>Use a wide range of throwing, catching and hitting skills, on both sides of their body with accuracy and consistency. Change the pace, length and direction of their shots, with control to outwit their opponent and defend their court.</p>	Use a range of skills, e.g. throwing, striking, intercepting and stopping a ball, with increasing control, accuracy and some consistency. Choose and vary skills and tactics to suit the situation in a game.	<p>Play different roles in small groups - such as timekeeper; judge/official/ coach Compare and contrast performances Using appropriate language.</p> <p>Identify what working safely means in athletics. Understand the importance of energy balance. How the energy balance can be achieved.</p> <p>Learn how to get involved in healthy physical activity - local opportunities.</p>
Vocabulary	Tactics, tackle, goal-side, intercept,	Communicate, discuss, include, treasure, plan,	rotation, 90°, 180°, 270°; spinning, axis, strength,	Outwit, backhand, forehand, practice, ready position	Base, long barrier, cover play.	Sprint, jog - steady. Throwing action - sling, push, overarm,

	<p>attack, defend, position, referee.</p> <p>Violent/reckless play, rules and officials.</p>	<p>feature, sticker, challenge, photograph, number, arrow, jigsaw, puzzle, follow, wristband, obstacle.</p> <p>Hazard, risk assessment, harm, safety check.</p>	<p>suppleness, stamina, combine, approaching, leaving, height, inversion, against, towards, away, across, similar and contrasting.</p> <p>Say which joints are affected by specific stretches.</p> <p>Alignment of joints</p>			<p>pull. Run-up, take off, landing, position of feet on last stride. Pacing, stamina, strength, speed, power, suppleness/flexibility. Safety and rules. Relay. Time, measure, record. Hazards, boundaries/activity space, safe surface, behaviour, dangerous, implements.</p> <p>Making energy, energy balance, efficient working of body, sedentary, healthy body composition.</p>
Sports	Hockey, Rugby, Football	Following plans and solving problems	Gymnastics	Tennis, Dodgeball, Basketball, Netball	Cricket and Rounders	Track and Field
Trips and/or experiences	Quick Sticks Hockey Tournament Y3/4		Swimming Gymnastic Event at Spirals Gym Y3/4	Swimming Dodgeball Event Y3/4 Targeted Football Tournament Y3/4	Cricket Tournament y3/4	LIDO and Sports Day

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Skill	<p>Invasion Games</p> <p>Pass, dribble and shoot with control in</p>	<p>Outdoor Adventure</p> <p>Choose and perform skills and strategies</p>	<p>Gymnastics</p> <p>Partner or small group. 8 elements.</p>	<p>Net, Court and Wall Games</p>	<p>Striking and Fielding</p> <p>Strike a bowled ball. Use a range of</p>	<p>Athletics</p>

	<p>games. Mark opponents and help each other in defence.</p>	<p>effectively. Find solutions to problems and challenges.</p>	<p>Include changes of direction and level, and incorporate mirroring or matching shapes or balances. e.g. a combination of asymmetrical shapes and balances, with symmetrical rolling and jumping actions.</p>	<p>Use forehand, backhand and overhead shots increasingly well in the games they play. Use the volley in games where it is important.</p>	<p>fielding skills, e.g. catching, throwing, bowling, intercepting, with growing control and consistency</p>	<p>Choose the best pace for a running event, so that they can sustain their running and improve on a personal target. Show control at take-off in jumping activities Show accuracy and good technique when throwing for distance.</p>
<p>Knowledge</p>	<p>Identify and use tactics to help their team keep the ball and take it towards the opposition goal. Evaluate the effectiveness of the warm-up and cool-down.</p>	<p>Plan, implement and refine the strategies they use and adapt the strategies as necessary.</p> <p>Prepare physically and organisationally for challenges they are set, taking into account the group's safety.</p> <p>Identify what they do well and suggest ways to improve.</p> <p>How to assess and reduce risk.</p> <p>Understand the social and emotional health benefits of physical activity</p>	<p>Adapt performance to the demands of a task, using their knowledge of composition. Judge the strengths and weaknesses of performances and choose a focus for improvement.</p> <p>Develop and maintain control in their own movements and evaluate others' technique.</p> <p>Recall and show safe technique when carrying and placing equipment.</p>	<p>Identify strengths and weaknesses in their own and others play and suggest practices that will lead to improvement. Use the skills they prefer with competence and consistency.</p> <p>Perform warm-up and cool-down exercises with safe and effective technique.</p>	<p>Play a range of roles in a fielding team. Understand and implement a range of tactics in games.</p> <p>Understand how different physical activities benefit social/emotional health.</p>	<p>Understand how stamina and power help people to perform well in different athletic activities. Identify good athletic performance and explain why it is good, using agreed criteria. Take increasing responsibility for working safely when running, jumping and throwing Know the UK Physical Activity guidelines for their age to set a personal target and understand the need to eat a balanced diet to remain healthy.</p>

		when developing teamwork and experiencing different environments.				
Prior Knowledge	<p>Find ways of attacking successfully when using other skills. Use a variety of simple tactics for attacking well, keeping possession of the ball as a team and getting into positions to score.</p> <p>Understand what it means to feel safe and talk about their emotions when playing games.</p>	<p>Plan sensible responses to physical challenges or problems, talking and working with others in their group.</p> <p>Conduct simple risk assessments.</p> <p>Understanding how to keep safe.</p> <p>Identify parts of the work that were successful and respond to feedback on how to go about their work differently.</p>	<p>Plan, perform and repeat longer sequences that include changes of speed, level, clear shapes and quality of movement.</p> <p>Demonstrate exercises that strengthen major muscle groups.</p> <p>Understand the short- and long-term risks associated with lifting, carrying and lowering with poor technique.</p>	<p>Select and practice a range of simple tactics for sending the ball in different ways to outwit their opponent and defend their court. Use and interpret rules fairly.</p>	<p>Strike a bowled ball. Use a range of fielding skills, e.g. catching, throwing, bowling, intercepting, with growing control and consistency</p>	<p>Play different roles in small groups - such as timekeeper; judge/official/coach Compare and contrast performances Using appropriate language.</p> <p>Identify what working safely means in athletics. Understand the importance of energy balance. How the energy balance can be achieved.</p> <p>Learn how to get involved in healthy physical activity - local opportunities.</p>
Vocabulary	<p>Support, formations, basketball, official, pitch, court</p> <p>Effective, criteria, breathing faster, breathing slower</p>	<p>Navigate, exercise, control marker, master map, swamp, improve, listen, succeed, orientate, guide, blindfold, orienteering, strategy, distance, time, journey.</p>	<p>Asymmetry, symmetry, display, matching, flight, feet apart, feet together, crouch, inclined.</p> <p>Control of body including ligaments,</p>	<p>Volley, overhead, rally, singles</p> <p>Preparing to take part and recovering from exercise, technique, correct joint alignment, high impact</p>	<p>Strike, receive, retrieve, throw, aim, Over, innings, boundary, bowl, stump, wicket,</p>	<p>Relay take-over area. Incoming and outgoing runner. Set targets. Explain, safety rules, potential hazards, safety checks, precautions, judgement, acting</p>

		Hazard, harm, safety advice, rules, procedures.	tendons and joint alignment.			responsibly, behaviour standards. United Kingdom Physical Activity Guidelines, Department of Health, Personal target, healthy weight and balanced diet.
Sports	Hockey, Rugby, Football	Responding to challenges	Gymnastics	Tennis, Dodgeball, Basketball, Netball.	Cricket and Rounders	Track and Field
Trips and/or experiences	Swimming Quick Sticks Hockey Tournament Y5/6	Swimming	Gymnastic Event at Spirals Gym Y5/6	Dodgeball Event Y5/6 Targeted Football Tournament Y5/6	Cricket Tournament y5/6	LIDO and Sports Day

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Skill	<p>Invasion Games</p> <p>Use different techniques for passing, controlling, dribbling and shooting the ball in games. Apply basic principles of team play to keep possession of the ball. Use marking, tackling and/or interception to improve their defence. Play effectively as part</p>	<p>Outdoor Adventure</p> <p>Apply techniques and skills with consistency and quality in familiar environments and with some success in unfamiliar ones (visits to local parks/venues or residential trips).</p>	<p>Gymnastics</p> <p>8 to 10 elements - twisting turning, flight, changes of direction and speed, and contrasting shapes and balances. E.g. start on the floor, move onto apparatus, finish on the floor</p>	<p>Net, Court and Wall Games</p> <p>Choose and use combinations of skills with confidence, accuracy and consistent quality. Use these skills and techniques fluently and precisely.</p>	<p>Striking and Fielding</p> <p>Select their shot based on where the ball is bowled and with the intention of avoiding the fielders. Hit with control and accuracy. Bowl with increasing accuracy and an awareness of the field placement. Field effectively and return the ball</p>	<p>Athletics</p> <p>Use sound basic techniques in a range of running, jumping and throwing activities and events.</p>

	of a team. Know what position they are playing in and how to contribute when attacking and defending.				to an appropriate base position.	
Knowledge	<p>Play effectively as part of a team. Know what position they are playing in and how to contribute when attacking and defending. Play in a number of positions and understand attacking and defending positions well.</p> <p>Understand that different physical activities can provide different health benefits.</p> <p>Understand the energy equation.</p>	<p>Recognise alternative approaches and respond quickly to challenges.</p> <p>Show initiative in responding to tasks. Conduct dynamic risk assessments.</p> <p>Understand how to keep safe from danger when giving help to others</p>	<p>Show an awareness of factors influencing the quality of performance and suggest aspects that need improving. Arrange own apparatus safely to suit the needs of the task. Use own criteria to judge performances.</p> <p>Develop and maintain correct joint alignment in their own and others' performances/technique</p>	<p>Choose, apply, and practice skills and simple tactics to suit the situation in a game. Decide how to improve different aspects of performance. Design effective warm-ups and cool-downs</p>	<p>Read the game, selecting tactics and team strategies which suit the situation. Use initiative to work on aspects where they need to improve their own and others performance. Take an active and thoughtful part in the games. Apply rules and take on the role of umpire.</p> <p>Know how to access information about physical activity opportunities in and outside of school, and</p>	<p>Apply a good knowledge of basic principles to specific events. Analyse the impact of their behaviour in meeting health and safety expectations in athletics. Identify the energy intake the body needs to remain healthy. How to get involved in healthy physical activity</p>
Prior Knowledge	<p>Identify and use tactics to help their team keep the ball and take it towards the opposition goal. Evaluate the effectiveness of the warm-up and cool-down.</p>	<p>Plan, implement and refine the strategies they use and adapt the strategies as necessary.</p> <p>Prepare physically and organisationally</p>	<p>Adapt performance to the demands of a task, using their knowledge of composition. Judge the strengths and weaknesses of performances and choose a focus for improvement.</p>	<p>Identify strengths and weaknesses in their own and others play and suggest practices that will lead to improvement. Use the skills they prefer with</p>	<p>Select their shot based on where the ball is bowled and with the intention of avoiding the fielders. Hit with control and accuracy. Bowl with increasing accuracy</p>	<p>Understand how stamina and power help people to perform well in different athletic activities. Identify good athletic performance and explain why it is</p>

		<p>for challenges they are set, taking into account the group's safety.</p> <p>Identify what they do well and suggest ways to improve.</p> <p>How to assess and reduce risk.</p> <p>Understand the social and emotional health benefits of physical activity when developing teamwork and experiencing different environments.</p>	<p>Develop and maintain control in their own movements and evaluate others' technique.</p> <p>Recall and show safe technique when carrying and placing equipment.</p>	<p>competence and consistency.</p> <p>Perform warm-up and cool-down exercises with safe and effective technique.</p>	<p>and an awareness of the field placement. Field effectively and return the ball to an appropriate base position.</p>	<p>good, using agreed criteria. Take increasing responsibility for working safely when running, jumping and throwing. Know the UK Physical Activity guidelines for their age to set a personal target and understand the need to eat a balanced diet to remain healthy.</p>
Vocabulary	<p>Principle, strategy, Feeling good psychologically.</p>	<p>Trust, communication, confidence, emergency, assess, assemble, clock relay, cardinal cones, instruction.</p> <p>On-going, dynamic risk assessment.</p>	<p>Match, mirror, obstacle, straddle over, aesthetic, judgement, level, e.g. High, low, medium, counter balance, counter tension</p> <p>Explain using appropriate language how activity improves health, fitness and well-being.</p> <p>Risks of hyperextending/hyper flexing, ligaments,</p>	<p>Strike, serve, forehand, backhand, dribble, travelling, double dribble, (sport specific positions)</p> <p>Rounders, cricket, baseball, softball, out, field, bat, run.</p> <p>Volley, overhead, rally, singles</p> <p>Preparing to take part and recovering from exercise,</p>	<p>Strike, receive, retrieve, throw, aim, wicket, boundary, umpire, rounder. Stance, crease, home base, pitch.</p>	<p>Angle of release. Identity, analyse, safe exercise practice in running, jumping and throwing events. Dieting, excessive exercising, damage to health, healthy weight, balanced diet.</p>

			tendons, joints, technique.	technique, correct joint alignment, high impact		
Sports	Hockey, Rugby, Football	Effective group working	Gymnastics	Tennis, Basketball, Netball, Dodgeball	Cricket and Rounders	Track and Field
Trips and/or experiences	Quick Sticks Hockey Tournament Y5/6		Gymnastic Event at Spirals Gym Y5/6	Dodgeball Event Y5/6 Targeted Football Tournament Y5/6	Cricket Tournament y5/6	LIDO and Sports Day