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| **Year Groups**  **Stonebow PE Curriculum Progression Map 22-23** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Foundation** | **Fundamental Movement (ABC)**  Heart - Talk about how your body is feeling when exercising. Head- Show awareness of space and others. Hands – Develop fundamental movement skills. E.g. running, jumping, throwing and catching. Develop – Balance, agility & coordination. | **Ball Skills**  Heart - Talk about how your body is feeling when exercising.  Head- Show awareness of space and others.  Hands - Develop fundamental movement skills. E.g. running, jumping, throwing and catching. Participate in team games such as throwing and catching games. | **Invasion Games (Tag Games)**  Heart - Talk about how your body is feeling when exercising.  Head- Show awareness of space and others.  Hands - Develop fundamental movement skills. E.g. running, jumping, throwing and catching. Participate in team games such as throwing and catching and tagging games. | **Creative Movement (Gymnastics)**  Heart – Safely perform teacher led warm-ups. Head – Recognise and use space appropriately.  Hands – Explore the basic gymnastics actions of travel, jump and balance with some control and co-ordination. Perform gym sequences using simple movement patterns. | **Athletics (Running, Jumping and Throwing)**  Heart – Recognise when your heart rate and temperature have changed. Head – Identify the different skills/fundamental movements needed in athletic events.  Hands – Show running, jumping and throwing actions with basic control and co-ordination. Develop – Agility, coordination, running, jumping, throwing and catching. | **Striking and Fielding (Cricket)**  Heart – Recognise the changes in the body when taking part in physical activity. Know how to use the equipment responsibly and safely.  Head – Understand simple techniques used when sending and receiving, in a variety of activities.  Hands – Perform fundamental movement skills with control and co-ordination. Enjoy competing against self and others, individually or in team games.  Be able to throw the ball under arm.  Be able to throw the ball over arm.  Be able to catch the ball from all different angles and moving around. |
| **Year 1** | **Fundamental Movement (ABC)**  Heart – Discuss reasons for warming up & cooling down, recognising simple changes in the body. Understand why exercise is good for your health.  Head – Begin to understand and use simple tactics for attacking and defending. Understand simple techniques used when sending and receiving, in a variety of activities.  Hands – Perform fundamental movement skills with control & co-ordination. Enjoy competing against self and others, individually or in team games.  Develop – Balance and co-ordination when changing direction.  Use agility to help move in different directions using different movement skills. | **Invasion Games (Ball Skills)**  Heart – Discuss reasons for warming up & cooling down, recognising simple changes in the body. Understand why exercise is good for your health.  Head - Begin to understand and use simple tactics for attacking and defending. Understand simple techniques used when sending and receiving, in a variety of activities.  Hands - Perform fundamental movement skills with control & co-ordination. Enjoy competing against self and others, individually or in team games.  Be able to pass the ball in the direction where you want it to go.  Be able to use a variety of passes – chest, bounce and shoulder. | **Invasion Games (Football)**  Heart – Discuss reasons for warming up & cooling down, recognising simple changes in the body. Understand why exercise is good for your health.  Head - Begin to understand and use simple tactics for attacking and defending. Understand simple techniques used when sending and receiving, in a variety of activities.  Hands - Perform fundamental movement skills with control & co-ordination. Enjoy competing against self and others, individually or in team games.  Be able to pass the ball in the direction you want it to go in.  Be able to familiarise yourself passing the ball. | **Creative Movement (Gymnastics)**  Heart – Recognise the changes in the body when taking part in physical activity. Know how to carry and place apparatus correctly and safely.  Head – Identify the difference between own and others performances. Begin to use simple gymnastics vocabulary.  Hands – Select and link actions to create a basic gymnastic sequence which incorporates apparatus and the floor. Include movements that change direction, level and speed in a sequence.  Use flexibility to make different shapes.  Improve balance, control and flexibility. | **Athletics (Running, Jumping and Throwing)**  Heart – Describe what changes happen to the body during different types of athletic activities. Understand how to exercise safely.  Head – Know the different techniques used in running, jumping and throwing activities. Discuss differences between your own and others performances, suggesting improvements.  Hands – Demonstrate simple techniques and skills when running, jumping and throwing, varying them to suit the different activities. Engage in competitive activities against self and others.  Be able to run in a straight line at speed.  Perform ‘Hips to Lips’ when running. | **Striking and Fielding (Cricket)**  Heart – Recognise the changes in the body when taking part in physical activity. Know how to use the equipment responsibly and safely.  Head – Understand simple techniques used when sending and receiving, in a variety of activities.  Hands – Perform fundamental movement skills with control and co-ordination. Enjoy competing against self and others, individually or in team games.  Be able to throw the ball under arm.  Be able to throw the ball over arm.  Be able to catch the ball from different angles and moving around. |
|  | **Net/Wall Games (Tennis)**  Heart – Recognise the changes in the body when taking part in physical activity. Know how to use the equipment responsibly and safely.  Head – Understand simple techniques used when sending and receiving in a variety of activities.  Hands – Perform fundamental movement skills with control & co-ordination. Enjoy competing against self and others, individually or in team games.  Be able to bounce the ball on the racket moving quickly.  Be able to balance the ball on the racket moving in different directions. | **SAQ (Speed, Agility, Quickness)**  Heart - Discuss reasons for warming up & cooling down, recognising simple changes in the body. Understand why exercise is good for your health.  Head - Begin to understand and use simple tactics for attacking and defending. Understand simple techniques used when sending and receiving, in a variety of activities.  Hands - Perform fundamental movement skills with control & co-ordination. Enjoy competing against self and others, individually or in team games.  Try to move on the balls of your feet.  Try and move using the ‘Hips to Lips’ movement. | **Invasion Games (Tagging Games)**  Heart - Discuss reasons for warming up & cooling down, recognising simple changes in the body. Understand why exercise is good for your health.  Head - Begin to understand and use simple tactics for attacking and defending. Understand simple techniques used when sending and receiving, in a variety of activities.  Hands - Perform fundamental movement skills with control & co-ordination. Enjoy competing against self and others, individually or in team games.  Be able to change direction quickly.  Show lots of movement skills.  Be able to move in all directions. | **Creative Movement (Dance)**  Heart – Perform teacher led warm-ups, showing a positive attitude towards others.  Head – Link actions with sounds and music.  Hands – Develop basic actions e.g. travel, jump, balance, gesture and stillness.  Perform dances using simple movement patterns. | **Invasion Games (Hockey)**  Heart – Explain changes in the body when warming up and cooling down. Lead simple warm-ups and cool downs in small groups.  Head – Know when to change tactics in a competitive situation to improve. Advise and help others to improve in their performance.  Hands – Perform fundamental movement skills in isolation and in combination with good control & co-ordination. Select and perform a range of techniques confidently in modified games.  Be able to pass accurately to someone or a target.  Be able to pass using both sides of the stick and be looking at the target for the pass. | **Striking and Fielding (Rounders)**  Heart- Recognise the changes in the body when taking part in physical activity. Know how to use the equipment responsibly and safely.  Head – Understand simple techniques used when sending and receiving in a variety of activities.  Hands – Perform fundamental movement skills with control & co-ordination. Enjoy competing against self and others, individually or in team games.  Be able to throw the ball under arm.  Be able to throw the ball over arm.  Be able to catch the ball from different angles and moving around. |
| **Year 2** | **Fundamental Movement (ABC)**  Heart – Discuss reasons for warming up & cooling down, recognising simple changes in the body. Understand why exercise is good for your health.  Head - Begin to understand and use simple tactics for attacking and defending. Understand simple techniques used when sending and receiving, in a variety of activities.  Hands – Perform fundamental movement skills with control & co-ordination. Enjoy competing against self and others, individually or in team games.  Locate space and usually agility to exploit this when avoiding taggers.  Use agility to change to a specific and required direction quickly. | **Invasion Games (Ball Skills)**  Heart – Talk about how your body feels when exercising.  Head – Show an awareness of space and others.  Hands – Develop fundamental skills e.g. running, jumping, throwing, and catching.  Participate in team games – throwing and catching. | **Invasion Games (Football)**  Heart – Explain changes in the body when warming up and cooling down. Lead simple warm-ups and cool downs in small groups.  Head – Know when to change tactics in a competitive situation to improve. Advise and help others to improve in their performance.  Hands – Perform fundamental movement skills in isolation and in combination with good control & co-ordination. Select and perform a range of techniques confidently in modified games.  Be able to pass accurately to someone or a target.  Be able to pass using both feet and be looking at the target for the pass. | **Creative Movement (Gymnastics)**  Heart – Recognise the changes in the body when taking part in physical activity. Know how to carry and place apparatus correctly and safely.  Head – Identify the difference between own and others performances. Begin to use simple gymnastics vocabulary.  Hands – Select and link actions to create a basic gymnastic sequence which incorporates apparatus and the floor. Include movements that change direction, level and speed in a sequence. | **Athletics (Running, Jumping and Throwing)**  Heart – Describe what changes happen to the body during different types of athletic activities. Understand how to exercise safely.  Head – Know the different techniques used in running, jumping and throwing activities. Discuss differences between your own and others performances, suggesting improvements.  Hands – Demonstrate simple techniques and skills when running, jumping and throwing, varying them to suit the different activities. Engage in competitive activities against self and others.  Be able to jump and run in rhythm and not break stride.  Know how to push off both feet when jumping over hurdles. | **Striking and Fielding (Cricket)**  Heart – Recognise the changes in the body when taking part in physical activity. Know how to use the equipment responsibly and safely.  Head – Understand simple techniques used when sending and receiving, in a variety of activities.  Hands – Perform fundamental movement skills with control and co-ordination. Enjoy competing against self and others, individually or in team games.  Be able to catch the ball with a ‘W’ shaped with your hands.  To throw at a target whilst static and on the move. |
|  | **Net/Wall Games (Tennis)**  Heart – Recognise the changes in the body when taking part in physical activity. Know how to use the equipment responsibly and safely.  Head – Understand simple techniques used when sending and receiving in a variety of activities.  Hands – Perform fundamental movement skills with control & co-ordination. Enjoy competing against self and others, individually or in team games.  Be able to hit the ball using your forehand with the ball bouncing no more than once.  Using balance and control to return the ball. | **SAQ (Speed, Agility, Quickness)**  Heart - Discuss reasons for warming up & cooling down, recognising simple changes in the body. Understand why exercise is good for your health.  Head - Begin to understand and use simple tactics for attacking and defending. Understand simple techniques used when sending and receiving, in a variety of activities.  Hands - Perform fundamental movement skills with control & co-ordination. Enjoy competing against self and others, individually or in team games.  Try to move on the balls of your feet.  Try and move using the ‘Hips to Lips’ movement. | **Invasion Games (Tagging Games)**  Heart - Discuss reasons for warming up & cooling down, recognising simple changes in the body. Understand why exercise is good for your health.  Head - Begin to understand and use simple tactics for attacking and defending. Understand simple techniques used when sending and receiving, in a variety of activities.  Hands - Perform fundamental movement skills with control & co-ordination. Enjoy competing against self and others, individually or in team games.  Maintain balance and control when turning and speed.  Use spatial awareness when under pressure.  Be able to move backwards, sideways and forwards at speed. | **Creative Movement (Dance)**  Heart – Understand why dance is good for your health. Identify changes in your body when exercising.  Head – Comment on own and others’ work. Respond to feedback positively.  Hands – Perform basic dance actions with control & co-ordination e.g. travel, jump, gesture, stillness and balance. Link simple actions to create a short dance.  Look at the fundamentals of dance.  Look at how actions change with music. | **Invasion Games (Hockey)**  Heart – Explain changes in the body when warming up and cooling down. Lead simple warm-ups and cool downs in small groups.  Head – Know when to change tactics in a competitive situation to improve. Advise and help others to improve in their performance.  Hands – Perform fundamental movement skills in isolation and in combination with good control & co-ordination. Select and perform a range of techniques confidently in modified games.  Be able to pass accurately to someone or a target.  Be able to pass using both sides of the hockey stick and to look at the target for the pass. | **Striking and Fielding (Rounders)**  Heart – Recognise the changes in the body when taking part in physical activity. Know how to use the equipment responsibly and safely.  Head – Understand simple techniques used when sending and receiving, in a variety of activities.  Hands – Perform fundamental movement skills with control and co-ordination. Enjoy competing against self and others, individually or in team games.  Be able to catch the ball with a ‘W’ shaped with your hands.  To throw at a target whilst static and on the move. |
| **Year 3** | **Striking and Fielding (Cricket)**  Heart – Perform a range of warm-up activities safely and understand the need to cool-down. Explain why physical activity is good for your health.  Head – Know when to change tactics in a competitive situation to improve. Advise and help others to improve in their performance.  Hands – Perform fundamental movement skills in isolation and in combination with good control & co-ordination. Select and perform a range of techniques confidently in modified games.  Be able to throw the ball in different directions to a moving target.  Be able to throw the ball under arm and over arm with good aim.  To look at throwing as an isolation movement. | **Net/Wall Games (Badminton)**  Heart – Recognise the changes in the body when taking part in physical activity. Know how to use the equipment responsibly and safely.  Head – Understand simple techniques used when sending and receiving, in a variety of activities.  Hands – Perform fundamental movement skills with control and co-ordination. Enjoy competing against self and others, individually or in team games.  Be able to hit the shuttlecock using an overhead clear with the shuttlecock not dropping.  Using balance and control to return the shuttlecock. | **Invasion Games (Football)**  Heart – Explain changes in the body when warming up and cooling down. Lead simple warm-ups and cool downs in small groups.  Head – Know when to change tactics in a competitive situation to improve. Advise and help others to improve in their performance.  Hands – Perform fundamental movement skills in isolation and in combination with good control & co-ordination. Select and perform a range of techniques confidently in modified games.  Be able to pass accurately to someone or a target.  Be able to pass using both feet and be looking at the target for the pass. | **Creative Movement (Gymnastics)**  Heart – Work co-operatively with a partner. Recognise and describe the short term effects of exercise on the body during gymnastic activities.  Head – Use creativity and imagination when planning sequences. Describe similarities and differences between own and others’ work, making suggestions for improvement.  Hands – Create and demonstrate a longer sequence working individually and with others, showing good control and co-ordination. Work collaboratively and enjoy competing with each other. Show lots of different ways to balance slowly and in pairs.  To work as a team to create and perform a sequence. | **Athletics (Running, Jumping and Throwing)**  Heart – Perform a range of warm-up activities safely and understand the need for a cool-down. Explain why physical activity is good for our health.  Head – Identify and apply simple tactics that could be used to improve performance. Watch and describe specific aspects of running, jumping and throwing techniques.  Hands – Demonstrate good technique and accuracy when performing.  Try to aim where to throw the javelin or shot put.  To use the movement before the throw as momentum to reach a greater distance. | **OAA (Outdoor Adventurous Activities)**  Heart – Lead simple OAA related warm ups and cool downs. Understand why OAA is good for your well-being.  Head – Select and use simple tactics and strategies to overcome problems and challenges. Co-operate effectively to work as a team.  Hands – Show strength, speed and stamina in OAA activities. Effectively apply techniques to support yourself and others when undertaking OAA activities (balance, counter-balance, timing and spotting).  Be able to orientate yourself when following courses and trails. Be able to think through & plan to solve problems. |
|  | **Net/Wall Games (Tennis)**  Heart – Recognise the changes in the body when taking part in physical activity. Know how to use the equipment responsibly and safely.  Head – Understand simple techniques used when sending and receiving, in a variety of activities.  Hands – Perform fundamental movement skills with control and co-ordination. Enjoy competing against self and others, individually or in team games.  Be able to hit the ball using your forehand with the ball bouncing no more than once.  Using balance and control to return the ball. | **SAQ (Speed, Agility, Quickness)**  Heart - Discuss reasons for warming up & cooling down, recognising simple changes in the body. Understand why exercise is good for your health.  Head - Begin to understand and use simple tactics for attacking and defending. Understand simple techniques used when sending and receiving, in a variety of activities.  Hands - Perform fundamental movement skills with control & co-ordination. Enjoy competing against self and others, individually or in team games.  Try to move on the balls of your feet.  Try and move using the ‘Hips to Lips’ movement. | **Invasion Games (Basketball)**  Heart – Explain changes in the body when warming up and cooling down. Lead simple warm-ups and cool downs in small groups.  Head – Know when to change tactics in a competitive situation to improve. Advise and help others to improve in their own performance.  Hands – Perform fundamental movement skills in isolation and in combination with good control & co-ordination. Select and perform a range of techniques confidently in modified games.  Be able to change direction when dribbling with the ball.  Be able to identify which pass to use (chest, bounce or shoulder). | **Creative Movement (Dance)**  Heart – Lead simple warm-ups and cool downs. Identify the short-term effects of exercise on the body.  Head – Describe how to improve and modify performances. Comment on the style and mood of the dance, using appropriate dance terminology.  Hands – Use a range of dance actions to add to the meaning of the dance and the mood of the music. Work collaboratively with others showing enthusiasm and enjoyment.  To perform a dance using movement patterns.  To copy and keep up with a dance and song. | **Invasion Games (Tag Rugby)**  Heart – Explain changes in the body when warming up and cooling down. Lead simple warm-ups and cool downs in small groups.  Head – Know when to change tactics in a competitive situation to improve. Advise and help others to improve in their own performance.  Hands – Perform fundamental movement skills in isolation and in combination with good control & co-ordination. Select and perform a range of techniques confidently in modified games.  Always look to be in space before receiving the ball.  Be able to pass the ball backwards with your thumbs facing the player.  Be able to twist your upper body to pass the ball. | **Striking and Fielding (Rounders)**  Heart – Perform a range of warm-up activities safely and understand the need to cool-down. Explain why physical activity is good for your health.  Head – Know when to change tactics in a competitive situation to improve. Advise and help others to improve in their performance.  Hands – Perform fundamental movement skills in isolation and in combination with good control & co-ordination. Select and perform a range of techniques confidently in modified games.  Be able to throw the ball in different directions to a moving target.  Be able to throw the ball under arm and over arm with good aim.  Look at throwing as an isolation movement. |
| **Year 4** | **Striking and Fielding (Cricket)**  Heart - Perform a range of warm-up activities safely and understand the need to cool-down. Explain why physical activity is good for your health.  Head – Know when to change tactics in a competitive situation to improve. Advise and help others to improve in their performance.  Hands – Perform fundamental movement skills in isolation and in combination with good control & co-ordination. Select and perform a range of techniques confidently in modified games.  Be able to incorporate throwing skills into bowling skills to hit the stumps.  Be able to hit the stumps when bowling.  Improve technique and control in order to bowl accurately. | **Net/Wall Games (Badminton)**  Heart – Recognise the changes in the body when taking part in physical activity. Know how to use the equipment responsibly and safely.  Head – Understand simple techniques used when sending and receiving, in a variety of activities.  Hands – Perform fundamental movement skills with control and co-ordination. Enjoy competing against self and others, individually or in team games.  Be able to hit the shuttlecock using an overhead clear with the shuttlecock not dropping.  Using balance and control to return the shuttlecock. | **Invasion Games (Football)**  Heart – Explain changes in the body when warming up and cooling down. Lead simple warm-ups and cool downs in small groups.  Head – Know when to change tactics in a competitive situation to improve. Advise and help others to improve in their performance.  Hands – Perform fundamental movement skills in isolation and in combination with good control & co-ordination. Select and perform a range of techniques confidently in modified games.  Be able to use both feet moving the ball quickly and effectively.  Control the ball moving in different directions, using all parts of the foot.  Dribble confidently using both feet under pressure. | **Creative Movement (Gymnastics)**  Heart – Work co-operatively with a partner. Recognise and describe the short term effects of exercise on the body during gymnastic activities.  Head – Use creativity and imagination when planning sequences. Describe similarities and differences between own and others’ work, making suggestions for improvement.  Hands – Create and demonstrate a longer sequence working individually and with others, showing good control and co-ordination. Work collaboratively and enjoy competing with each other.  Be able to use apparatus slowly at lower heights.  Be able to use strength, control and balance whilst climbing. | **Athletics (Running, Jumping and Throwing)**  Heart – Perform a range of warm-up activities safely and understand the need for a cool-down. Explain why physical activity is good for our health.  Head – Identify and apply simple tactics that could be used to improve performance. Watch and describe specific aspects of running, jumping and throwing techniques.  Hands – Demonstrate good technique and accuracy when performing.  Be able to time your jump when jumping over the hurdles.  Use running and jumping in an isolation and combination.  Work on teamwork and co-ordination when passing the baton.  Be able to communicate when passing the baton. | **OAA (Outdoor Adventurous Activities)**  Heart – Lead simple OAA related warm ups and cool downs. Understand why OAA is good for your well-being.  Head – Select and use simple tactics and strategies to overcome problems and challenges. Co-operate effectively to work as a team.  Hands – Show strength, speed and stamina in OAA activities. Effectively apply techniques to support yourself and others when undertaking OAA activities (balance, counter-balance, timing and spotting).  Recognise your own space.  Explore the schools surroundings.  Follow simple routes and trails. |
|  | **Net/Wall Games (Tennis)**  Heart – Perform a range of warm-up activities safely and understand the need to cool-down. Explain why physical activity is good for your health.  Head – Know when to change tactics in a competitive situation to improve. Advise and help others to improve in their performance.  Hands – Perform fundamental movement skills in isolation and in combination with good control & co-ordination. Select and perform a range of techniques confidently in modified games.  Know when to use an attacking or defensive shot.  Be able to move your footwork to perform either a forehand or backhand volley. | **SAQ (Speed, Agility, Quickness)**  Heart - Discuss reasons for warming up & cooling down, recognising simple changes in the body. Understand why exercise is good for your health.  Head - Begin to understand and use simple tactics for attacking and defending. Understand simple techniques used when sending and receiving, in a variety of activities.  Hands - Perform fundamental movement skills with control & co-ordination. Enjoy competing against self and others, individually or in team games.  Try to move on the balls of your feet.  Try to move using the ‘Hips to Lips’ technique. | **Invasion Games (Basketball)**  Heart – Explain changes in the body when warming up and cooling down. Lead simple warm-ups and cool downs in small groups.  Head – Know when to change tactics in a competitive situation to improve. Advise and help others to improve in their own performance.  Hands – Perform fundamental movement skills in isolation and in combination with good control & co-ordination. Select and perform a range of techniques confidently in modified games.  Be able to aim into a target at different heights.  Be able to get into a better shooting opportunity.  Be able to play in small sided competitive games. | **Creative Movement (Dance)**  Heart – Lead simple warm-ups and cool downs. Identify the short-term effects of exercise on the body.  Head – Describe how to improve and modify performances. Comment on the style and mood of the dance, using appropriate dance terminology.  Hands – Use a range of dance actions to add to the meaning of the dance and the mood of the music. Work collaboratively with others showing enthusiasm and enjoyment  Using turns to change direction effectively.  Look at the fundamentals of dance. | **Invasion Games (Tag Rugby)**  Heart – Explain changes in the body when warming up and cooling down. Lead simple warm-ups and cool downs in small groups.  Head – Know when to change tactics in a competitive situation to improve. Advise and help others to improve in their own performance.  Hands – Perform fundamental movement skills in isolation and in combination with good control & co-ordination. Select and perform a range of techniques confidently in modified games.  Be able catch the ball in all directions.  Working with balance to improve your throwing technique. | **Striking and Fielding (Rounders)**  Heart – Perform a range of warm-up activities safely and understand the need to cool-down. Explain why physical activity is good for your health.  Head – Know when to change tactics in a competitive situation to improve. Advise and help others to improve in their performance.  Hands – Perform fundamental movement skills in isolation and in combination with good control & co-ordination. Select and perform a range of techniques confidently in modified games.  Be able to incorporate throwing skills into bowling skills.  Try to use spin on the ball.  Be able to hit the bat when bowling.  Improve technique and control in order to bowl accurately. |
| **Year 5** | **Striking and Fielding (Cricket)**  Heart – Understand and explain the short & long term effects of exercise. Organise into small groups safely; take turns; and take on different roles.  Head – Show a good understanding of rules in a variety of competitive games. Compare performances with previous ones and demonstrate how to improve to achieve personal best.  Hands – Play in a variety of competitive games, using the correct skills and techniques consistently. Have a strong influence in the game, using a range of tactics in a variety of situations.  Use strength and technique to hit the ball with power.  Using balance, co-ordination and control of the body to be in the correct position. | **Net/Wall Games (Badminton)**  Heart – Recognise the changes in the body when taking part in physical activity. Know how to use the equipment responsibly and safely.  Head – Understand simple techniques used when sending and receiving, in a variety of activities.  Hands – Perform fundamental movement skills with control and co-ordination. Enjoy competing against self and others, individually or in team games.  Be able to hit the shuttlecock using an overhead clear with the shuttlecock not dropping.  Using balance and control to return the shuttlecock. | **Invasion Games (Football)**  Heart – Explain short and long term effects of exercise on the body. Organise specific warm-ups and cool downs with confidence.  Head – Show a good understanding of rules in a variety of competitive games. Compare performances with previous ones and demonstrate how to improve to achieve personal best.  Hands – Play in a variety of competitive games, using the correct skills and techniques consistently. Have a strong influence in the game, using a range of tactics in attack and defence.  Compare previous performances and self-assess.  Use balance, agility and control to improve technique.  Dribble confidently using both feet when under pressure. | **Creative Movement (Gymnastics)**  Heart – Lead own warm-up and cool down, explaining the long term effects of exercise on the body. Demonstrate all round safe practice.  Head – Analyse skills and suggest ways to improve quality of performance. Modify performance based on observation and feedback from others.  Hands – Demonstrate a consistent performance showing fluency, accuracy and consistency. Perform complex sequences, individually and with others.  Link floor sequences to an apparatus sequence showing change of height.  Travel across apparatus slowly and safely at a higher height. | **Athletics (Running, Jumping and Throwing)**  Heart – Understand and explain the short & long term effects of exercise. Organise into small groups safely; take turns; and take on different roles.  Head – Compare performances with previous ones and demonstrate improvement to achieve their personal best. Understand how to apply athletic skills & tactics to the competitive situation.  Hands – Show good control, speed, strength and stamina in a variety of athletic events. Know when to use different tactics in competitive situations.  Be able to perform a standing jump, long jump and triple jump effectively.  Use strength and flexibility to improve distance of a jump. | **OAA (Outdoor Adventurous Activities)**  Heart – Demonstrate all round safe practice when taking part in OAA. Confidently lead warm ups and cool downs.  Head – Analyse performance on how to improve as an individual and as part of a team. Use creative thinking and problem solving skills appropriately to complete a challenge.  Hands – Use a range of skills competently and confidently to cope with different OAA demands. Develop leadership roles within OAA.  Be able to follow & understand safety procedures.  Learn from others to adapt own performance. |
|  | **Net/Wall Games (Tennis)**  Heart – Understand and explain the short & long term effects of exercise. Organise into small groups safely; take turns; and take on different roles.  Head – Compare performances with previous ones and demonstrate improvement to achieve their personal best.  Hands – Play in a variety of competitive games, using the correct skills and techniques consistently. Have a strong influence in the game, using a range of tactics in a variety of situations.  Be able to serve overarm and diagonally.  Use control and strength to serve with power and accuracy. | **SAQ (Speed, Agility, Quickness)**  Heart – Explain short and long term effects of exercise on the body. Demonstrate all round safe practice.  Head – Analyse skills and suggest ways to improve quality of performance. Modify performance based on observation and feedback from others.  Hands – Demonstrate a consistent performance showing fluency, accuracy and consistency. Perform complex sequences, individually and with others.  Try to move on the balls of your feet, pushing off to gain explosive power.  Try to create different ladder movements and sequences to show progression.  Be able to move in different directions over the hurdles.  Try to move in different directions over hurdles effectively.  Use co-ordination and balance when going over hurdles. | **Invasion Games (Hockey)**  Heart – Explain short and long term effects of exercise on the body. Organise specific warm-ups and cool downs with confidence.  Head – Show a good understanding of rules in a variety of competitive games. Compare performances with previous ones and demonstrate how to improve to achieve personal best.  Hands – Play in a variety of competitive games, using the correct skills and techniques consistently. Have a strong influence in the game, using a range of tactics in attack and defence.  Play 1v1, 2v2 and 3v3 games, which progress to playing 6v6.  Apply principles of attacking and defending.  Be able to work as a team with good communication and understand the rules of the game. | **Creative Movement (Dance)**  Heart – Demonstrate all round safe practice when leading warm-ups and cool downs. Explain the long term benefits of exercise on the body.  Head – Analyse dance performances showing excellent knowledge and understanding. Modify performance based on observation and feedback from others.  Hands – Apply different compositional ideas to create dance phrases, for example, incorporating unison, cannon, formations and relationships. Demonstrate a consistent performance showing precision, control and fluency.  Perform dances using movement patterns.  Improving your strength, balance and flexibility. | **Invasion Games (Tag Rugby)**  Heart – Explain short and long term effects of exercise on the body. Organise specific warm-ups and cool downs with confidence.  Head – Show a good understanding of rules in a variety of competitive games. Compare performances with previous ones and demonstrate how to improve to achieve personal best.  Hands – Play in a variety of competitive games, using the correct skills and techniques consistently. Have a strong influence in the game, using a range of tactics in attack and defence.  Look at the principles of attacking and defending.  Use throwing, catching and running as a combination. | **Striking and Fielding (Rounders)**  Heart – Understand and explain the short & long term effects of exercise. Organise into small groups safely; take turns; and take on different roles.  Head – Compare performances with previous ones and demonstrate improvement to achieve their personal best.  Hands – Play in a variety of competitive games, using the correct skills and techniques consistently. Have a strong influence in the game, using a range of tactics in a variety of situations.  Use strength and technique to hit the ball with power.  Using balance, co-ordination and control of the body to be in the correct position. |
| **Year 6** | **Striking and Fielding (Cricket)**  Heart – Understand and explain the short & long term effects of exercise. Organise into small groups safely; take turns; and take on different roles.  Head – Compare performances with previous ones and demonstrate improvement to achieve their personal best.  Hands – Play in a variety of competitive games, using the correct skills and techniques consistently. Have a strong influence in the game, using a range of tactics in a variety of situations.  Use the correct principles of attacking and defending in cricket.  Using strength and technique to improve power on shots.  Be able to work as a team to field, playing in different fielding positions. | **Net/Wall Games (Badminton)**  Heart – Recognise the changes in the body when taking part in physical activity. Know how to use the equipment responsibly and safely.  Head – Understand simple techniques used when sending and receiving, in a variety of activities.  Hands – Perform fundamental movement skills with control and co-ordination. Enjoy competing against self and others, individually or in team games.  Be able to hit the shuttlecock using an overhead clear with the shuttlecock not dropping.  Using balance and control to return the shuttlecock | **Invasion Games (Football)**  Heart – Explain short and long term effects of exercise on the body. Organise specific warm-ups and cool downs with confidence.  Head – Show a good understanding of rules in a variety of competitive games. Compare performances with previous ones and demonstrate how to improve to achieve personal best.  Hands – Play in a variety of competitive games, using the correct skills and techniques consistently. Have a strong influence in the game, using a range of tactics in attack and defence.  Use previous performance and compare to final performance.  Play a competitive game of football.  Using attacking and defending principles whilst self-assessing previous and current performance. | **Creative Movement (Gymnastics)**  Heart – Explain short and long term effects of exercise on the body. Demonstrate all round safe practice.  Head – Analyse skills and suggest ways to improve quality of performance. Modify performance based on observation and feedback from others.  Hands – Demonstrate a consistent performance showing fluency, accuracy and consistency. Perform complex sequences, individually and with others.  To teach a sequence to a group or individual showing a clear understanding.  Look back at previous performance and use self-assessment to improve. | **Athletics (Running, Jumping and Throwing)**  Heart – Understand and explain the short & long term effects of exercise. Organise into small groups safely; take turns; and take on different roles.  Head – Compare performances with previous ones and demonstrate improvement to achieve their personal best.  Hands – Play in a variety of competitive games, using the correct skills and techniques consistently. Have a strong influence in the game, using a range of tactics in a variety of situations.  Compare performance with previous lessons to improve.  Put running and jumping into a combination movement. | **OAA (Outdoor Adventurous Activities)**  Heart – Demonstrate all round safe practice when taking part in OAA. Confidently lead warm ups and cool downs.  Head – Analyse performance on how to improve as an individual and as part of a team. Use creative thinking and problem solving skills appropriately to complete a challenge.  Hands – Use a range of skills competently and confidently to cope with different OAA demands. Develop leadership roles within OAA.  Be able to follow & understand safety procedures.  Learn from others to adapt own performance. |
|  | **Net/Wall Games (Tennis)**  Heart – Understand and explain the short & long term effects of exercise. Organise into small groups safely; take turns; and take on different roles.  Head – Compare performances with previous ones and demonstrate improvement to achieve their personal best.  Hands – Play in a variety of competitive games, using the correct skills and techniques consistently. Have a strong influence in the game, using a range of tactics in a variety of situations.  Be able to rally the ball showing different types of strokes.  Be able to understand the scoring system throughout the match.  To self-assess on previous performance compares to know. | **SAQ (Speed, Agility, Quickness)**  Heart – Lead own warm-up and cool down, explaining the long term effects of exercise on the body. Demonstrate all round safe practice.  Head – Analyse skills and suggest ways to improve quality of performance. Modify performance based on observation and feedback from others.  Hands – Demonstrate a consistent performance showing fluency, accuracy and consistency. Perform complex sequences, individually and with others.  Show and create your own circuit using all 3 pieces of equipment.  Show efficient movement through the ladders when sprinting.  Use balance and co-ordination to improve technique and performance with explosive power.  Be able to move through ladders, hurdles and spots in a sequence you have created.  Try to perform different movements through the equipment. | **Invasion Games (Hockey)**  Heart – Explain short and long term effects of exercise on the body. Organise specific warm-ups and cool downs with confidence.  Head – Show a good understanding of rules in a variety of competitive games. Compare performances with previous ones and demonstrate how to improve to achieve personal best.  Hands – Play in a variety of competitive games, using the correct skills and techniques consistently. Have a strong influence in the game, using a range of tactics in attack and defence.  Be able to use all the skills you have learnt and play 6v6 matches.  Can you work as a team and encourage each other using good teamwork.  What rules have your learnt?  Why is communication so important in a team game?  Using attacking and defending principles whilst self-assessing previous and current performance. | **Creative Movement (Dance)**  Heart – Demonstrate all round safe practice when leading warm-ups and cool downs. Explain the long term benefits of exercise on the body.  Head – Analyse dance performances showing excellent knowledge and understanding. Modify performance based on observation and feedback from others.  Hands – Apply different compositional ideas to create dance phrases, for example, incorporating unison, cannon, formations and relationships. Demonstrate a consistent performance showing precision, control and fluency.  Copy and keep up with a dance and song.  Make sure the timing of the moves are in-sync with the beat. | **Invasion Games (Tag Rugby)**  Heart – Explain short and long term effects of exercise on the body. Organise specific warm-ups and cool downs with confidence.  Head – Show a good understanding of rules in a variety of competitive games. Compare performances with previous ones and demonstrate how to improve to achieve personal best.  Hands – Play in a variety of competitive games, using the correct skills and techniques consistently. Have a strong influence in the game, using a range of tactics in attack and defence.  Look at previous performances and use self-assessment to improve.  Be able to learn different ways of scoring a try. | **Striking and Fielding (Rounders)**  Heart – Understand and explain the short & long term effects of exercise. Organise into small groups safely; take turns; and take on different roles.  Head – Show a good understanding of rules in a variety of competitive games. Compare performances with previous ones and demonstrate how to improve to achieve personal best.  Hands – Play in a variety of competitive games, using the correct skills and techniques consistently. Have a strong influence in the game, using a range of tactics in a variety of situations.  Use the correct principles of attacking and defending in rounders.  Use strength and technique to improve power on shots.  Be able to work as a team to field and play in different fielding positions. |